

# TEACHING FOREIGN LANGUAGES K–12

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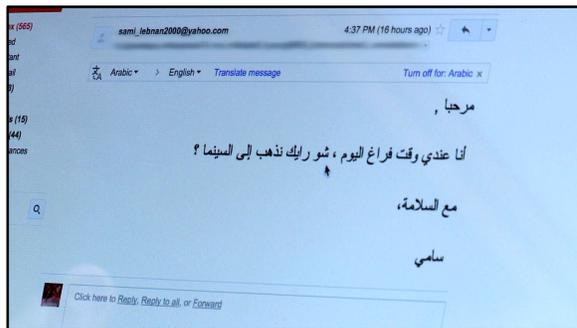
To provide writing support for the lesson’s conversation-based activities, Mr. Joundeya facilitates an email exchange with a native speaker in Lebanon named Sami. Sami is a character the teacher has invented, but the students are not meant to know this. Sami sends students an email in Arabic, and students reply individually, establishing a dialogue.

*Note: If you do not have a “penpal” arrangement with a school in another country, you might simply do as Mr. Joundeya did and invent a character.*

In the filmed lesson, Sami invites students to do something later that day. Students may negotiate with Sami about a meeting time and place, for example. Or they may write that they’re busy and try to arrange to meet on another day.

Mr. Joundeya: “The goal is to make it also sound real—Like this is what happens in real life. You get an email about an invitation, and you reply back. So it is better than just a paper and pencil and talk about what you’re going to do after school today.”

Here is an example of an email from Sami and some student responses.



*From Sami (translation)*

Hi,

I have some free time today.  
What do you think about us  
going to the cinema?

Bye,

Sami

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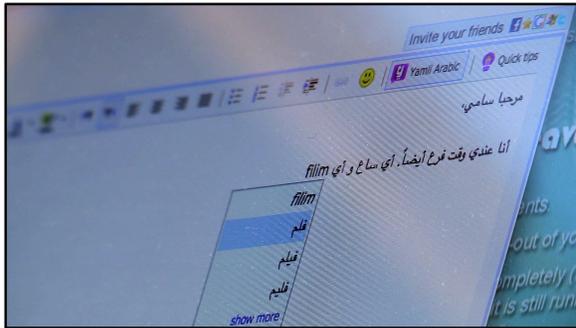
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*Student 1 begins typing (translation)*

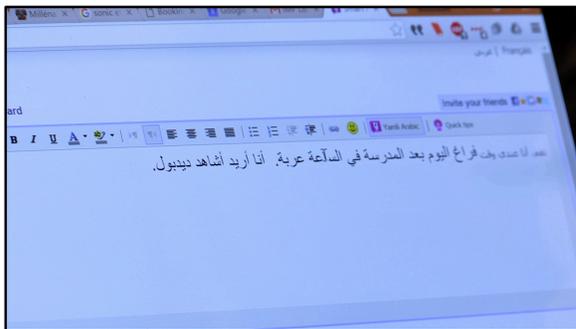
Hi Sami, I'm sorry . . .



*Student 2 response (translation)*

Hi Sami,

I also have free time. What time and what film?



*Student 3 response (translation)*

Yes, I have free time after school at 4 o'clock. I want to watch *Deadpool*.

Mr. Joundeya adds that students feel successful when they can write about the things they have been speaking about: “They can give a lot of responses—like they are busy, they have time, they need to study, they need to go to the mall, they need to play sports, they need to visit. So they can produce a lot of answers.”

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For another example of an email exchange between students and a native speaker, see Dance Party Invitation—Writing Exercise.

