

**Arabic Teacher Program**  
**Northern Kentucky University**

<b>Course Title</b>	<ul style="list-style-type: none"> <li>▪ Intensive Summer Institute for World Languages</li> <li>▪ Pre-course workshop: Issues in Teaching Arabic</li> </ul>
<b>Course Length</b>	<u>Institute</u> : 7 weeks, 5 days a week, 6 hours a day – 210 contact hours <u>Pre-course workshop</u> : 4 days, 3 hours a day for 12 contact hours
<b>Credit Received</b>	<u>Institute</u> :12 graduate credits towards teaching certificate <u>Pre-course workshop</u> : NA
<b>Program Type</b>	Residential

**Curriculum, Materials & Assessments**

<b>Topics</b>	<u>Institute</u> : <ul style="list-style-type: none"> <li>▪ Teaching for Individual Differences</li> <li>▪ Classroom Management</li> <li>▪ World Language Assessment</li> <li>▪ Teaching Methods:             <ol style="list-style-type: none"> <li>I. Theory &amp; Acquisition</li> <li>II. National Standards</li> <li>III. Curriculum and Lesson Design</li> <li>IV. Assessment</li> <li>V. Linguafolio</li> <li>VI. Technologies</li> </ol> </li> </ul> <p><u>Issues in Teaching Arabic</u>: question formation with cognates, verbal sentences, verb morphology, adjectives and nouns, possessive with nouns, gender, dropped copula in present tense; writing in Arabic on the computer, software&amp; media; teaching culture: websites, movies, music</p>
<b>Observation &amp; Practice</b>	Class observation of practice teaching, preparation for Praxis exams, rubric, language camp micro teaching ( <i>how to make hummous, wedding dance, dialogues about marriage, Moroccan costumes, dabke dance, music – all available on a DVD</i> )
<b>Assessment &amp; Evaluation</b>	<ul style="list-style-type: none"> <li>▪ Class observation</li> <li>▪ Practice Teaching (one-week language camp)</li> <li>▪ Program Evaluation Questionnaire</li> </ul>

<p><b>Textbooks &amp; Materials</b></p>	<ul style="list-style-type: none"> <li>▪ Meece, J. (2001). <i>Child and adolescent development for educators</i> (2nd ed.). New York: McGraw-Hill.  <a href="http://www.amazon.com/Child-Adolescent-Development-Educators-Judith/dp/0070412979">http://www.amazon.com/Child-Adolescent-Development-Educators-Judith/dp/0070412979</a></li> <li>▪ Weinstein, C. (2006). <i>Secondary classroom management</i> (3rd ed.). New York: McGraw-Hill.  <a href="http://www.amazon.com/Secondary-Classroom-Management-Research-Practice/dp/0072322705">http://www.amazon.com/Secondary-Classroom-Management-Research-Practice/dp/0072322705</a></li> <li>▪ Silverman, R., Welty, W., &amp; Lyon, S. (1995). <i>Case studies for teacher problem solving</i> (2nd ed.). New York: McGraw-Hill. <a href="http://www.amazon.com/Case-Studies-Teacher-Problem-Solving/dp/0070576556">http://www.amazon.com/Case-Studies-Teacher-Problem-Solving/dp/0070576556</a></li> <li>▪ Curtain, H., &amp; Dahlberg, C. (2004). <i>Languages and children: Making the match</i> (3rd ed.). Boston: Pearson, Allyn &amp; Bacon. <a href="http://www.amazon.com/Languages-Children-Making-Match-Learners-Grades/dp/0205366759">http://www.amazon.com/Languages-Children-Making-Match-Learners-Grades/dp/0205366759</a></li> <li>▪ American Council on the Teaching of Foreign Languages (2006). <i>Standards for foreign language learning in the 21st century</i> (3rd ed.). Alexandria, VA: ACTFL.  <a href="http://www.actfl.org/i4a/pages/index.cfm?pageid=4283">http://www.actfl.org/i4a/pages/index.cfm?pageid=4283</a></li> <li>▪ Lewis, R. B., &amp; Doorlag, D. H. (2005). <i>Teaching special students in general education classrooms</i> (7th ed.). Upper Saddle River, NJ: Pearson  <a href="http://www.amazon.com/Teaching-Special-Students-Education-Classrooms/dp/0131486357">http://www.amazon.com/Teaching-Special-Students-Education-Classrooms/dp/0131486357</a></li> <li>▪ Blackboard Site,  <a href="http://www.blackboard.com/us/index.Bb">http://www.blackboard.com/us/index.Bb</a></li> <li>▪ language Camp Blog:  <a href="http://www.nku.edu/~worldlang/pagestartalkcamp.htm">www.nku.edu/~worldlang/pagestartalkcamp.htm</a></li> </ul>
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