

MCC Arabic Language Program Curriculum Framework

The Overall Objective

The goal of the MCC Arabic Language Program is to help students reach a level of mastery of the Arabic Language by developing both the productive and receptive skills. Students will learn to use Arabic for meaningful communication in both spoken and written form through a variety of classroom tasks. Students will also develop skills in reading comprehension which will make them able to read and comprehend Arabic texts especially the Qur'an. The Arabic language program emphasizes language as it is used in various real-life situations that students are most likely to encounter in both verbal and written form.

The Content

The students will learn to use Arabic language for specific purposes in a variety of situations with ever increasing linguistic, cultural and religious accuracy. In addition to gaining communication skills, students will acquire cultural knowledge as well as the fundamental keys to understanding the Qur'an and Hadeeth in their original language; and be able to develop culturally appropriate interaction skills essential for communicating with native speakers of the language.

The goal is to help students gain a high level of language accuracy in both oral and written form that will eventually lead them to develop confidence in interacting effectively with Arabic texts as well as native speakers of the language.

Instructional Approach

To best achieve the above objectives, we deem it necessary to adopt a learner-centered approach to teaching and learning in a purely communicative classroom setting. The prime focus will be to engage the students in an intensive use of the target language through a variety of learning tasks. These tasks will be carried out in a real-life simulated setting through the use of various mediums and tools of instruction such as audio/visual tools. This approach will give the students a rich experience in acquiring the target language and multiple exposures to the various aspects of the language.

Teachers will be equipped to use a variety of resources and teaching methodologies to meet varied student interests, abilities and needs. Differentiated instruction will recognize student learning styles, strengths and interests and be paced to make the curriculum accessible to everyone. Textbooks, workbooks, readers, newspapers, magazines, video and audiotapes, films, realia, computer software, and other technological resources as available will help bring language and culture to life. To the extent possible, listening materials include native speakers in authentic situations in the target culture, and reading materials are drawn from authentic sources in the target language. Through teaching strategies such as large and small group instruction, pair and group communicative activities, class discussions, individual projects, dramatizations, and games, students are actively involved in language learning.

The cognitive demands of communication will result in a growth of the students' reasoning skills. The ability to negotiate meaning through two-way interpersonal exchanges or one-way

negotiation with text (interpretive communication) or one-way expression of content and perspective (presentational communication) requires higher order thinking skills. These communication skills along with explicit training in learning strategies are a part of every foreign language experience. Critical thinking skills from the basic level of recall and identification to the higher levels of analysis and problem solving as vocabulary and rules are applied to create original utterances and thoughts are fundamental in the language learning process.

Research shows that students learn a lot more than they are explicitly taught. When surrounded by rich, authentic oral and written language, they will acquire the target language. Teacher talk must be comprehensible but in the target language, and organized around a communicatively meaningful goal. Although the textbook is one of the many tools used to provide this experience, it is not the organizing factor in an acquisition rich classroom.

Frequent on-going assessment of students' progress in the target language is essential. Teachers pre-assess the students' knowledge of vocabulary, structures, and reading content before actual instruction begins. Formative assessments take place at regular intervals during the instructional stage to check for understanding and mastery of the material being taught. Summative assessments evaluate all the goals in the standards and mirror the activities used to teach the topics.

Program Structure

The program has been divided into five levels: Introductory, Beginning, Intermediate, Advanced, and Proficiency. The Introductory level is based on one semester of instructions and assumes no prior knowledge of Arabic. All other levels are based on two semesters of instructions. Thus, the overall length of the program is approximately 4 ½ years. Please see the diagram for the outline of the course structure.

Each semester consists of approximately 60 hours of instructions. Classes generally meet on the Saturday and Sunday for two hours each day (between 8:00 AM and 10:00 AM).

Text Books

The following textbooks will be used in the program:

Introductory: 1) Alif Baa with Multimedia Introduction to Arabic Letters & Sounds (With DVD)

Authors: Kristen Brustad, Mahmoud Al-Batal, Abbas Al-Tonsi

2) Arabic Course for English Speaking Students- Madinah Islamic University (Volume 1). Authors: Dr. V Abdur Rahman

Beginning: Arabic Between Your Hands ("Al-Arbiya Bayna Yadaik") (Volume 1)
Author: (Team)

Intermediate: Arabic Between Your Hands ("Al-Arbiya Bayna Yadaik") (Volume 2)
Author: (Team)

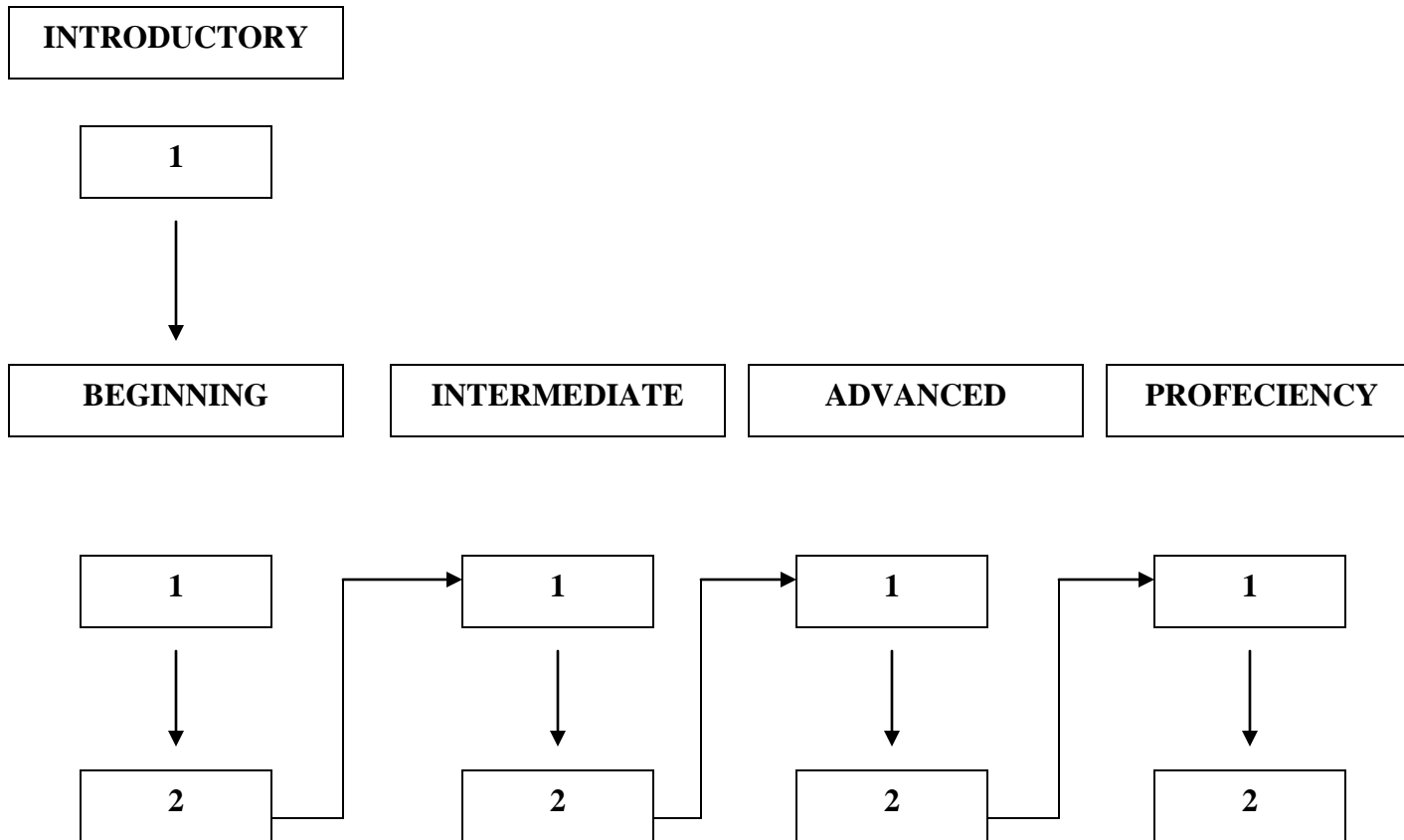
Advanced: Arabic Between Your Hands ("Al-Arbiya Bayna Yadaik") (Volume 3)
Author: (Team)

In addition, the instructors may introduce other text books and audio-visual material to help enhance the student learning.

Dress Code

Since the classes are held in the premises of the Sunday School of the Muslim Community Center (MCC), all students are required to observe the dress etiquettes of the MCC. Students may dress in trousers and shirts, but shorts, tank-tops, and other such attire is not allowed.

Updated Program Structure:



Class Structure:

CYCLES									
INTRODUCTORY		BEGINNING		INTERMEDIATE		ADVANCED		PROFEICIENCY	
Level	Duration	Level	Duration	Level	Duration	Level	Duration	Level	Duration
AIN1	60 Hours	AB1	60 Hours	AI1	60 Hours	AAD1	60 Hours	AP1	60 Hours
		AB2	60 Hours	AI2	60 Hours	AAD2	60 Hours	AP2	60 Hours

Class Meetings:

Days	Hours per class session	Total hours/Wk	Total hours per class	Total number of Weeks
Sat-Sun	2	4	60	18