



**Occidental College
STARTALK Teacher Program Curriculum**

Program Title: *“Maximizing Student Achievement in Arabic Language Programs”*

Number of Hours: 40

Designed by: Iman Hashem, Marjorie Tussing and Brandon Zaslow

Brief Description of Program (including curricular context and goals)

To develop the capacity of new participants to create and deliver standards-based lessons and to provide opportunities for the leaders from the 2007 seminar to assist in delivering professional development for their new colleagues as they provide feedback in the development of these lessons.

Enduring Understanding (EU):

1. Participants will become familiar with the components of the Foreign Language Framework for California Public Schools.
2. Participants will become familiar on how the content standards shape lesson planning and delivery.

Essential Questions (EQs):

1. How do you design age and stage appropriate lesson outcomes?
2. How do you formulate objectives for knowledge (cultural/content), for communication and for control of form?
3. How do you use authentic material and technology to facilitate comprehension in the target language?
4. How do you create interpretive activities to make content comprehensible to students?
5. How to you design interpersonal activities that enhance comprehension of authentic texts?
6. How do you use presentational activities in order to assess students’ comprehension of authentic texts?

Program Content:

Knowledge (What participants need to know)		Skills Targeted (What participants need to be able to demonstrate)
Category of Training	<ul style="list-style-type: none"> • <i>Foreign Language Framework for California Public Schools</i> • <i>National Standards for Teachers of Arabic</i> • Role of authentic materials • Making input comprehensible • Learning strategies • Differentiated Instruction 	Participants will <ol style="list-style-type: none"> a) identify language-specific outcomes linked to the time required to acquire Arabic and tailored to the needs of heritage and non-native learners; b) establish objectives for knowledge (cultural/content), for communication and for control of form; c) create interpretive activities to make content comprehensible to students; d) create interpersonal activities that enhance comprehension of the text; e) create presentational activities that assess comprehension of the text.
Major Category Targeted:	<ul style="list-style-type: none"> • Standards-based instruction 	Participants will be able to: <ol style="list-style-type: none"> a) identify language-specific outcomes linked to the time required to acquire Arabic and tailored to the needs of heritage and non-native learners;
Approaches and Methods		<ol style="list-style-type: none"> b) design pre-during-and post activities in order facilitate students comprehension of an authentic text;
Curriculum and Lesson Design	<ul style="list-style-type: none"> • Using reading and listening strategies • Using authentic material 	
Instructional Planning and Strategies	<ul style="list-style-type: none"> • Analyzing standard-based lessons • Scaffolding activities • Creating student-centered activities that address the <i>National Standards for Teachers of Arabic</i> 	<ol style="list-style-type: none"> c) experience the use of a standards-based instructional approach in a language participants do not know; d) use technology and other techniques that help make content comprehensible in the target language; e) design activities that engage students in learning and responds to their age and stage of proficiency;
Materials Development and Adaptation	<ul style="list-style-type: none"> • Lesson design focused on interpretive communication 	<ol style="list-style-type: none"> f) use authentic materials provided by the instructor to create pre-, during- and post-activities to make input comprehensible in the target language;
Assessment	<ul style="list-style-type: none"> • Formative • Summative: performance task 	<ol style="list-style-type: none"> g) design activities that help students focus on interpreting the text; h) create interpersonal activities that enhance comprehension of the text; i) create presentational activities that assess comprehension of the text; j) demonstrate lesson segments;
Technology	<ul style="list-style-type: none"> • Using technology to 	<ol style="list-style-type: none"> k) use technology as a tool to make content

	<p>make content comprehensible</p> <ul style="list-style-type: none"> Using technology to discover online resources that can be used for instructional purposes 	<p>comprehensible;</p> <p>l) visit websites in order to identify and share resources that are age and stage appropriate;</p>
Reflective Practice and Leadership	<ul style="list-style-type: none"> Group evaluation Reflective journals 	<p>m) demonstrate lessons in front of their peers;</p> <p>n) at the end of each day, write about concepts and strategies they have learned, how to apply these concepts, and what questions they have;</p>
Pathway to Certification	<ul style="list-style-type: none"> CSET Steps for credentials 	<p>o) register for course credit;</p> <p>p) become familiar with the steps necessary for certification.</p>

Technology Integration:

- Teachers use various technology programs such as Moviemaker, PowerPoint and Photo-story.
- Teachers use the World Wide Web to explore authentic materials.
- Teachers explore materials available on YouTube and satellite programs.
- Teachers explore ways to maximize the use of Tell-me More and the Arabian Sinbad programs.

Assessments:

Participants will create a lesson plan that they will teach to representative student populations (or in a practicum) employing pedagogy that reflects research and best practices.

Using an authentic text selected by the trainers, they will establish objectives for knowledge, for communication and for control of form. They will plan activities that incorporate the three modes of communication. They will teach and or demonstrate the lesson and complete reflections on their successes and challenges.

Unprompted Evidence (observations, dialogues, or classroom participation)

- Group scaffolding activities
- Group and whole class discussions
- Group work with leaders in training
- Lessons analysis and evaluation
- Peer evaluation
- Reflective journal

Required Resources (including textbooks):

1. *Standards for Foreign Language Learning in the 21st Century*
2. *Languages and Children – Making the Match: New Languages for Young Learners, Grades K-8, Third Edition*
3. *The Keys to the Classroom*
4. Selected authentic stories, songs, and DVDs
5. Arabian Sinbad Treasure Chest

Differentiation of Instruction:

1. Differentiation in content (participants use different online materials, videos, books direct teaching)
2. Differentiation in process (participants engage with and create varying learning activities and strategies such as modeling, hands on, observing, coaching, etc.)
3. Variation in group structure
4. Differentiation in outcome (participants choose how to design and deliver their lesson, outcomes are more or less elaborate although they all share the same content)

Instructional Strategies:

1. Demonstration of a standards-based lesson in Spanish
2. Analysis and evaluation of Annenberg lessons
3. Analysis of lessons demonstrated by Arabic language leaders in training
4. Modeling each step of the instructional sequence
5. Scaffolding activities
6. Working in groups with a support leader

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

Participants in this group have various levels of education in general and little or no formal study of language learning and teaching. They teach in various schools settings such as weekend and full time schools. Some might have many years of experience; many will be new to teaching. Some participants may have heard of the *National Standards for the Arabic Language Teachers*; most do not know how to use them to guide instruction.

Links to relevant web sites:

- Annenberg sample lessons
- Online resources (stories, magazines for children and teens, realia and other authentic texts, etc.)
- Online lesson plans
- Online materials for teaching Arabic

Daily instructional plan

Day 1:

- An overview of the “Language Learning Continuum”
- The *National Standards for Teachers of Arabic*
- A research-based instructional sequence
- Demonstration: a standards-based Spanish lesson (foreign language, level 1)
- Reflective journal

Day 2:

- Analysis of Annenberg Lesson 1
- Trainer in training Arabic lesson demonstrations
- Debriefing and analysis of the lesson
- Examining various topics and authentic materials available for various ages and stages (online TV programs, DVDs and videos, songs, and stories)
- Reflective journal

Day 3:

- Sharing findings about available authentic materials
- Trainer in training Arabic lesson demonstration
- Debriefing and analysis of demonstrated lesson
- Text analysis: is text suitability for age and stage, content or cultural knowledge presented, formulation of objectives for knowledge, communication and form
 - Examining various texts
 - Whole group discussion
 - Modeling the writing of objectives
- Learning centers “group activity”: Participants with the help of one of the trainers will analyze text provided by workshop leaders and identify what they want their students to know and be able to do with the texts
- Reflective journals

Day 4:

- Sharing objectives
- Trainer in training Arabic lesson demonstration on making content comprehensible
- Debriefing analysis of pre-during-and post activities
- Exploring various strategies to make content comprehensible in the target language by using segments from various Annenberg lessons, demonstrations, and the exchange of ideas
- Learning centers: each group will work under the supervision of one of the trainers to develop pre-during and post activities
- Reflective journal

Day 5:

- In groups: participants will finalize their lesson and complete the preparation of instructional materials for their lesson demonstrations
- Practicum: lesson demonstrations and evaluations
- Complete a workshop evaluation