

Program for Arabic Teachers

Cairo, Egypt



Program Purpose

This program is designed for native Arabic teachers to enhance their skills in teaching Arabic to foreign students. Teachers will further their knowledge of the Arabic language through new teaching methods, lesson ideas, classroom skills, assignments, and classroom observations.

Program Highlights:

- **LECTURES & WORKSHOPS** – Each day, participants will have 6 hours of lectures, discussions, and/or information sessions.
- **OBSERVATION** – Participants will observe Arabic teachers with many years experience teaching to foreign students.
- **MINI LESSON** – Participants will be required to create a mini-lesson and present it to their peers to be evaluated.

Who May Participate?

This program is open to all Arabic teachers who are native speakers of Arabic or non-natives who have achieved a near native fluency. The student has to be fluent in all the four skills: reading, writing, listening and speaking. Participants must be 20 years of age or older.

Other requirements include:

Submission of CV/resume

Phone interview after application is received (to evaluate fluency)

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Course Outline

(subject to change)

	Topics	Description
Input Sessions Students will actively participate in classes, lectures, and discussions.	Foreign Language Lesson	A demonstration of how to use the Direct Method to teach language for communication.
	Classroom Management	A demonstration and discussion of the most effective classroom management skills and techniques that facilitate learning and interaction in class.
	Main Stages of Presentation	The model presented in session no. 1 is analyzed with the aim of understanding the main stages of presentation in a language lesson.
	Oral Practice	A demonstration and analysis and hands-on practice of how to conduct language drills.
	Situation Presentations	A demonstration and analysis of how to use situations effectively to present the target language.
	Checking Students' Understanding	What teachers can do to avoid asking their students the traditional question: "Do you understand?"
	Dialogue Building	More interesting techniques to help students memorize a dialogue without feeling bored.
	Correcting Students' Errors	Students make mistakes when they speak. When and how to correct them.
	Types of Practice	Looking at practice activities with regard to the amount of guidance and control maintained by the teacher, the amount and type of correction and the aim of each activity whether it is accuracy or fluency.
	Controlled Practice	Ideas for practice activities where maximum guidance and control are maintained by the teacher aiming at accuracy.
	Less Controlled (freer) Practice	Ideas for practice activities to take student's towards more fluency and independency.
	Language Analysis 1	A pre-lesson planning phase where the language content of a lesson is analyzed in order to decide on the best approach for presentation and practice and to deal with content-related learning problems.
	Lesson Planning	How to put everything together on paper to ensure clarity of aims and effectiveness of teaching procedure.
	Teaching Vocabulary	How to select, present and practice vocabulary
	Language Analysis 2	How the sounds of Arabic are articulated and how we can help our students make the right sound.
	Games	Using games to practice language in class.
	Teaching Listening Skills 1	A demonstration and analysis of main stages of a listening lesson.
	Teaching Listening Skills 2	More ideas for listening tasks.
Focus on the Learner	A discussion of different learning styles and how to avoid teaching/ learning style mismatch.	
Focus on the Syllabus	A discussion of grading and sequencing teaching points in a given syllabus.	

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Assessment of Trainees	Trainees are evaluated for their awareness and insight into the basic principles of TAFL, the Teaching Arabic as a Foreign Language that are presented within the input sessions.	
Class Observation	<p>Observations Trainees observe 4 hours of Arabic lessons taught by experienced teachers. During observations the trainees are asked to fill in an observation task to make the observation more focused and meaningful.</p> <p>Observation tasks are related to the content of the input sessions. Levels to be observed are decided according to the nature of the task and where it is best observed.</p> <p>After each observation the tasks are discussed during a feedback session.</p>	
Teaching Skills	Peer Teaching	<p>Trainees take the stage and present a mini-lesson to their colleagues. That lesson is evaluated by the group in the light of what has been discussed during the input sessions. Those mini-lessons are either built in the sessions if applicable or timetabled in separate sessions depending on the amount of material preparation and planning required for each lesson.</p>
Assignments	Short Assignments	<p>These are related to the content of the input sessions and serve as follow up for certain sessions. Trainees are evaluated for the satisfactory completion of the assignments and meeting the deadline for each assignment.</p>
	Final Assignment	<p>The scope of the final assignment is wider as it covers most of what has been discussed and practiced. One typical assignment is to prepare a set of materials for teaching (a) certain language point(s). Materials are documented by (a) detailed lesson plan(s) and a full language analysis of the given language point(s).</p>