



**Brigham Young University  
STARTALK Teacher Program Curriculum**

**Program Title:** BYU STARTALK Summer Arabic Camp

**Number of Hours:** 120 (approx.)

**Designed by:** Kirk Belnap

**Brief Description of Program** (including curricular context and goals)

The BYU STARTALK Summer Arabic Camp teacher program provides promising teachers-in-training a rich hands-on mentoring experience, with the goal of giving them both the vision and the tools to become the well-trained and inspiring teachers who can build dynamic language programs that assist students in their quest for real-world language and cultural proficiency. The primary emphasis is on middle and high school teachers.

**Enduring Understanding (EU):**

(What Enduring Understandings are desired: *Refers to the big ideas that we want participants to retain after they've forgotten many of the details. Generally, there should be one or two big ideas only about the program. Otherwise, they are not big ideas any more.* )

Teachers will understand 1) through first-hand experience that young Americans can acquire a good deal of real-world language and cultural proficiency, whether in an intensive camp or with only 50 minutes per day; 2) how to enable such students to move on to advanced-levels of proficiency.

**Essential Questions (EQs):**

(What Essential questions (EQs) will help to frame the teaching and learning that will take place within the program. EQs can be several, with each addressing one aspect of the EU that can and will be answered by the program. Make sure that the EQs are of a higher level than a regular teaching question that asks for display of knowledge.)

*What we want teachers to think about in student friendly language*

*To what extent or in what ways.....*

What are key characteristics of effective K-16+ Arabic programs?

How can I track student learning progress so that they and I know how well they are doing in making progress toward program objectives and their long-term learning goals?

How can I enable my students to navigate and make the most of the maze of Arabic language learning opportunities so that they achieve their learning goals in a timely manner?

**Program Content:**

(You may identify the content in detail according to the STARTALK Teacher Training Matrix provided. In the program syllabus for participants, then this component may be mapped out further in terms of dates, and scope and sequence of this content)

Knowledge (What participants need to know)		Skills Targeted	Assessment of Skill
Category of Training	Topics To Addressed	Participants will be able to:	through:
Second Language Acquisition	Highlights of research on L2 acquisition and teaching.	Thoughtfully articulate their understanding of what it means to know, learn, and teach a human language.	Learning journal, small group discussion, quizzes.
Approaches and Methods	Characteristics of effective language learners, teachers, and programs.	Critically evaluate methods in foreign language pedagogy; thoughtfully discuss issues particularly relevant to teaching/learning Arabic; effectively carry out lesson plans they design.	Learning journal, small group discussion, quizzes, micro teaching.
Curriculum and Lesson Design	Backward design; making the most of existing materials; day-to-day operationalization of the curriculum.	Ascertain learners' needs; evaluate materials based on sound principles; develop an effective curriculum, syllabus, and lesson plans that reflect a thorough understanding of the National Standards.	Small group discussion, lesson plans for micro teaching, proposed curriculum for a class they plan to offer.
Assessment	Essentials of effective achievement, prochievement, and proficiency assessment instruments.	Choose or develop appropriate assessment instruments that effectively measure progress toward individual and program objectives.	Small group discussion, quiz.
Strategic Planning and Action	Making the most of current Arabic teaching/learning opportunities.	Demonstrate awareness of how students can achieve ambitious language learning objectives and how to guide them effectively; demonstrate awareness of how to personally navigate the U.S. K-16 system as a language professional.	Learning journal, small group discussion.

## **Technology Integration:**

Participants will understand how technology can: help them and their students make better use of valuable classroom time; facilitate making connections between their students and peers in the Arab world; find useful realia and other links; continue their own learning of Arabic. They will receive a thorough introduction to *Arabic without Walls*, the distance-learning program we have developed with the University of California Consortium on Language Learning and Teaching, in addition to the courseware students use at BYU in learning Arabic. These provide both a model for the use of technology and they may wish to use some of these resources with their own students. They will also receive training in the use of such online tools as ArabicCorpus and ArabicGoogle. We will use online video training resources and show them how to use digital tools to assist them in improving as teachers and helping their students.

## **Assessments:**

*What evidence will show that teacher participants understand and can perform?*

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

Regular classroom teaching and reflection on this teaching under the guidance of master teachers. Participants will be present daily for classes and other learning activities. By the third day of camp each will do some teaching. By the second week of camp they will be teaching on a daily basis. After each of these the program director and regular teachers will sit down with them to review their experience. Each will be videotaped at least seven times.

### **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).**

Learning journal, written and oral responses to readings and video/classroom observation, curriculum outline, lesson plans, achievement and prochievement quiz....

### **Unprompted Evidence (observations, dialogues, or classroom participation)**

Trainees will meet daily after classes with Kirk Belnap and/or Laila Lamani to discuss observations/teaching and readings and assignments.

### **Program specific LinguaFolio-type Can-Do Statements (similar to our observational checklist or survey questions. We need to be consistent.)**

I can thoughtfully articulate what it means to know, learn, and teach a human language.  
I can critically evaluate the usefulness of methods in foreign language pedagogy for my students' needs.  
I can thoughtfully discuss issues relevant to the teaching and learning Arabic, such as how to help my students deal with the diglossic nature of Arab speech communities.  
I can effectively carry out lesson plans that I develop.  
I can ascertain learners' needs.  
I can evaluate language learning materials based on sound principles.

I can develop an effective curriculum, syllabus, and lesson plans that reflect a thorough understanding of the National Standards.

I can choose or develop appropriate assessment instruments that will effectively measure student progress toward individual and program objectives.

I can effectively guide students to achieve their ambitious language learning objectives.

I can navigate the U.S. K-16 system as a language professional.

**Required Resources (including textbooks):**

Brown, H. Douglas. 2007. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 3rd edition, Longman.

*Standards for foreign language learning: Preparing for the 21st century*, 3<sup>rd</sup> edition. 2006. Lawrence, KS: Allen Press.

Packet of readings including articles on Arabic-specific matters.

**Differentiation of Instruction:**

(What accommodation will be made for veteran and novice teachers? Or, for native and non-native speakers who also need more linguistic support?)

We only admit a few trainees and are therefore able to work with each according to their individual needs, including providing counseling and tutoring for non-native teachers who need to strengthen their language skills. Needs are determined based on pre-program interviews and ongoing observation.

**Instructional Strategies:**

(How do you plan to implement the training of teachers in order for them to answer the EQs and reach the EU? Simply put, what is the teaching plan?)

To prime the pump and make the most of camp time, trainees will read some materials before the camp and provide written responses, beginning a dialogue that will continue well beyond the end of the camp via email and telephone (we are still in regular contact with our 2007 trainees).

During the camp trainees will meet daily with Kirk Belnap and/or Laila Lamani to discuss observations/teaching and readings and assignments. They will observe STARTALK and other classes, write their own lesson plans, discuss these, and implement them in class (which will be videotaped). They will watch their own tapes as well as footage of others, reflecting on what they've seen/experienced in writing and orally. They will also do some tutoring of students, to better understand individual needs.

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

*(The data obtained from STARTALK Teacher Pre-Survey should be of tremendous help here. They will provide the background info or a review of past work that teacher participants bring with them. It may be helpful to ask teacher participants to identify their goals, objectives, and needs.)*

One trainee is a certified K-12 teacher who has forgotten a good deal of Arabic she once knew well. Another knows Arabic well, but has limited teaching experience and no K-12 certification. We will also be working with a trainee from last year who has great teaching skills, but whose

Arabic is limited. We have helped to get her a fellowship to go to Egypt for much of the summer. We'll be working with her to fill in gaps.

**Links to relevant web sites:**

- <http://arabicwithoutwalls.ucdavis.edu/aww/>
- <http://arabic.byu.edu/>
- <http://nmelrc.byu.edu/>

**Daily instructional plan**

A typical week day	
7:00am	<b>Wake Up, Personal Time, and Breakfast</b>
7:30am	
8:00am	
8:30am	
9:00am	
9:30am	
10:00am	<b>Learning Activities</b>
10:30am	
11:00am	
11:30am	
12:00pm	
12:30pm	
	<b>Lunch and Personal Time</b>
1:00pm	<b>Learning Activities</b>
1:30pm	
2:00pm	
2:30pm	
3:00pm	
3:30pm	
4:00pm	<b>Language Recreation</b>
4:30pm	
5:00pm	<b>Dinner, clean-up, and conversation (in Arabic)</b>
5:30pm	
6:00pm	
6:30pm	<b>Fun with Arabic</b>
7:00pm	
7:30pm	<b>Study Hall</b>
8:00pm	
8:30pm	
9:00pm	
9:30pm	
10:00pm	
10:30pm	<b>Personal Time</b>
11:00pm	
11:30pm	
12:00am	