

A 698 Teaching Arabic as a Foreign Language I (TAFL I)
Fall Semester
1 credit

A699 Teaching Arabic as a Foreign Language II (TAFL II)
Spring Semester
1 credit

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Brief Description

The courses aim to develop the skills and techniques necessary for teaching Arabic as a Foreign/Second Language to adults, in the context of (a) recent approaches and research into language and language teaching; (b) national needs for learning Arabic and national recommendations and standards (such as Proficiency Guidelines); and (c) Arabic language curriculum at NELC.

Aim

The aims of the courses are:

- to introduce the linguistic and cognitive dimensions of Language (including pragmatic semantics, grammar, written and spoken differences).
- to acquaint the students with the principles and the current issues related to teaching and learning a foreign/second language
- to enable the students to apply the principles of performance based language teaching and learning to Arabic
- to enable the students to evaluate, adapt, and be able to integrate authentic and instructional materials
- to introduce the principles of testing and evaluation as applied in language teaching, and the national Proficiency Guidelines for Arabic

Contents

TAFL I

The course begins by examining the theoretical origins of various *approaches* to language teaching (eg structural, communicative, humanistic, task-based), the development of defined *methods* that relate to these approaches, and the wide range of *techniques*, traditional and more contemporary, that are currently at the disposal of language teachers. It considers, how the concept of 'appropriate methodology' might help teachers to develop approaches to teaching that are context-sensitive, but at the same time consistent with current research and thinking.

The course then explores how these approaches, methods and techniques contribute to current views on the teaching of the four language skills (listening, speaking, reading and writing) and of grammar and lexicon, and what it might mean to take an integrated

approach to the teaching of a language. This 'integrated' approach will also incorporate a discussion of the teaching of pronunciation, spelling, vocabulary, grammar and discourse, as appropriate. It will involve demonstration of various techniques, and analysis, evaluation and design of language teaching-learning materials.

Topics that the course covers include the following:

- the nature of human language and language learning (interaction between psychology, linguistics and language learning)
- learner centered approaches to language teaching
- performance based teaching
- teaching language skills (reading, writing, speaking, listening comprehension; also grammar and vocabulary)
- curriculum design
- syllabus design, writing lesson plans
- principles of assessment and evaluation

TAFL II

Drawing on the principles of language teaching and learning in TAFL I, the course will discuss (a) the principles of the NELC curriculum for Arabic and explore how that curriculum can best be taught, and (b) National Proficiency Guidelines for Arabic language and scales of proficiency for languages, (c) Arabic language materials.

Topics that the course covers include the following:

- teaching the NELC curriculum
- National Proficiency Guidelines
- European Proficiency Guidelines
- learner training
- choosing a text book; using authentic materials; how to make use of IT
- E-learning for Arabic?

Learning and Teaching Methods:

Combination of lecture and task presentation

Assessment:

2 x “group project oral presentation” (a group is 2 or 3 students)*: 50%
1 x final project: 50%

*Students will receive detailed instructions on how to prepare a project and an oral presentation.

Preliminary Reading List

A more extensive general bibliography is available for course unit participants as are separate bibliographies on the topics of Appropriate Methodology, Listening, Speaking, Reading and Writing Skills and Materials. The following constitutes a list of sample readings in the field.

Bygate, M. (1987) *Speaking*. Oxford: Oxford University Press.

Graves, Kathleen. (2000) *Designing Language Courses*. Boston: Newbury House.

Hedge, T. (2000) *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Holliday, A. (1994) *Appropriate Methodology and Social Context*. Cambridge: Cambridge University Press.

Klapper, John (2006). *Understanding and developing good practice: language learning in higher education*. (London: CILT).

Nuttall, C. (1996, 2nd edn.) *Teaching Reading Skills in a Foreign Language*. London: MacHELT.

Richards, J.C. & T. Rodgers (2001 2nd edn.) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

Rost, M. (1990) *Listening in Language Learning*. London: Longman.

White, R. & V. Arndt (1991) *Process Writing*. London: Longman.

Willis, J. (1996) *A Framework for Task-based Learning*. London: Longman.

http://www.cilt.org.uk/pdf/pubs/languagesict/setting_up_your_pc_arabic.pdf

<http://www.eric.ed.gov/>

<http://www.councilnet.org/home.htm>

<http://www.actfl.org/>

<http://www.wm.edu/aata/>

(American Association of Teachers of Arabic)

<http://www.iflta.org/#>

(Indiana Foreign Language Teachers Association)

<http://nmelrc.byu.edu/>

(National Middle East Language Resource Center)

<http://nmelrc.org/handbooks/ArabicHandbook.pdf>

<http://arabicwithoutwalls.ucdavis.edu/aww/info.html>

<http://listserv.linguistlist.org/archives/arabic-l.html>