

STARTALK Teacher Program Curriculum Template

Program Title: Striving for Excellence in the Teaching of Arabic as a Foreign Language

Number of Hours: 20 hours online training and 80 hours onsite

Designed by: CLASSRoad - Project of Human Assistance & Development International (HADI)

Brief Description of Program:

The program consists of a two-week online workshop for fifty participants who will get training on theory and methodology of teaching Arabic as a foreign language. After completing a series of quizzes, submitting a final project, and participating in online discussion, twenty of the highest performers in the online class will be selected and invited to attend a two-week onsite intensive workshop at California State University, San Bernardino. CSUSB is a site of the summer Arabic residential language program where more than 40 high school and university students will be attending. Participants will be able to plan and conduct standard-based lessons. Actual classroom observations and model lessons will be conducted to give hands-on experience on how to teach.

The program is divided into three distinct segments: **1- The Online Training.** Duration: Two weeks between May 5 and May 16. Participants will watch lectures, read articles, take part in discussions, take assessments and design a Thematic Unit. **2- The Onsite Training.** Duration: Two weeks in July 2007. Participants will reinforce theoretical knowledge, design lesson plans, and observe master teachers in the classroom, teach and discuss their performance, and have the opportunity to act as mentors in the evening. **3- The Continuous Learning.** Duration: September 2008 through June 2009. Participants will monthly receive educational resources and articles that will instill the culture of professional development in their future careers.

Service Credit

Similar to the HADI/STARTALK Summer 2007 workshop, all participants will have the option of receiving service credit from CSUSB's College of Extended Learning. Depending on their levels of involvement and achievements, they can earn up to 8 quarter-units. The title of the class is ARAB 1000: "Teaching of Arabic as a Second Language". The participants will be expected to cover their own cost of receiving the Service Learning Credit (\$65/unit) or College Transfer Credit (\$188/unit).

Enduring Understanding (EU):

Participants will understand that by focusing on meaning while executing real life/pedagogical standard-based tasks, their students will enjoy learning Arabic for their own communicative purposes.

Essential Questions (Esq.):

Participants will be able to answer questions such as:

To what extent or in what ways do learning styles affect learning?

How can activities be designed according to personality type of learner?

How can language input be communicative and meaningful to learners?

Why and how is task/standard - based instruction useful in a communicative language class?

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	Differentiate approaches from methods	Recognize prevailing assumptions of second language acquisition Recognize prevailing methods of second language teaching Articulate standards and their roles in language learning and teaching
Curriculum and Lesson Design	<i>Curriculum</i> : a collection of statements (goals, procedures); objectives, philosophy (interests defined by needs) <i>Syllabus</i> : a sequencing of instruction and learning activities to achieve these objectives; statements of expectations; an agreement about responsibilities.	Can plan curriculum using a standards-based unit design process. Can plan curriculum beginning with student performance outcomes in mind.
Instructional Planning & Strategies	Instructional Planning There are different perspectives about teaching (teacher centered vs. student centered) Different lesson plans can be produced from different perspectives. Instructional strategies questioning strategies – rubrics in terms of what students could/could not do teacher's roles: coach, consultant, advisor, reference, manager	Can deliver instruction in the target language and making it comprehensible for all students. Using the target language in my instruction Using various strategies that help students understand the input such as using gestures, pictures, visuals, technology, TPRS, etc Planning pre-during and post activities that guide students through comprehension Checking for comprehension using various ways
Materials Development and Adaptation	Principles: collect, select, adapt. Creating standards-based materials that incorporate the three modes of communication using authentic materials strategies for evaluating existing materials connecting materials with program objectives	Use eyes to search, to explore Use hands to modify Use good skills to transform materials Use good sense to fit materials to be used in 3 modes of communication Use mind to align the materials Use good designs to turn concepts into activities for in-class performance tasks

<p>Assessment</p>	<p>Assessing Culture Assessing using values, perspectives & practices, cross cultural comparisons (Chinese, Arabic vs. native culture), performance tasks, formative and summative equally important changing teacher perceptions, attitudes and beliefs: strategies for teachers to “fix” their problems</p>	<p>Conduct mini OPI-like assessment Explain proficiency-based assessment vs. traditional grammar-based assessment Use ACTFL and ILR Proficiency Guidelines and K-12 Performance Guidelines Explain and give examples of the differences between formative and summative assessment Design and evaluate formative assessment Design form-focus, discrete point, and meaningful class activities</p>
<p>Structure of the Target Language / Pedagogical Grammar</p>	<p>Content: Developing a sequence of language experiences that: are meaningful contextualized experiences Focus student attention on regularities in language and: focus students attention on the relationship between functions and the regularities (grammar) Provide teachers with an explicit understanding of the structure of the target language to be able to develop experiences that will focus student attention on regularities.</p>	<p>Connect linguistic elements with functional language use. Identify what aspects of grammar to teach and why. Set priority with the pedagogical grammar to be linked with the communicative outcomes. Train students to use the correct grammatical structures that are appropriate for the social context of the language use.</p>
<p>Second Language Acquisition</p>	<p>Controversial issues in the field: real vs. ‘fake real life situations’ the use of ‘bandwagon’ terms in the educational field to describe form-focused practices which cause misunderstandings: e.g. task-based teaching,, proficiency oriented teaching , teacher-centered vs. student centered familiarity with language proficiency scales</p>	<p>Provide meaningful language learning opportunities Make target language input comprehensible Create tasks that have students use the language in meaningful ways Provide appropriate feedback on students language use Identify students’ proficiency levels provide activities that facilitate the language development of students at all levels Assess students meaningful language use develop student’s communicative competence</p>

Technology Integration: The internet as a source for authentic Arabic texts – review of available Arabic teaching software -

Assessments:

A: Each participant will produce a written lesson plan and will conduct a micro Arabic class to show their ability of using knowledge gained from the workshop.

B: HADI will recruit an independent evaluator to assess the outcomes of both the online and onsite components of the proposed project. We have three components to our evaluation plan. The first will focus on evaluating the trainees' in light of the pre-defined expected outcomes of the program. The second will focus on evaluating the academic aspect of the online and onsite experience (evaluating master teachers, discussions, feedback, etc.) and the last component will focus on the logistics, administration and organization of the entire program.

Required Resources: Smart Board – Internet - Arabic magazines and Newspapers etc.

Text Books: Teaching by Principles: An interactive Approach to Language pedagogy. By: H. Douglas Brown

Differentiation of Instruction: The workshop will address the novice teacher needs. Extra assignment will be given to advanced participants. Nonnative speakers of Arabic will be provided with sources for further studies in Arabic.

Instructional Strategies: Class presentations- Pair work- group work- workshop – projects- homework- classroom observation- model lesson plan- model class – Micro teaching- etc..

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

Participants' bio-data will be drawn from their applications. Their online performance will be assessed and results will be used to adapt input to their level and needs.

Links to relevant web sites:

<http://www.arabick12.org>

<http://www.nmelrc.org>

<http://www.arabic-language.org>

<http://www.soas.ac.uk/languagecentre/teachers/resources/arabic>

http://www.ncela.gwu.edu/resabout/culture/7_languages/arabic.html

<http://alwaraq.org/>

<http://startalk.hadi.org>

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