



PENN STATE STARTALK ARABIC ACADEMY

2009 STUDENT PROGRAM CURRICULUM

Host Institution:	The Pennsylvania State University
Program Name:	Penn State STARTALK Arabic Academy
Language(s):	Arabic
Target Proficiency Level: Novice-Low — Novice-mid	Age of Students: 15-23 (approx.)
Number of Contact Hours: 104	Duration (weeks): 4
Setting (classroom, camp, residential): Classroom	
Designed by: Dr. Caroline Eckhardt (Project Director), Riadh Bounatirou (Lead Instructor)	

A. Brief Description of Program

The Penn State STARTALK Arabic Academy offers a unique combination of a rigorous language course in Modern Standard Arabic (MSA) and a structured acquaintance with the diversity of the different spoken Arabic dialects. Integrated into Penn State's well established Summer Language Institute, this STARTALK program provides an introduction to MSA as a very widely used form of the language, as well as a platform from which to present the diversity of spoken Arabic dialects via a "Journey through the Dialects" component. While using the textbook *Al-Kitaab* in teaching MSA, a team of instructors who come from different Arabic nationalities and are native speakers of different dialects will guide the students to an awareness of the diversity of spoken Arabic in several parts of the world. To this end several media resources will be used. In addition, peer-to-peer interaction with students in Tunisia (native speakers of Arabic) and undergraduate interns who come from, or have lived in, the Arabic-speaking world will ensure an early exposure to varieties of the spoken language, in order to conceptually bridge the gap between MSA and the real range of Arabic as used in the Arabic world today.

B. Program theme

Speaking Modern Standard Arabic and the dialects: making friends at youth hostel.

C. Unit Subthemes

Unit 1	Unit 2	Unit 3	Unit 4
At a youth hostel, Pat, an American student who has studied MSA, meets three students from different Arabic-speaking countries (Jordan, Egypt, and Kuwait).	After going to a café in the afternoon and then to dinner, the four new friends listen to music and play Scrabble.	Pat is not feeling well: the new friends ask Pat about this situation and they all find a pharmacy.	Next morning, before departing, the students buy postcards for each to send home (to a teacher, to a girlfriend, etc.); Pat's postcard, to a teacher, includes dialect vocabulary and structures.

D. Standards and Expected Outcomes

Standards Targeted	Students Can
Communication - Interpretive	read and understand simple structures in MSA; recognize certain dialect words and understand their meanings in songs or discussions.
Communication - Interpersonal	speak about themselves and ask questions about their interlocutor: maintain a simple discussion about topics they have been introduced to. Students are able to describe their situation and their immediate environment.
Communication - Presentational	introduce and speak about their family members and their respective activities and present their town and university.

Cultural Practices/Products/Perspectives	identify Arabic speaking countries, some cultural cuisines, some differences between Arabic dialects, and their historical settings such as experiences of colonization.
Connections	engage in learning about several cultural, geographical, historical, demographic, and linguistic aspects of the Arabic world through an enhanced selection of presentations. These presentations, in conjunction with other material from the textbooks used, will provide a comprehensive interdisciplinary perception of the Arab world.
Comparisons	compare several cultural, culinary, and historical aspects of Arabic countries with each other and with aspects of American cultures. In addition, through regular textbook use, students will be encouraged to see comparisons between English and Arabic, ranging from the right-to-left cursive style of the Arabic script to grammatical forms such as the dual.
Community	interact with native speakers of Arabic through regular meetings with students in Tunisia, using SKYPE or similar technology; interact with each other, as a learning community, while using Arabic

E. Specific Knowledge and Skills

Thematic Knowledge and Skills	
Students Can	Students Use
Differentiate between the variations in pronunciation of some Arabic letters and distinguish the MSA pronunciation from the dialect pronunciation and distinguish among different pronunciations in dialects.	the <i>Alif Baa</i> textbook and DVDs, to be introduced to these variations, along with becoming aware of the variations in pronunciation of certain letters by the instructors who, as native speakers from different parts of the Arab world, will produce these letters differently. For instance the letter “giim” is produced differently in different parts of the Arab world.

<p>Use different greetings using MSA and several dialects, introduce oneself, and ask appropriate questions in order to get to know the interlocutor.</p>	<p>the <i>Alif Baa</i> textbook to be introduced to greetings in MSA and dialects, such as SabaaH il-k<u>h</u>eer, SabaaH l-k<u>h</u>eer, SbaH lk<u>h</u>ir or SbaaH lk<u>h</u>eer.</p> <p>Questions, and affirmative sentences; these will also be practiced by the instructors in class and Afternoon Immersion sessions, such as: what's your name? Where are you from? Are you a student? and my name is... I am from....</p>
<p>Determine whether a certain vocabulary word is in MSA or in a certain dialect.</p>	<p>the <i>Alif Baa</i> and <i>Al-Kitaab</i> textbooks, with their variety of vocabulary and dialogues, to develop a sense as to which word is in MSA and which is in a certain dialect, such as “mariD” or “‘ayyan.” To strengthen such knowledge, students will also regularly use the subscribed website, which provides a wide array of audiovisual material in MSA and a multitude of dialects.</p>
<p>Interact and speak about the surrounding context of education, work, and the immediate environment.</p>	<p>the vocabulary and grammar structures from <i>Al-Kitaab</i> units, such as “walidi ya'mal,” “ana talibah,” “muHaDarat.” Selected words will be introduced in both MSA and dialects at the same time.</p>
<p>Distinguish between the questions tags in MSA and dialects.</p>	<p>the different dialogues in the textbooks, and additional materials provided by instructors, through which the students will learn the interrogative structure in MSA and the dialect question formation, such as “madha...?” and “...Eh?”</p>
<p>Distinguish between the MSA negation structure and variations used in dialects.</p>	<p>the presentation of the MSA negation “laa” and “maa” structure in the <i>Al-Kitaab</i> textbook and some dialectal variations, such as “mush.”</p>
<p>Understand and apply the forms of politeness in Arabic.</p>	<p>the “HaDritik,” “HaDritak” forms of politeness, and will use practice scenarios to understand when these are appropriately applied. Similar forms in other Arabic cultures will be introduced for comparison.</p>
<p>Answer questions about one's situation.</p>	<p>the form “al-Hamdu lillah,” and will use practice scenarios to apply it to answer daily questions. Other forms in other dialects will be introduced.</p>

Use the different forms of address.	the “ya” form to address people around them. Several common forms will also be introduced according to different dialects.
Courteously welcome guests and take leave.	appropriate verbal and nonverbal behavior, fulfilling the expectations of courteous behavior in welcoming guests and taking leave, using “‘an iznak,” “ ‘an iznik,” “itfaDDal,” “itfaDDali.”
Demonstrate social skills through understanding the traditions and activities revolving around going to cafés in the Middle East.	appropriate vocabulary and behavioral and cultural knowledge for socializing in coffee places in the Middle East. Interpersonal behavior and etiquette, frequently played games, and activities are also explained.
Know the forms of wishing someone (who is ailing) well.	MSA and dialect forms of wishing someone well or a speedy recovery, using dialect expressions like “salamtak.” Proper answers in dialects to these wishes such as “ma’lesh” are also addressed and explained.
Ask about somebody’s news.	structures such as “akhbarek Eh?” to learn about someone’s news. They will learn how to answer such questions and sustain a general discussion.
Distinguish MSA from dialects and certain dialects from each other.	their knowledge of intonation, pronunciation of letters and certain structures, practiced throughout the course.

F. End of Program Performance Tasks

<p>Interpretive tasks: Using the audio visual materials put at their disposal (they will be subscribed to a website with a wide variety of materials, may use SCOLA, etc.) students will be asked to recognize and identify MSA vocabulary words and dialect words in text and audio materials provided. Students will be asked to recognize patterns.</p>
<p>Interpersonal tasks: Students will be asked to interact with a peer in an Arabic country (we have arranged for students to partner with a class in Tunisia), using as many dialect words as possible along with MSA. Students will also have an end-of-program interview with an instructor (see below).</p>
<p>Presentational tasks: Students will be asked to make a short presentation about a cultural aspect</p>

specific to an Arabic country, using both MSA and dialect vocabulary words and structures.

G. Other Types of Assessment and Evidence of Learning

Examples	Brief description
Chapter Tests	These are scheduled comprehensive tests covering the grammar and vocabulary learned in one or more units at a time. The test will typically include an oral section and various vocabulary and grammar exercises related to the units in question.
Mid-term Exam	This is a comprehensive and cumulative exam covering all the material learned in the <i>Alif Baa</i> textbook.
Final Oral Interview	This is a comprehensive cumulative oral interview scheduled during the last day of the course. The format includes reading a short passage in Arabic, answering questions, and performing a previously prepared dialogue with a partner.
Unannounced Short Quizzes	These quizzes test vocabulary, grammar, and concepts that students have learned in class and at home. They provide a means to assure that students are keeping up, as well as a means to reinforce particular aspects of the subjects covered.
Oral Report	<p>This is a small research project, conducted with a partner, reflects the importance, in today's world, of working with peers to learn about other cultures, religions, histories, geographies, politics, etc. Students will choose an aspect of the cultures of the Middle East and give a 10-15 minute presentation in English to the class.</p> <p>Students will provide the class with a list of 10 Arabic words relevant to their topic, with their English translation.</p> <p>Students will also provide the class with a handout containing the most important and/or interesting information about the</p>

	topic, useful websites, etc.
Writing a postcard home	Simulating being travelers in an Arabic country, students will research images for and prepare a postcard specific to that country, then write in Arabic to tell their families about one or several aspects of it.

H. Instructional Strategies

Strategies	Examples
Use target language for instruction	<p>Students will introduce themselves to other guests in the lobby of a youth hostel. They take turns greeting each other, introducing themselves, and asking each other questions, such as where they are from, using MSA and dialect forms.</p> <p>Students will play board games that are totally in Arabic. They will listen, read, and execute the instructions given by that game.</p> <p>Students will be provided with a list of singers and their biographical data. A student will choose a singer from the list, asking class members to guess who this singer is. Students will ask several questions to identify the mystery singer using the biographical information to identify him/her.</p>
Facilitate student-centered learning	<p>Students will order dinner in a restaurant together, looking for the names of ingredients of typical Arabic dishes.</p> <p>Students will choose a coffee-house, based on descriptions provided by the instructor, such as “kabeer,” “Sagheer,” “wase’ ” “Kareeb” “ba’eed” ect.</p>

	<p>Class members will enact the situation of young people who arrive at a youth hostel: they have been traveling, and will continue to do so. As travelers, they will present pictures of 2-3 places they have visited. (These places can be near the imagined hostel, or anywhere in the Middle East, as the exercise can take the form of “This place is____ contains____.”)</p>
<p>Ensure meaningful interaction in the target language</p>	<p>Students will practice providing assistance to someone in need (such as a new acquaintance or a friend who is not feeling well).</p>
<p>Integrate language, culture, and content</p>	<p>Students will watch a documentary about youth hostels from different places in the Middle East and they will be asked to depict specificities of interpersonal behavior and lifestyles and to identify dialects according to recurrent words and structures and intonations heard.</p>
<p>Differentiate instruction based on student need</p>	<p>Students will be presented with the opportunity to choose, according to their interests and needs, from a wide array of audiovisual materials ranging from cartoons to soap operas and video clips. Students will also choose from a selection of games adapted to different age categories and skill levels (for instance, we have Arabic Scrabble in a “junior” as well as a regular form).</p> <p>Our Afternoon Immersion component, and the availability of an instructor and interns in a meeting room over lunchtime, will provide opportunities to work with individual students according to their needs. For example, over lunchtime or during Afternoon Immersion, students interested in music may listen to any of a wide variety of songs and practice saying the lyrics and music terms with an intern.</p>

I. Materials & Other Resources

Resources	Description
Title of textbook, if applicable	Brustad, Kristen, Mahmoud Al-Batal, and Abbas Al-Tonsi. <i>Alif Baa with DVDs: Introduction to Arabic Letters and Sounds</i> . Second Edition. Washington D.C.: Georgetown University Press, 2004. Brustad, Kristen, Mahmoud Al-Batal, and Abbas Al-Tonsi. <i>Al-Kitaab fii Ta'allum al-'Arabiyya: with DVDs A Textbook for Beginning Arabic, Part One</i> . Second Edition. Washington D.C.: Georgetown University Press, 2004.
Realia / Authentic materials	Children's story books and board games in Arabic (Monopoly, Scrabble, and BINGO in Arabic...)
Multimedia	Audio visual material from the subscribed website, SCOLA, cartoons and music videos.

J. Technology

Technological tools	Explanation
Alif Baa and Al-Kitaab DVDs	These DVDs offer audio visual materials supporting the books.
Course Management System: ANGEL	This tool, which is Penn State's Course Management System for all courses, includes functions such as allowing students to take quizzes at home and consulting posted teaching materials and the syllabus, as well as easily corresponding with each other.
Subscribed website, SCOLA	These websites / broadcasting services provide on demand authentic audio visual material for the student.