

**Arabic Phone Net Project**  
**Lesson Plan Template 6**  
**Lower Level (Concrete)**

**Phone Conversations Lesson Template**

***Give Me That in Writing!***

(For use as a FLO Exercise)

**Preparation**

Reflect on the use of MSA and dialect in your home country. If needed, discuss with other instructors or conduct internet research. Familiarize yourself with the topic of “code switching” or switching back and forth between standard and non-standard speech. When are dialect and MSA used simultaneously? Who does this in the target culture and why? Download, print, and copies the included lesson worksheet for students.

**Objectives**

- (1) Students will be reminded that dialect is a primarily spoken function.
- (2) Students will practice hand copying spoken dialect in paraphrased, written MSA.

**Warm Up (10 Minutes)**

Ask students to identify situations in which it is required to use Modern Standard Arabic and other situations in which dialect is used. Ask students to think of any instances in which people use both (code switching). List ideas on the SmartBoard and correct any misconceptions students may have.

**Transition**

Point out that in instances where written reports of spoken conversations are needed, linguists will likely have to write down what is said in dialect using Modern Standard Arabic.

**Listening Activity (30 Minutes)**

Play conversation in turns, asking students to practice simultaneous paraphrasing of what was said in writing. Stop for a minute or so after each turn to allow students to catch up. (Reduce length of time in between turns for more advanced students).

**Wrap Up (5 Minutes)**

Briefly check answers and talk about difficulties and strategies. Encourage students to continue to use the LingNet website and resources to practice listening to Arabic dialects. Ask them to think about how some of the things they hear might be phrased or written in MSA.