Program Title: Arabic K-12 Hands-On Workshop

Number of Hours: 25

Designed by: Iman Hashem, Muhammad Eissa, Catharine Keatley

Brief Description of Program (including curricular context and goals)

to develop the capacity of the participants to design proficiency-oriented mini-lessons that they can theoretically place within a larger curriculum for a particular level and age range, demonstrating their understanding of the goals of the National Standards and the relationship to the language continuum and to provide the participants with opportunity to implement their lessons in micro-teaching.

The goal for the assistant teacher institute is to develop their skills to design their own teacher training programs.

Enduring Understanding (EU):

1. Participants will recognize the components of the standard based instruction.
2. Participants will recognize 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?
<table>
<thead>
<tr>
<th>Category of Training</th>
<th>Knowledge (What participants need to know)</th>
<th>Skills Targeted (What participants need to be able to demonstrate)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>National Standards for Teachers of Arabic</strong></td>
<td>Participants will</td>
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<tr>
<td></td>
<td>• Role of authentic materials</td>
<td>a) identify language-specific outcomes linked to the time required to acquire Arabic and tailored to the needs of heritage and non-native learners;</td>
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<td></td>
<td>• Making input comprehensible</td>
<td>b) establish objectives for knowledge (cultural/content), for communication and for control of form;</td>
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<td></td>
<td>• Learning strategies</td>
<td>c) create interpretive activities to make content comprehensible to students;</td>
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<td>• Differentiated Instruction</td>
<td>d) create interpersonal activities that enhance comprehension of the text;</td>
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<td>e) create presentational activities that assess comprehension of the text.</td>
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<td>Major Category</td>
<td>• Standards-based instruction</td>
<td>Participants will be able to:</td>
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<td>Targeted:</td>
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<td>identify language-specific outcomes linked to the time required to acquire Arabic and tailored to the needs of heritage and non-native learners;</td>
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<td>Approaches and</td>
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<td>a) design pre-during-and post activities in order facilitate students comprehension of an authentic text;</td>
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<td>Methods</td>
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<td>b) experience the use of a standards-based instructional approach in a language participants do not know;</td>
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<td>• Using reading and listening strategies</td>
<td>c) use technology and other techniques that help make content comprehensible in the target language;</td>
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<td></td>
<td>• Using authentic material</td>
<td>d) design activities that engage students in learning and responds to their age and stage of proficiency;</td>
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<td>Curriculum and</td>
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<td>e) use authentic materials provided by the instructor to create pre-, during- and post-activities to make input comprehensible in the target language;</td>
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<tr>
<td>Lesson Design</td>
<td></td>
<td>f) design activities that help students focus on interpreting the text;</td>
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<td></td>
<td>• Analyzing standard-based lessons</td>
<td>g) create interpersonal activities that enhance comprehension of the text;</td>
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<td></td>
<td>• Scaffolding activities</td>
<td>h) create presentational activities that assess comprehension of the text;</td>
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<td></td>
<td>• Creating student-centered activities that</td>
<td>i) demonstrate lesson segments;</td>
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<td>address the National Standards for Teachers</td>
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<td>of Arabic</td>
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<td>Instructional</td>
<td>• Lesson design focused on interpretive</td>
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<td>Planning and</td>
<td>communication</td>
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<td>Strategies</td>
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<td></td>
<td>• Formative</td>
<td>f) design activities that help students focus on interpreting the text;</td>
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<td>• Summative: performance task</td>
<td>g) create interpersonal activities that enhance comprehension of the text;</td>
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<td>h) create presentational activities that assess comprehension of the text;</td>
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<td></td>
<td></td>
<td>i) demonstrate lesson segments;</td>
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<td>Materials Development</td>
<td>• Using technology to</td>
<td>j) use technology as a tool to make content</td>
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<td>and Adaptation</td>
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| Reflective Practice and Leadership | • Group evaluation  
• Reflective journals  
• Self evaluation (teacher assistants only) | l) demonstrate lessons in front of their peers;  
m) at the end of each day, write about concepts and strategies they have learned, how to apply these concepts, and what questions they have;  
n) the teacher assistants write a guided self-evaluation and reflection |

| Pathway to Certification | • CSET  
• Steps for credentials | o) become familiar with the steps necessary for certification. |

**Technology Integration:**

- Presenters 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.

**Teacher Assistant:**

Assistant teacher trainers create a professional portfolio which includes all the materials used in teaching the institute; a daily record of their contributions to, and reflections on, the program; plans for presentations and activities; any materials they develop or adapt for teacher training; videos of their individual presentations or facilitating activities; copies of any written feedback to teacher participants on lesson plans or microteaching; notes on what they find interesting and useful; lists of new resources they discover through the institute; teacher participant final evaluations of the institute; and a reflection on the evaluations.

**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
• For teacher assistant: self and peer evaluation + group leaders discussions

**Required Resources (including textbooks):**

1. *Standards for Foreign Language Learning in the 21st Century*
3. *The Keys to the Classroom*
4. Selected authentic stories, songs, and DVDs

**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. Analysis and evaluation of Annenberg lessons
2. Analysis of lessons demonstrated by Arabic language leaders in training
3. Modeling each step of the instructional sequence
4. Scaffolding activities
5. 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 plan demonstration
- Debriefing and analysis of the lesson plan
- Examining various topics and authentic materials available for various ages and stages (online TV programs, DVDs and videos, songs, and stories)
- Brainstorming ideas for units and strategies for developing lessons.
- 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 designed in the first day
- Trainer in training Arabic lesson demonstration on making content comprehensible
- Debriefing analysis of pre-during-and post activities
- Exploring various ways 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