



Aldeen Foundation
STARTALK Teacher Program Curriculum

Program Title: Teaching Arabic through Communication: Guidelines for Success

Number of Hours: 80 contact hours

Designed by: Ahmad Elghamrawy

Brief Description of Program

Program goals:

This program aims to prepare novice Arabic teachers and teachers with limited training in teaching AFL to teach Arabic with an emphasis on communications.

Program description:

Online sessions:

Participants will watch 10 online workshops before they attend the two-week program on site. Each session runs for about 45 minutes and concludes with questions and answers about the content of the workshop.

On-site program:

The on-site program will extend over 10 days (two weeks excluding weekends), each day running from 9:00 A.M. to 6:00 P.M. During the first week, participants will be introduced to the main theoretical and pedagogical concepts of teaching AFL through a combination of seminars, hands-on workshops, and micro-lesson teaching presentations to get a clear understanding of the basic practices of teaching Arabic according to the communicative approach

In the second week, participants will work closely with coaching Master Teachers that they will observe in class, reflect on their practices, and discuss their thoughts with them. Participants will also be assigned limited time to co-teach and teach and will be given feedback. See Appendix A for program content and schedule.

Course duration and contact hours:

The students will watch a total of 7.5 hours online. They will also attend 80 contact hours on campus during the 10-day on-site course, July 14- 25. They expected to spend about 40 hours doing assignments and follow-up work, writing observation reports, communicating with coaching teachers, preparing micro-lessons, and writing lesson plans.

Enduring Understanding (EU):

1. Participants will understand that communication is the over-arching feature of teaching Arabic as a Foreign Language and the umbrella under which other important elements of teaching AFL like culture, comparison, connection and community fall.
2. Participants will understand that it is essential to write detailed lesson plans that include clear objectives, interactive guided and unguided activities, and evaluation tools to assess success of the objectives in the class.

Essential Questions (EQs):

Approaches and National Standards:

1. What are the National standards of teaching AFL? And how could they be implemented in teaching AFL?
2. What are the main guidelines of the communicative and comprehension-based approaches?
3. What techniques promote interaction and how could they be integrated in the class?

Lesson Planning and Strategies:

1. How to write a good lesson plan?

2. What are the main features and component of a well-written objective?
3. How could the classroom activities reflect the objectives and lead to achievement?
4. Is it necessary to assess the success of the instructional objectives before the end of the class? And how is that done?

Program Content:

Knowledge (What participants need to know)		Skills Targeted (What participants need to be able to demonstrate)
Category of Training	Topics To be Addressed	
Approaches and methods	New approaches in teaching AFL. Teaching Arabic communicatively: techniques to promote interaction. The national standards for TAFL.	
Instructional planning and strategies	Lesson planning: setting goals and objectives. Teaching vocabulary within context. Teaching grammar communicatively.	
Assessment	Basic concepts in assessment. How to write an achievement test.	
Technology	Using technology in the Arabic classroom. Software to promote language production (photostory, movie maker).	

Technology Integration:

The program will use power point presentations, the computer lab, videos, and the World Wide Web.

Assessments:

Performance tasks (including micro teaching, student program practicum, etc.)

1. Micro-lesson presentations: Participants will work in groups and prepare and full lesson with its lesson plan, to be presented in front of the class.
2. In-class teaching: Each participant will teach one session of about 45 minutes and submit a lesson plan for it. Participants' performance will be observed and evaluated by one of the trainers.

Quizzes, reflective or learning journals, responses to readings or lectures, work samples, or required products (e.g., lesson plans, curriculum guide, assessment item, a term paper).

1. Daily short quizzes at the end of the every day (during the first week).
2. Observation reports: Participants will write reports for each day of observing classes, which is a way to reflect on teaching practices before they discuss them the next day in the morning.
3. E-presentation: Participants will have to create their own e-presentations using the photo-story or movie maker software they learn in the workshop.

Unprompted Evidence (observations, dialogues, or classroom participation)

1. Class observations (second week).
2. Co-teaching one class (second week).

Program specific LinguaFolio-type Can-Do Statements:

1. Participants can design instructional activities that are interesting to the students, communicative, and student-centered, showing clear connection with their related objectives in all their lesson planning.

2. Participants can teach a 45-minute class, implementing the National Standards of Teaching AFL in all instructional activities, showing basic understanding of the standards.
3. Participants can write a lesson plan with detailed practical objectives and well designed guided and unguided activities, showing solid understanding of the basic practices of teaching foreign languages according to the communicative approach, and using clear evidence to assess the success of instructional objectives.
4. Participants can select appropriate supplemental materials to reinforce their instruction in class and use them effectively to meet the instructional objectives.
5. Participants can write achievement tests that are valid and objective.
6. Participants can use technology including computers and the World Wide Web in their teaching to enrich students' learning experience and diversify their exposure to the language, showing possession of the basic technical skills required to do that in class.

Required Resources:

1. 20 Online workshops (pre-workshop) assignment.
2. a selected articles on different topics in teaching a foreign language and second language acquisition.

Differentiation of Instruction:

The program incorporates different student-centered interactive activities that range from presentations, group activities, observation, micro teaching, and real teaching. Participants will have a chance to interact with their trainers, then perform (apply learned knowledge) in groups (in a sheltered environment), then observe real class and reflect on them, and finally teach a real class.

Instructional Strategies:

During the first week, participants will be introduced to the main theoretical and pedagogical concepts of teaching AFL through a combination of seminars, hands-on workshops, and micro-lesson teaching presentations to get a clear understanding of the basic practices of teaching Arabic according to the communicative approach

In the second week, participants will work closely with coaching Master Teachers that they will observe in class, reflect on their practices, and discuss their thoughts with them. Participants will also be assigned limited time to co-teach and teach and will be given feedback.

What do they already know that will help them learn new information?

The course needs no requisite knowledge in the field, but native/native-like skills of Modern Standard Arabic is necessary.

Links to relevant web sites:

<http://biaamedia.net/>

Daily instructional plan

DAILY WORKSHOP SCHEDULE

Monday - Day 1:

9:00 - 9:30 a.m. Breakfast - Networking

9:30 - 10:00 a.m. Welcome - Introductions - Structure and goals of the workshop

11:00- 1:00 p.m. Basic concepts in assessment

1:00- 2:00 p.m. Lunch break

2:00- 3:30 p.m. How to write an achievement test I

3:30- 4:00 p.m. Break- Networking

4:00- 5:30 p.m. How to write an achievement test II

5:30- 6:00 p.m. Summary of main points covered during workshop

Tuesday - Day 2:

9:00 - 9:30 a.m. Breakfast - Networking

9:30 - 11:15 a.m. New Approaches of teaching AFL

11:15 - 11:30 Break - Networking

11:30- 1:00 p.m. New Approaches of teaching AFL

1:00- 2:00 p.m. Lunch break

2:00- 3:30 p.m. Teaching Arabic communicatively: techniques to promote interaction

3:30 - 4:00 p.m. Break – Networking

4:00 - 5:30 p.m. Hands-on practice

5:30 - 6:00 p.m. Summary of main points covered during workshop

Wednesday - Day 3:

9:00 - 9:30 a.m. Breakfast - Networking

9:30 - 11:15 a.m. Lesson Planning: setting goals and objectives

11:15 - 11:30 Break - Networking

11:30- 1:00 p.m. Teaching vocabulary within context + Hands-on practice

1:00- 2:00 p.m. Lunch break

2:00- 3:30 p.m. Teaching grammar communicatively + Hands-on practice

3:30 - 4:00 p.m. Break – Networking

4:00 - 5:30 p.m. Teaching reading communicatively +Hands-on practice

5:30 - 6:00 p.m. Summary of main points covered during workshop

Thursday - Day 4:

9:00 - 9:30 a.m. Breakfast

9:30- 11:15 a.m. The national standards for TAFL

11:15 - 11:30 a.m. Break - Networking

11:30- 1:00 p.m. Implementing national standards: scenarios 1 & 2

1:00- 2:00 p.m. Lunch Break

2:00- 3:00 p.m. More scenarios: scenarios 3 & 4

3:00 - 3:30 p.m. Break - Networking

3:30 - 5:30 p.m. Hands on practice (group work)

5:30 - 6:00 p.m. Summary of main points covered during workshop

Friday - Day 5:

9:00 - 9:30 a.m. Breakfast

9:30 - 11:15 a.m.

11:15 - 11:30 a.m. Break - Networking

11:30 - 12:30 p.m. Using technology in the Arabic classroom

12:30 - 2:00 p.m. Lunch Break & Jum'aa payers (for Muslim Students)

2:00 - 3:30 p.m. Software to promote language production (photostory, movie maker)

3:30 - 4:00 p.m. Break - Networking

4:00 – 5:30 Projects (computer lab)

5:30- 6:00 p.m. Summary of main points covered during workshop

Monday - Day 6:

9:00- 9:30 a.m. Breakfast

9:30- 10:30 a.m. Summer intensive programs, a different environment

10:30- 1:00 p.m. Class observation

1:00- 2:00 p.m. Lunch break

2:00- 3:00 p.m. Class observation

3:00 - 3:30 p.m. Break - Networking

3:30 - 4:00 p.m. Small group discussions

4:00 - 5:30 p.m. Observation reports (computer lab)

5:30 - 6:00 p.m. Summary of main points covered during workshop

Tuesday – Day 7:

9:00 - 9:30 a.m. Breakfast

9:30 - 10:30 a.m. Reflections on day 1 class observations.

10:30- 1:00 p.m. Class observation

1:00- 2:00 p.m. Lunch break

2:00- 3:00 p.m. Class observation

3:00 - 3:30 p.m. Break - Networking

3:30 - 4:00 p.m. Small group discussions

4:00 - 5:30 p.m. Observation reports (computer lab)

5:30 - 6:00 p.m. Summary of main points covered during workshop

Wednesday - Day 8:

9:00 - 9:30 a.m. Breakfast - Networking

9:30 - 11:15 a.m. Group work (micro lesson presentations)

11:15 - 11:30 Break - Networking

11:30- 1:00 p.m. Group work (micro lesson presentations)

1:00- 2:00 p.m. Lunch break

2:00- 5:30 p.m. Lesson plans (computer lab)

3:30 - 4:00 p.m. Break – Networking

4:00 - 5:30 p.m. Lesson plans (computer lab)

5:30 - 6:00 p.m. Summary of main points covered during workshop

Thursday- Day 9:

9:00 - 9:30 a.m. Breakfast

9:30 - 10:30 a.m. Reflections on day 2 class observations/co-teaching.

10:30- 1:00 p.m. Teaching

1:00- 2:00 p.m. Lunch break

2:00- 3:00 p.m. Teaching

3:00 - 3:30 p.m. Break - Networking

3:30 - 4:00 p.m. Teaching

4:00 - 5:30 p.m. Program report (computer lab)

5:30 - 6:00 p.m. Summary of main points covered during workshop

Friday- Day 10:

9:00 - 9:30 a.m. Breakfast

9:30 - 10:30 a.m. Teaching.

10:30- 1:00 p.m. Teaching

1:00- 2:00 p.m. Lunch break & Jum'aa payers (for Muslim Students)

2:00- 3:00 p.m. Reflection on program and future plans of networking

3:00- 6:00 p.m. Certificate and award ceremony