

A Short Arabic Teacher Training Course: Challenges and Lessons Learnt



Rasha Soliman - University of Leeds

**Second workshop of the European Network for Teaching Arabic (ENTA-2)
Towards a vision of TAFL Teacher Training**

Dec. 18, 2019.

American University in Cairo

Outline of the talk

- Background
- The aims and structure of the course
- Challenges
- Successes
- Lessons learnt & ways forward

Me and language teacher training

- Being a trainee
- Peer observation
- Being a trainer

Teacher training in Leeds


- From BIG ideas to small
- An idea of a PGCE in Arabic teaching to a short intensive course.



Aims and content of the course

22-24 of July 2019

- Grammar teaching methodology with a focus on Arabic
- Delivered by myself and Dr Amanda Howard
- The content included:
 - Definitions and theories
 - What is grammar?
 - What is its role in communication?
 - How is it learnt?
 - How it can be taught?
 - Designing teaching activities.



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University of Leeds
Arabic, Islamic and Middle Eastern Studies
Arabic Grammar Teaching Intensive Course
22 - 24 July 2019

Course tutors: Dr Amanda Howard & Dr Rasha Soliman

Structure of the course

- 3-day intensive course.
- Each day had 2 main sessions combining theory and practice.
- Attendees were given a course booklet with questions, instructions and some references.
- We started with a brainstorm of some of the complex Arabic structures and L2 teaching abbreviations.
- Final day was for the attendees' presentations of a grammar lesson.
- All received a certificate of attendance at the end.

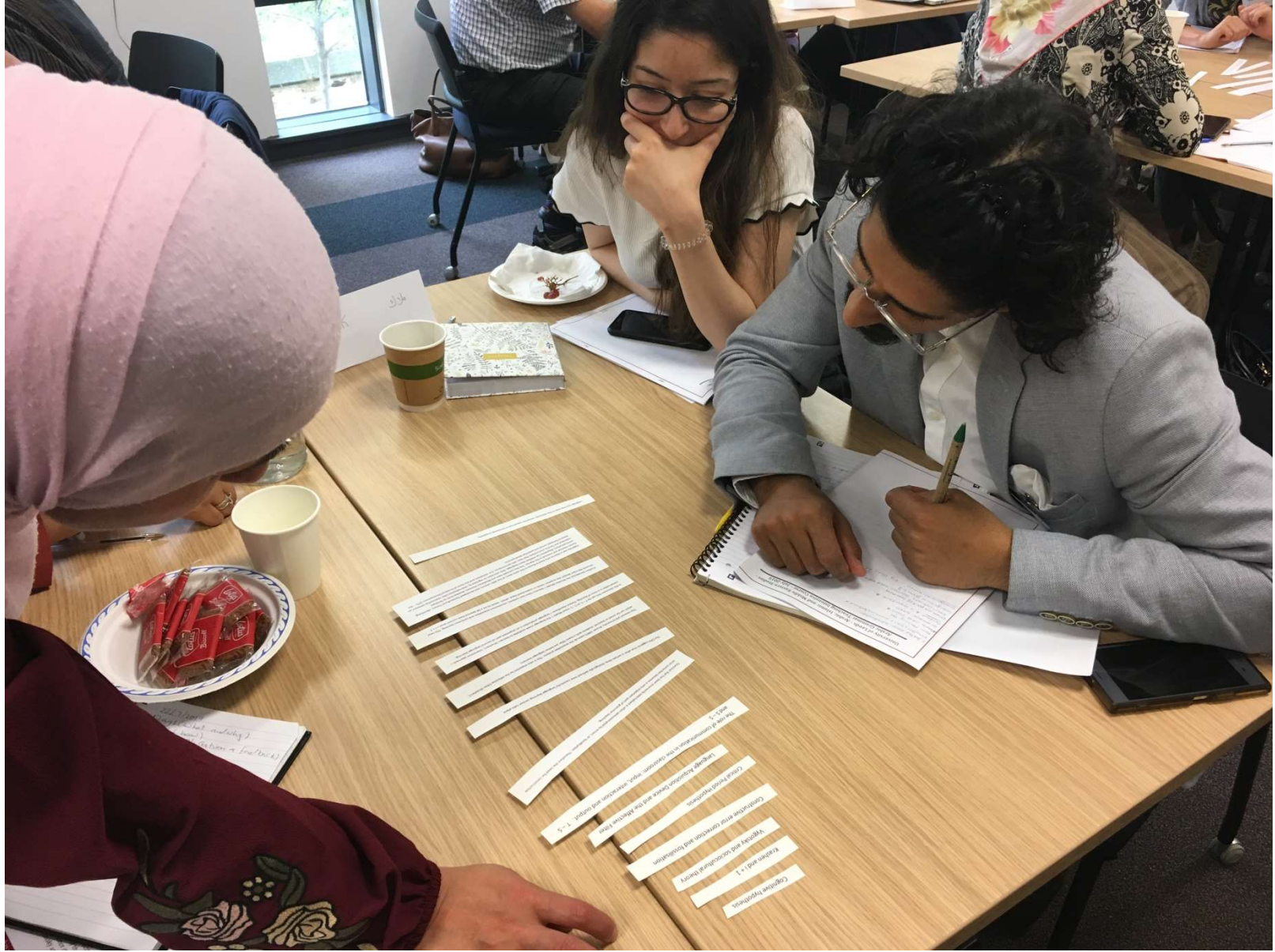
Challenges

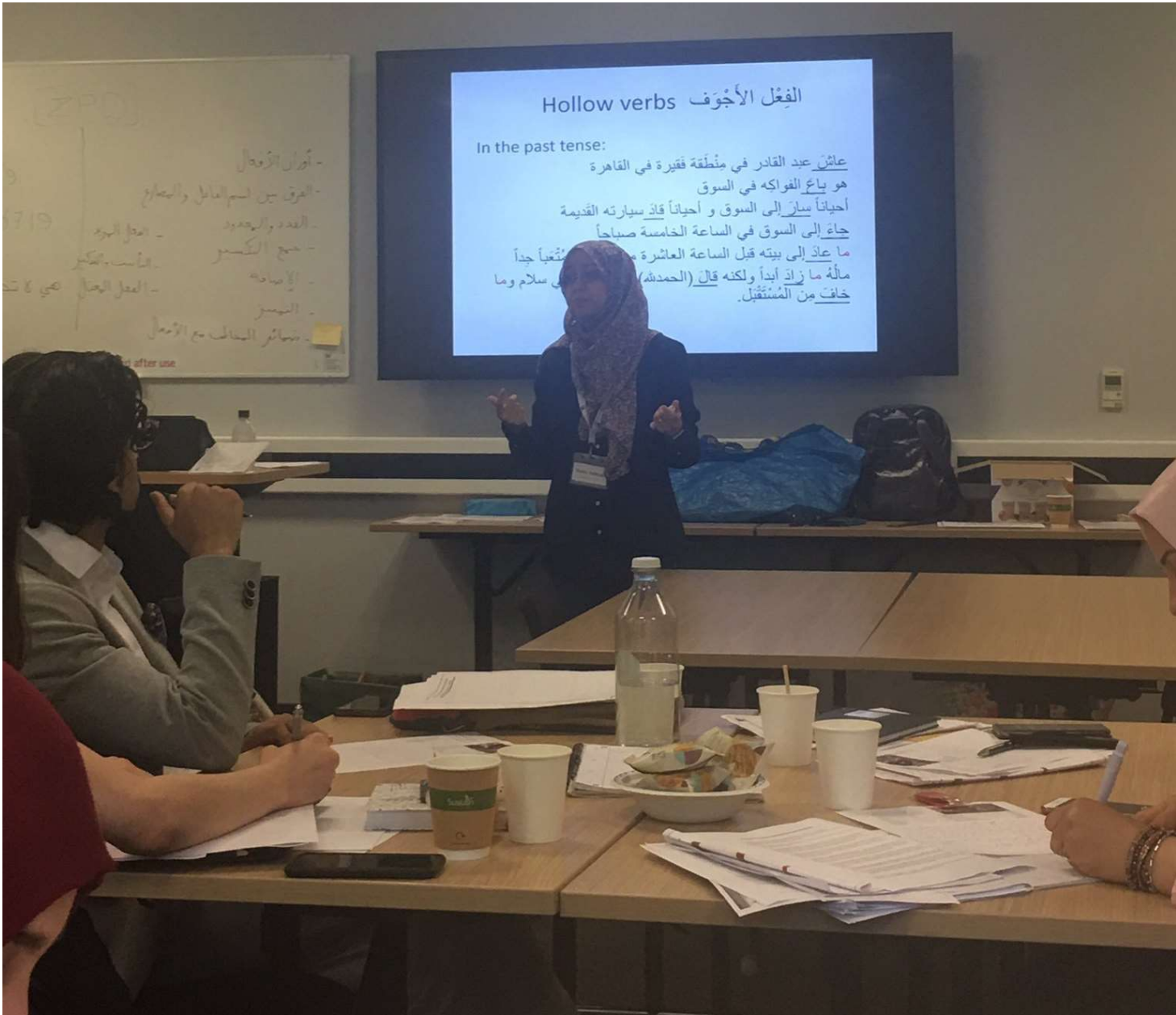
- Administrative & workload
 - Accreditation
 - Under which umbrella?
- The relevance of the content: Arabic varieties and the different teaching contexts
 - School level? primary? GCSE?
 - University level?
 - Arabic for religious purposes?
- Financial
 - How to fund it?
 - Shall we include teaching time?
 - What if we lose money?
- Execution & continuity
 - Daily feedback
 - Responding to requests for future training

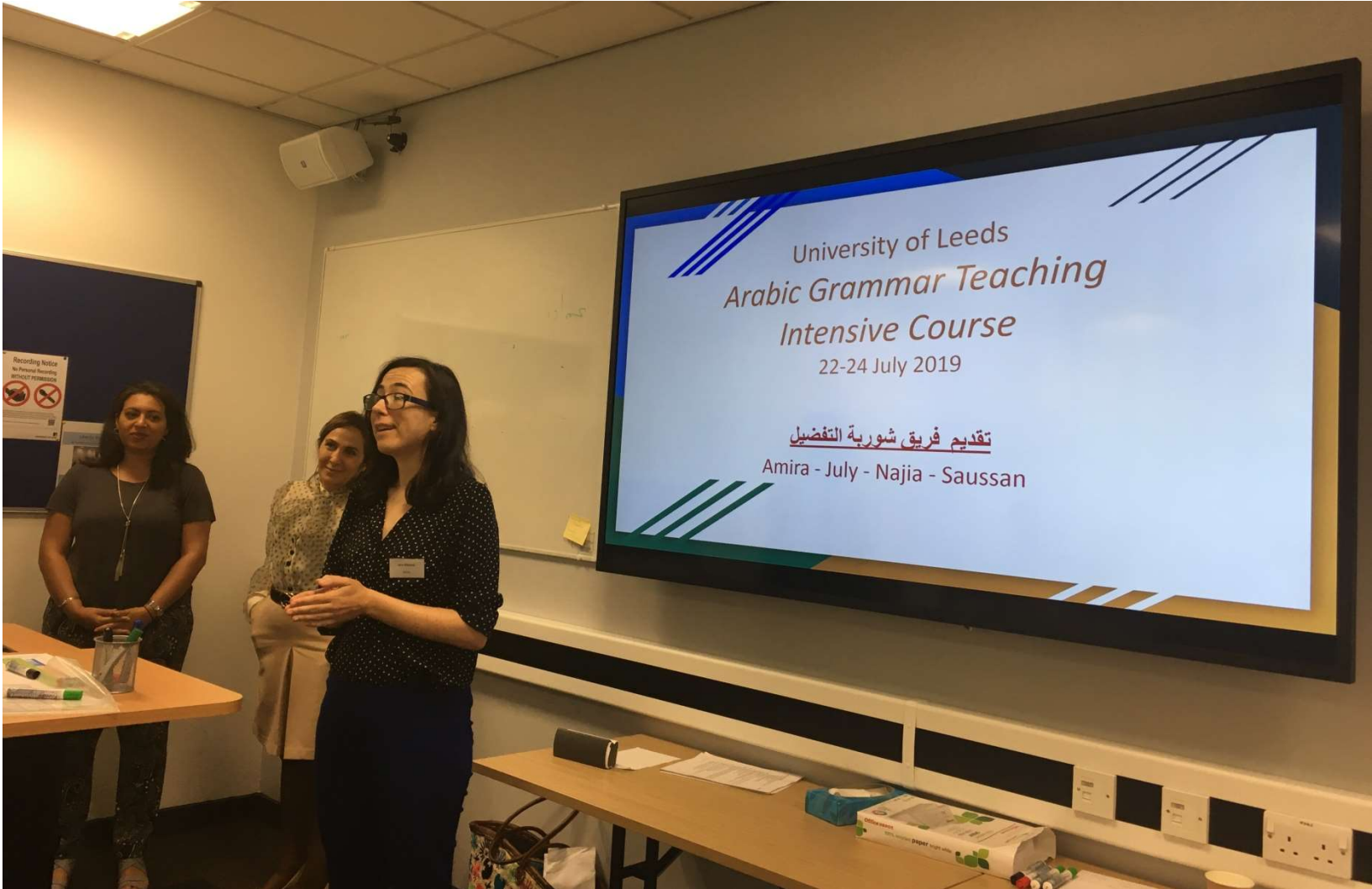
Successes

- Demand and commitment
- The conversations and discussions during the course
- The networking
- The activities produced at the end of the course
- The feedback received









University of Leeds
Arabic Grammar Teaching
Intensive Course

22-24 July 2019

تقديم فريق شورية التفصيل
Amira - July - Najia - Saussan

Feedback

100% satisfaction rate (35% satisfied & 65% very satisfied) 😊

Average ratings of course aspects: 1 is the lowest (poor) and 5 is the highest rating (excellent)

The venue	4.5
Dates of the course	4.4
Organisation of the course	4.4
Structure and format of the sessions	4.3
Quality of presentations	4.1
The micro-teaching sessions	4.1
Length of the course	4
Catering	3.3

Feedback

- 87% of the participants stated that the course met their expectations.
- 96% said that it helped them to make professional contacts.
- When asked about whether they would be interested in future training courses, 96% said 'yes'.

Lessons learnt

- The focus on one topic was the right decision.
- The need for more time to cover arising issues from observation.
- Providing more examples.
- The different contexts & levels of teaching experience.

Ways forward

- Sustainability through recognition in workload.
- Creating networks.
- Creating standards.
 - Adequate level of linguistic & sociolinguistic knowledge.
 - Principles of materials design.
 - Principles of SLA & L2 teaching methodology.
 - Approaches to assessment & feedback.
- Training the trainers.

Thank you for listening!

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