

Arabic Teacher Programs

Instructional Planning and Strategies

- Teacher as instructional planner in a student-centered classroom; mentoring systems
- Classroom management and behavioral discipline; teaching for Individual differences; instructional focus and difficulties for a diverse student population; differences between high-school and college teaching; varied teaching strategies via team-teaching; use of apprentice teachers to support instructors
- Current thinking and practices on instruction of world languages; adapting the K-16 Arabic Language Standards; conceptualizing, designing and planning communication-based instruction; effective foreign language instructional sequences; backward design, standards-based teaching, learning-centered teaching methods; organizing content and planning for integrated language instruction; teaching grammar inductively
- Basic principles of performance(or task-) based instruction, task-based instruction (for Spoken Arabic), with performance checks; offer exposure to features of various dialects; issues in the teaching of Arabic to English speaking students, such as how to teach long and short vowels and pronunciation of Arabic sounds
- Student programs incorporate Arabic learning ingeniously throughout all aspects of the student's day from preparing meals with their native-speaker in the dorms to a daily soccer regime that allows for casual use of Arabic; interacting with staff members representing many countries of the Arab World, mealtimes with an Arabic speaker
- Living at "al-WaHa" (the oasis) and being immersed in an Arabic-speaking setting; Simulations throughout the day, evening programs; small learning groups in which students start to identify with places -- real cities, e.g. Baghdad, Beirut
- Arabic culture(s) taught implicitly and explicitly; incorporation of culture and technology; teaching using multi-media technologies, reflection on final products produced using technology; interactive teaching using fable and art; Arabic calligraphy; geography of the Arab world; use of fables and art in instruction and in student motivation
- how to organize field trips and cultural/social events; Arabic Museum visit and integrating Art with Arabic language teaching;