



2009 STARTALK TEACHER PROGRAM CURRICULUM TEMPLATE

Host Institution: California State University San Bernardino

Program Title: Leading the Way in Content-Based Arabic Instruction

Number of Hours: Approximately 80 hours for the Onsite Session

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Brief Description of Program (150 words)

Provide an overview of your program. What will participants experience during the program and what do you hope that your participants will remember and be able to do after the program ends?

The workshop, titled, “Leading the Way in Content-Based Arabic Instruction” is designed for educators who have had some prior training in teaching AFL. Teachers who participate in the workshop would gain a deeper and more nuanced understanding of Content Based Instruction in teaching Arabic as a foreign language. They will also feel more qualified to implement this approach in their instructional practices and curricula.

Major Focus of the Program

What three to five key words, concepts and/or topics best identify your program?

Content-Based Instruction
Arabic as a foreign language
Effective Arabic language instruction

Pre-requisites

Are there pre-requisites to this course? If so, what are they?

A “soft” pre-requisite to this course is that teachers who participate in this year’s course series would have participated in last year’s course as well.

Information on Career Options and Pathways To Certification

How will you provide information to your participants on career options and pathways to certification?

Participants will receive this information through email announcements, letters, and flyers.

Content and Evidence of Learning

Refer to the *STARTALK Teacher Program Sample* in the References section for examples. Use “Can Do” Statements to illustrate what evidence of learning is desired.

Knowledge (What participants need to know)		Skills Targeted and to be Assessed (What participants need to demonstrate)
<i>Content</i>	<i>Examples</i>	<i>“Can Do” Statements for Participants</i> Participants can...
Approach	Content-Based Instruction (CBI) in teaching Arabic as a Foreign language National Standards	Explain the difference between CBI and other curricular approaches. Develop lesson plans or thematic units that implement a Content-Based Instruction approach Describe how a CBI-designed lesson can be standards-based as well
Curriculum & Lesson Design	Thematic unit, sample lesson plan	Plan a thematic unit that could be integrated into Arabic curriculum that is based on ACTFL standards, and includes developmentally and language-level-appropriate activities and objectives

		Develop sample lesson plan for micro-teaching exercise (Demo lesson) that is content based and integrates culturally relevant and authentic material, or text, or presentation, or activity
Instructional Planning and Strategies	Instructional Strategies consistent with ACTFL standards for teaching Arabic	Plan lesson and curricular goals to be aligned with goals of ACTFL standards Use student-centered strategies such as pair work, small group activities, Total Physical Response (TPR), more than lecturing Maintain exclusive use of the target language
Materials Development and Adaptation	Use of authentic cultural materials	Use clothes, songs, foods, movies, photographs, dances, stories....etc. that are specific to a particular Arab culture
Assessment	Develop formative assessment strategies or activities	Design formative assessment procedures that are embedded in classroom activities to help gauge progress in teaching sample lesson
Structure of the target language/pedagogical grammar skills	Knowledge of linguistic system, particularly pedagogy for its application	Develop indirect means of introducing aspects of grammar necessary for the level being taught
Second language acquisition	Knowledge of learners	Interview teachers and students during informal times of the day (breakfast, lunch, dinner) to determine prior knowledge of Arabic, material and topics covered previously in class Develop appropriate means of providing feedback, not hypercorrection, or reliance on English for instruction Use of concept maps to help deepen students' knowledge and use of

		second language
US Educational Systems and Classroom management	Learner-centered strategies that emphasize critical thinking Awareness of Arabic course requirements, relation of Arabic to students' educational goals	Develop activities that do not require declarative knowledge, but rather procedural and analytical Provide opportunities for discussion and debate between students Informal discussions with students about their educational goals in relation to Arabic program
Technology	Applying technology in teaching	Use of various websites such as youtube, aswaat arabiyya, al-jazeera (in Arabic), as part of content for lessons, or as part of activities that support content-based lesson

Assessment of Participant Progress and Performance

What evidence and products are required of participants to demonstrate learning and reflection? See Reference section for suggestions.

Evidence/Products	Brief description
Sample Lesson Plans	Lesson plans would indicate objectives, time frame, instructional tools...etc.
Pedagogical Reflection Journals	Pedagogical Reflection Journals would consist of teachers' thoughts on the process of implementing CBI including challenges, strengths, points of clarification and instructional needs. These reflections will also include thoughts and impressions derived from classroom observations and fieldtrips.
Fieldnotes	Teachers will write fieldnotes based on visits to classrooms, and fieldtrips and type

<p>Readings</p>	<p>them up using Arabic wordprocessing</p> <p>Teachers will be asked to read a chapter from the book “The teaching of Arabic as a foreign language” by Dr. Samar Attar, on teaching culture in Arabic courses. Teachers will also be asked to read the Arabic version of the ACTFL standards for teaching Arabic</p>
<p>Summaries of Readings</p>	<p>Teachers will be asked to write a brief one page summary in Arabic on readings they completed.</p>
<p>Attendance and participation</p>	<p>Classroom activities, such as Bloom’s taxonomy in Arabic, Developing sample curricular units that are Content-Based and aligned with ACTFL standards. Comparing and Contrasting LBI with CBI, Analysis of past micro-teaching videos. Attending guest lectures and presentations</p>

Program Outline

Timeline	Content
<p>June 29 – July 24 (Session I: June 29 – July 10. Session II: July 13 – July 24)</p> <p>Activities listed are carried out in each session (see attached schedules for Session I and Session II)</p>	<p>Observations of undergraduate Arabic program classrooms, including language classes, and culture classes such as calligraphy, pronunciation, cooking classes</p> <p>De-briefing discussions with instructors of undergraduate programs</p> <p>Fieldnotes of classroom observations</p> <p>Debates on CBI and LBI</p> <p>Discussions on what is meant by “Content” in CBI</p> <p>Tutoring of undergraduate students enrolled in Arabic</p> <p>Guest speakers who address Content-Based Instruction of Arabic as a Foreign language as well as Content area including: Qur’an and Arabic, Media Arabic, Teaching Arabic to children through a CBI approach</p>

	<p>Tutoring students who are participating in summer Arabic program</p> <p>Sample Content-Based thematic units & lesson plans</p> <p>Demo class instruction (microteaching) (videotaped)</p> <p>Viewing video taping of demo class instruction</p> <p>Video Analysis of method, tools, student-teacher interaction, implementation of individual lesson plans</p> <p>Fieldtrips relevant to Content-Based approaches to teaching Arabic. Fieldtrips include: UCLA media Arabic classes, Levantine Cultural Center of Los Angeles, Jarir Bookstore (Arabic neighborhood of Anaheim), Arabian horses ranch</p>
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Instructional Strategies

How will your program ensure that the following best practices are incorporated into your program?

Strategies	Examples
Differentiate instruction based on participant need	<p>Teachers will be grouped according to the language level(s) they teach</p> <p>Teachers will also develop sample curricular units for an age-appropriate, or language-level appropriate</p>
Provide mentoring and coaching	<p>Teachers will be provided with a time at the end of each class meeting to be mentored on the design and implementation of their thematic units</p> <p>Teachers will also receive in-person guidance regarding certification and unit credit procedures</p> <p>Teachers will consult with Arabic language instructors in whose classes they will be conducting their demo lessons to determine student needs and to design an appropriate lesson plan for the microteaching exercise</p>
Provide opportunities to discuss and examine cultural ways of learning and teaching	<p>Video of roundtable discussion by Annenberg media group on integrating culture into language</p>

	<p>This will occur during class discussions, field trips, analysis of demo classes, and de-briefing meetings with instructors of the undergraduate Arabic program</p> <p>Observation of cultural components of undergraduate Arabic program will also be included, example: visiting calligraphy class, cooking class...etc.</p>
Provide opportunities for peer sharing and learning	<p>Paired activities related to conceptual understanding and practical implementation of CBI,</p> <p>Whole group critique and analysis of video-taped demo teaching</p> <p>Small group activities to debate CBI vs. LBI</p>
Model meaningful interaction in the target language	<p>Role play of interaction in the classroom. Analyzing videos of past microteaching and demo lessons.</p> <p>Fieldtrip to UCLA media class</p> <p>Critique and discussions of Arabic program teachers' interactional styles based on classroom observations</p>
Model integration of language, culture and content	<p>Fieldtrips to classes in other universities/schools, fieldtrips to Arab neighborhood in Anaheim, to Cal Poly Pomona Arabian horse ranch, to Palm Springs Oases</p>
Model use of authentic materials	<p>Role play of demo class instruction prior to actual sample class</p> <p>Use of texts, traditional (stories, news articles, posters) and multimedia (youtube videos, blogs, facebook groups) in relation to CBI</p>

Materials & Other Resources

Describe the primary resources that you plan to use for the program.

Materials/Resources	List
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<p>Required reading, including textbook(s)</p>	<p>Article by Dr. Salah Ayari on Content-Based Arabic language instruction. Title of article: "ربط اللغة بالمحتوى في برامج تعليم اللغة العربية لغير الناطقين بها" Connecting language and content in Arabic as a foreign language programs.</p> <p>Chapter by Samar Attar (1995) "Learning from Gulliver: The teaching of "culture" in an advanced Arabic language course", in Batal, M. (Ed.) The teaching of Arabic as a foreign language: Issues and Directions.</p> <p>Arabic version of ACTFL standards</p>
<p>Multimedia</p>	<p>Videos of demo instructions Websites of relevance, such as of professional associations that address different aspects of foreign language instruction: ACTFL, NCLRC, MESA Powerpoint presentations on: Context and history of Arabic language instruction in the U.S. (by Professor Jeff Bale, Michigan State University) Concept maps in Arabic language instruction (by Dr. Shereen Tabrizi, Dearborn School District)</p> <p>Keyboard processing in Arabic using Yamli, Arabic keyboard, and Arabic Word Presentation by Dr. Fayeq Oweis on internet resources for teachers of Arabic</p>
<p>Links to relevant web sites and annotations about the site</p>	<p>http://www.carla.umn.edu/cobaltt/CBI.html</p> <p>http://iteslj.org/Articles/Davies-CBI.html</p> <p>http://startalk.hadi.org/documents/supplemental/ConnectingLanguageAndContent.pdf</p>
<p>Other (please specify)</p>	<p>Guest Speakers:</p> <p>Dr. Sylvian Castel de Oro (Presentation and discussion on presence of the Arabic language in the Spanish language, Resources on Arabic roots of Spanish words)</p> <p>Dr. Bassam Frangieh (Roundtable discussion on use of Qur'an in teaching Arabic language)</p> <p>Dr. Fayeq Oweis (Presentation and discussion on use of Arabic internet resources for instructional purposes, as well as presentation and discussion on use of Arabic calligraphy to teach Arabic)</p> <p>Dr. Ahmad El-Ghamrawy (Presentation and activities on Content</p>

	Based Instruction of Arabic with children at the elementary school level)
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Technology Integration

If technology is part of your budget, how will that technology support teacher training?

Technological tools needed	Explanation
Online Course website	www.classroad.org includes lectures online, online resources for Arabic language instruction, discussion board (monitored by Master Teacher), quizzes, article by Dr. Ayari, and ACTFL standards (in Arabic).