



I learn Arabic *The Treasure of the Letters*

by Maria Amata Garito and Rachid Benhadj





Ministère de l'Éducation Nationale,
de l'Enseignement Supérieur,
et de la Recherche Scientifique
Département de l'Alphabétisation
et de l'Éducation Non Formelle

Learn Arabic

The Treasure of the Letters

The project

The struggle against illiteracy is the great challenge of globalisation. According to UNESCO surveys, 774 millions of people, one adult out of five is illiterate and among these two third are women and 72,1 millions of children are excluded from the school system.

In Morocco, in particular, 44.4% of the population is illiterate and 24.9% of young people are illiterate. In addition, in Morocco governmental agencies aim at reducing the illiteracy rate to less than 20% by 2010 and to eradicate it completely by 2015.

In the framework of this commitment takes origin the agreement signed on the 20th April 2005 between UNINETTUNO and the Secretariat of State for Literacy and Non Formal Education of the Ministry of National Education and Higher Education of Morocco, aimed at realising a televised course for diffusing the Arab language literacy in the Moroccan adult illiterate population.



On the 22nd September 2006 the Italian Ministry of Foreign Affairs funds the Project.

In UNINETTUNO/NETTUNO (Network per l'Università Ovunque) view the concept of the democratisation of the access to knowledge is not an abstract concept, but a consolidated practice; since 1992, thanks to its two satellite channels, RAI NETTUNO SAT 1 and RAI NETTUNO SAT 2, it created a new television language, a new model of television: "The Knowledge Television", a television that is useful to society as a whole, that brings academic knowledge of prestigious universities worldwide to the homes of all people, also to those who cannot afford to go to the University.

The success gained by NETTUNO at international level led to the establishment of the first International Telematic University in the world: UNINETTUNO where teaching and learning take place on television and Internet in 4 languages: Italian, Arabic, English and French.



Objectives

The course whose title is "I Learn Arabic-The Treasure of the Letters" is authored by Maria Amata Garito and Rachid Benhadj and has as video teacher Dalila Hiaoui.

It includes 150 videolessons and 4 texts related to the subjects treated by the videolessons.



The course is addressed to the illiterate adult population and more specifically the most isolated rural areas and to the female population whose illiteracy rate is very high.

Its aim is to train for the skills required for an active comprehension of language, for the use of writing and reading. The transfer of the cognitive tools that are required to this end is proposed through a new psycho-pedagogic-didactic model.

The psycho-pedagogic didactic model

The course psycho-pedagogic model, designed by Prof. Maria Amata Garito, makes reference to a course produced by the Italian Television entitled "Non è mai troppo tardi (It's never too late)", realised by the school teacher, Alberto Manzi, and devoted to teach how to read and write to the Italy's adult illiterate population.



The programmes played a very important social and educational role; they contributed to Italy's cultural unification and lowered by far the rate of illiteracy, which in the Fifties reached 40%.

The psycho-pedagogic model designed for the video course "I Learn Arabic - The Treasure of the Letters", integrates the communication model adopted by the teacher Manzi with the most important results gained by the psycholinguistic and psycho-technology studies.

Learn Arabic *The Treasure of the Letters*

The method adopted matches the synthetic method to the analytical global one and aims at letting the students develop a reflective and non-repetitive learning process.

The video teacher leads the learner into the Arabic language and illustrates the alphabet, its writing modes, explains the grammar structure.



The videolessons are focused on words that are represented by the relative objects, the individual letters that form them, the sentences that



are built with these words, the grammar that connects the words and builds its communication meaning and, at last, its sense.



The teacher from television studio structured as it were the interior of a Moroccan house, presents the objects that begin with letter treated in the lesson; she stops on the picture, on the object shape, on its use in everyday life.



The teacher writes the word, she pronounces it correctly and makes the learner link the words to the pictures in order to strengthen memory and develop the two channels, the visual and the audio one.



Learn Arabic *The Treasure of the Letters*

Second Life

To this synthetic method is matched also the global analytical one and the lessons become a narrative, the dream in the virtual world of Second Life.



On Second Life, on UNINETTUNO island of knowledge we built a three-dimensional virtual environment, that represents a Moroccan house where are rehearsed stories, events and tales that



take place in this house and, for the first time in the history of Second Life, the Avatars become television actors to represent the Akhdar family.



The Moroccan house becomes a tri-dimensional setting: the theatre where the Avatar-actors tell their stories, imitate the daily activities of typical Moroccan family and lead the viewer into a dreamy dimension.



The Avatar characters make up the story and represent a fact, an experience, a link between sound and picture in concrete way, supplying the tools to enhance the visual function and letters memorisation.



Learn Arabic

The Treasure of the Letters

The videolessons

The course includes one hundred fifty videolessons lasting thirty minutes each.

Pre-writing

In the first part signs and forms that form the Arab language are discovered

- Lesson 1** Signs and forms
- Lessons 2 - 6** Explanation and illustration of the alphabet characters
- Lesson 7** Summary of the characters
- Lesson 8** Explanation of the vowels

Words animation

In the second part are explained in two ways the letters and their positioning inside the word. The student is plunged into a virtual world especially created for this course stimulating his ability to learn by dreaming and imagination. At the same time he is stimulated by elements and objects taken from everyday life.

- Lessons 9 - 67** Explanation of the characters and their positioning inside the word (initial, middle, final). The language phonetic, orthographic, morphological, lexical rules. The first part of the lesson proposes a visit in which the learner dives into Second Life where, following the daily adventures of virtual Moroccan family, they meet the main words treated by the videolessons. The videolessons' characterising element is the use of the Moroccan daily life objects as a support to visual memory in writing individual letters and the related words. In the second part of lesson, filmed in a studio, the teacher teaches how to write words showing the objects taken from everyday life

Grammar and syntax

In the third part the student/user studies in depth the construction of sentences, periods and grammar rules.

- Lessons 68 - 150** In these lessons the learner's profile, the viewer's ideal interface, is introduced into the studio; he interacts speaking with the teacher. The third phase of the lessons, each of them articulated on a central theme, is focused on the enlargement of the cultural section aimed at discovering the history, literature, the legends, the uses and customs of the Moroccan population. The teacher leads the student/user into the Arab language explaining its grammar structure, illustrating the alphabet and its writing modes.



Ministère de l'Éducation Nationale,
de l'Enseignement Supérieur,
et de la Recherche Scientifique
Département de l'Alphabétisation
et de l'Éducation Non Formelle

The course was realised by a group of people coming from many countries: Algeria, Morocco, Egypt, Palestine, Cyprus, Italy:

Rachid Benhadj, Dalila Hiaoui, Hind Akki, Mohammed Essaknaoui, Hassan Taouil, Mohieddine Benbouazza, Khalil Khalil, Hakeem Abu Jaleela, Michalakis Pilavakis, Maria Amata Garito, Emanuela Maria Mafrolla, Salvatore Micillo, Claudio Percoco, Massimiliano Lippolis, Chiara Sepede, Silvia Bonacini, Antonio Benedetto, Alfredo Confessore. They worked all together with enthusiasm and competence to make a contribution in the fight against illiteracy, the big problem of our so-called "global" society, which still remains a very "local" one, with huge disparities between the North and the South of the world, between the poor and the rich countries.

These lessons are as magical bridge linking the illiterate adult population of Morocco with the shore of wisdom, they help to rediscover their roots, their past, the richness of their traditions, without forgetting the present. They are a true resource to face the future in a new light: the light of language.





Ministère de l'Éducation Nationale,
de l'Enseignement Supérieur,
de la Formation des Cadres
et de la Recherche Scientifique
Département de l'Alphabétisation
et de l'Éducation Non Formelle

Basic Literacy Project to teach how to read and write Arabic

Funded by the Ministry of Foreign Affairs, DG Cooperation to Development – Italy
In cooperation with the Ministère de l'Éducation Nationale, de l'Enseignement Supérieur, de la Formation des Cadres et de la Recherche Scientifique, Département de l'Alphabétisation et de l'Éducation Non Formelle – Maroc

UNINETTUNO / NETTUNO
Corso Vittorio Emanuele II,39 00186 Roma Italia
telefono +39 0669207670 fax +39 0669207621
www.uninettunouniversity.net