**Teachers of Critical Languages**

**Critical Language Projects**

**Program Report Outline**

**General information:**

**Name**: Azza Ghazaly

**Country**: Egypt

**Title of Project**: Arabic Hub

**Project dates**: November, 15th, 2021 – April, 14th, 2022

**Project description:**

The project took place in Seventy First High School, Fayetteville, NC. Most people in my community have a very limited exposure to the Arabic culture. Many families in my local community have at least one member in the army or planning to join the army at some point in their life. Here came the need to expand my Arabic club (Arabic Hub) and thus spread awareness of the Arabic program in my school, which, in turn, will benefit my school as well as the community members by achieving the following long and short-term goals: -

1. The long-term goals of this project is to enable the continuation of the Arabic program at my school and increase the students - parents’ interest in learning Arabic, which, in turn, will encourage more schools in my community to adopt Arabic courses and of course my school to continue hosting my program.
2. The short-term objectives are:-
3. Promote my Arabic club (that took place on a weekly basis aside from the intercession and the testing weeks and exposed students to Arabic music, calligraphy, Foods, traditions, costumes dances, festivals and many life aspects in general).
4. Build a cultural exchange experience by having a Joint-school partnership with another school: Cumberland Early High School (having virtual sessions with the Arabic teacher).
5. Expose parents and community members to the Arabic culture (by holding an Arabic culture day where dances, songs, competitions, henna, and live market activities were held. Invitees also sampled Arabic food.
6. Allow students to have a firsthand experience with Arabic culture in a genuine atmosphere (by ordering food and visiting the Museum of Arts which has exhibitions of the Egyptian arts and culture).

**Targeted Beneficiaries: -**

1. The direct targeted beneficiaries of the project are the Arabic club students at seventy first High school are 25. The Virtual exchanges with Cumberland International Early High School (CIEHS) will impact all my students in addition to the students at CIEHS under the Arabic Program and virtual exchanges with Arabic speakers around the world. Approximately 70 invitees will attend the Arabic culture Forum and curriculum night events. For the final club performance, We were expecting 100 guests however we received 350 guests.
2. The indirect targeted beneficiaries are the community members and students from feeder schools. (I’m part of the school promotion team that talks to students and parents from middle schools who are interested in attending SFHS as a choice school.

**Project sustainability: -**

SFSH has decided to continue the Arabic program for the next year. A new Arabic teacher can benefit from the materials, the advertising I make as well as the students who may remain at school to build on what They have learned or share the information they know with the new recruited members which will play a role in spreading more awareness to the Arabic program and the Arabic culture. The district will continue to support Arabic learning in Cumberland County Schools to start and Arabic program.

**The following is a list of activities implemented by the project**: -

**November 30, 2021**: Greetings and calligraphy: - The first day, current participants shared the greetings in the modern standard Arabic language with recruited members. They also learned about Arabic countries. In addition, I introduced them to some common greetings in Egypt. After the session club members received their club T-shirts and wore them every club day as well as extracurricular activities.

**December 2&7 2021**: Club members started the virtual sessions and learned about the Syrian culture. Members prepared posters/journal about Syrian culture and compared it with what they learned about Egyptian culture.

**December 14, 2021**: - I cooked many authentic food items like Mahshi (stuffed vegetables with rice) and a stew also desserts. Arabic club members met with Arabic students and teacher from CIEHS at the school cafeteria and ordered Arabic foods from the menu which I prepared and cooked.

**January 5, 2022**: Students virtually explored the Pyramids and the Temple of Karnak through a virtual program called Hygo where there is a speaker who was talking and guiding them throw history and enjoyed some authentic cookies made by me.

**January 12, 2022**: Arabic students and Arabic club students attended cooking class with me and saw me cooking some Arabic authentic food at the school cooking room, they took the ingredients and the recipe, had food all together after cooking and took samples home for their families to try.

**January 17, 2022:** Club members started learning about holidays in Egypt and explored a traditional dance. They also gained exposure to middle Eastern music styles, both through singing and playing instruments.

**January 19, 2022:** Arabic club members are taught a variety of Middle- Eastern dance Styles, such as traditional belly dancing. The club performance was at the End of the project program scheduled for February 2, 2022.

**January 20, 2022**: **Community Event Forum;** Club members, CCS Arabic teachers, School World Language Department, Guest Speaker assisted on the forum.

Authentic Arabian snacks were provided.

**January 26, 2022**: The club members learned more about the Egyptian cuisine, had Egyptian Koshari, and continued to practiced for performance events.

**February 2, 2022**: Club got hands-on exposure to prepare many styles of Egyptian food items like Falafel, Molokheyya and Kunafa. World Language members and Faculty staff at school were invited to collaborate with the club members.

**February 8-22, 2022**: The club members continued practicing for the final performance.

**February 24th, 2022**: Club members sponsored the community performance events. Had culture center activity and culminated with an auditorium performance.

**April 8th, 2022:** Arabic hub Activities (Ramadan)

I believe the program was a success as it provided exposure to most of the school students and staff members as well as students in Arabic classes and Arabic club in the partner school to the Egyptian and Arabic culture, which has indirectly transferred to their families and the whole community and thus provided a wide visibility of the program in my local community.

**Outcomes:**

The following is a list of different roles played by my collaborators and me:-

**A)** The CLP applicant, the Arabic teacher at SFHS (me), was the main instructor of the club in the school and whose roles were to recruit new members for the club by advertising for it, printing flyers, preparing the activities and monitoring the participant during all activities, cooking and giving recipes, providing food and the community event forum and performance event.

B) My mentor teacher, Ms. Carmen Villalobos, coordinated with the partner school as well as offered suggestions, advertised the club in other schools, sent invitations to community members, made orders and helped with the budget.

C) The Arabic teacher at Cumberland International Early High School, Mrs. Nasser had virtual exchange sessions with me as well as cooperated on planning cultural lessons that were introduced to students at both schools.

D) The school principal, Mr. Williams, who provided contacts for the other schools as well as sign permissions needed.

E) The assistant Principal, Mrs. Mask, provided assistance by monitoring the students during the forum event and the final performance.

F) The world language department teachers at SFHS, Mainly Ms. Qi and my mentor Carmen Villalobos who helped to arrange for the performance day.

The project benefited teaching and learning language in my school as students learned more about Arabic and the Arab culture through dances, foods, calligraphy and miscellaneous competitions. It has also benefited the community as it advertised for the Arabic program in my school in addition to getting people to know more about the Arabic culture and the importance of learning a critical language. The project has also helped me professionally as I had to be more efficient in working with teams and coordinating different tasks. The project was an overall success because it has achieved the main goals set for it. We did so many jobs in a very short time. I think we managed to achieve all the objectives set for it.

**Project impact:**

About 300 people benefited directly from the project by either taking part in the activities or the last day performances. In addition to these are my Arabic club members, the Arabic club in CIEHS and the regular Arabic students who attended the virtual meetings in CIEHS. The project not only spread awareness of the Arabic program and the importance of learning Arabic at my school but also at the partner school with which I worked. Further the attendees learned more about the Arabic culture, which leads to more understanding and would help against the stereotyping resulting from the lack of knowledge. The year has drawn to an end. However my school has decided to continue the Arabic program for the next year. Thus, the new Arabic teacher can benefit from the materials, the advertising I will make as well as the students who may remain at school to build on what they have learned or share the information they know with the new recruited members, which will play a role in spreading more awareness to the Arabic program and the Arabic culture.