CIL Intensive Arabic Language Programs

The Arab language is considered by both its native and non-native speakers to be among the world’s foremost languages to be studied. The Center for International Learning (CIL) has quickly risen to prominence in the Middle East and the Arabian Gulf as the premier center for teaching Arabic. The Center has developed curricula to teach Arabic to non-native speakers for a variety of purposes (personal, academic, diplomatic and professional purposes), and has built upon the experiences and knowledge of its staff in crafting high quality programs.

As a provider of Arabic programs, CIL has offered programs to professionals from a variety of fields, including diplomacy, engineering and business. Sending institutions and employers who have sent their students across the Arab world (from Morocco to Oman) have given the Center very favorable reviews based on our high quality teaching standards. CIL’s programs are designed to integrate culture into the learning of language, as our philosophy is grounded in the philosophy that the two are inextricably linked. All of our Arabic teachers are native Omanci with the qualifications and experience to teach both standard Arabic and the local Omanci dialect.

The Center was established in Oman and has gained a reputation in the region due in part to being located in a country that is famous for its security and stability. The Center works to build upon its continued successes, utilizing feedback, evaluations, experiences, and knowledge, and strives to be a center of excellence and expertise in offering Arabic programs to non-native speakers.

Syllabi Topics

The topics in the syllabus are centered on a number of fields in order to equip the non-native Arabic language learner with the tools to use the language. These fields include: politics, economics, sociology and social issues, culture and literature, arts, sports, the environment, natural resources, and education in the Arab world. The variety of topics covered in the classroom is based on the philosophical orientation of the program toward providing both breadth and depth to the student of Arabic; we strive to achieve our goals using a variety of teaching methods in order to ensure the student acquires both the knowledge of and literacy in using the language. However, the syllabus is never static, and we tailor our syllabi in order to accommodate the interests and the needs that students have, and in light of current affairs happening both in the region and globally.

The syllabus addresses various topics depending on the material that needs to be covered as well the kind of class being offered. Thus, the conversation classes will deal with topics each week to give students the opportunity to discuss, analyze, research and present their subjects in Arabic. In the grammar classes, the syllabus uses the *Al-Kitaab fi Ta'allum al-'Arabiyya* (all three levels) and *Alif Baa’* as primary resources, as well as additional materials selected by the teacher specifically for each class. As mentioned above, the syllabi are never static and are student-centered in that these syllabi can be tailored to achieve the maximum learning opportunities for the students in class.
Learning Outcomes

CIL Arabic Language Programs work toward achieving learning outcomes that build competence in the use of Arabic and for the general outcomes provided below are intended as overarching for all levels of language learning, and are thus dependent on the specific level of the student:

Listening:
- Progressively develop learning skills from novice to advanced levels
- Develop the ability to listen to news programs and documentaries
- Develop the ability to understand what is heard

Speaking:
- Develop the ability to speak in a variety of conversation settings on topics including politics, business, society, culture, literature, environment, sports, and the arts
- Practice the proper use of syntax and vocabulary in appropriate contexts
- Develop the ability to manage discussions and debates in various international forums and communities

Reading:
- Develop reading skills through the reading of a variety of texts
- Develop understanding of what is read
- Develop analytical skills and skills in offering points of view

Writing
- Develop the skills to write about topics related to the readings or creative writing exercises
- Practice typing in Arabic, and use of Arabic-related software

Grammar and Linguistics:
- Study grammatical and linguistic patterns
- Develop the ability to translate and transfer views between parties on various topics.
- Develop the ability to analyze perspectives and reports in a variety of fields

Arab media
- Explore a variety of issues in various fields
- Prepare research reports and short on various issues
- Develop competence in comparing countries
- Develop the skills of analysis and opinion on various issues and topics.
- Identify various social issues in a comparative study between Arab societies.
- Identify Arab and Omani urban and rural customs and traditions
- Identify the formal and informal institutions in the Sultanate through regular visits to a number of sites, institutions, and governmental and non-governmental organizations
<table>
<thead>
<tr>
<th>Stage</th>
<th>Book Used</th>
<th>Units</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Alif Baa’ The Key to Arabic (Units 1 – 4)</td>
<td>Establishing foundation for student to being reading and writing.</td>
<td>Beginner (novice)</td>
</tr>
<tr>
<td>2</td>
<td>Al-Kitaab, Book 1</td>
<td>Unit 1 to Unit 6</td>
<td>Beginner (mid)</td>
</tr>
<tr>
<td>3</td>
<td>Al-Kitaab, Book 1</td>
<td>Unit 7 to Unit 13</td>
<td>Intermediate (low)</td>
</tr>
<tr>
<td>4</td>
<td>Al-Kitaab, Book 1</td>
<td>Unit 14 to Unit 20</td>
<td>Intermediate (mid)</td>
</tr>
<tr>
<td>5</td>
<td>Al-Kitaab, Book 2</td>
<td>Unit 1 to Unit 5</td>
<td>Intermediate (high)</td>
</tr>
<tr>
<td>6</td>
<td>Al-Kitaab, Book 2</td>
<td>Unit 6 to Unit 10</td>
<td>Advanced (low)</td>
</tr>
<tr>
<td>7</td>
<td>Al-Kitaab, Book 3</td>
<td>Unit 1 to Unit 5</td>
<td>Advanced (mid)</td>
</tr>
<tr>
<td>8</td>
<td>Al-Kitaab, Book 3</td>
<td>Unit 6 to Unit 10</td>
<td>Advanced (high)</td>
</tr>
</tbody>
</table>

*Please note that the units here are based on the second edition of Al-Kitaab. Curricula are currently being developed for the third edition.*

The books above are supplemented by a variety of resources that are used by the teachers at all levels. These include:

- Language dictionaries (Al-Mu’jam al-Waseet, Al-munjid, Hans Wehr, etc.)
- Writings on political, social, environmental, political, linguistic, and religious affairs by Arab writers, including Abd al-Rahman Abdul Khaleq, Ramzi Salameh, ibn al-Hashim al-Ansari, Mohammad al-Halabi, and Mustafa Ameen
- Documentaries related to the topics in the textbooks from channels such as Al-Jazeera (news and documentary channels), Al-Arabiyya, Euronews Arabic, National Geographic Abu Dhabi, and BBC Arabic.
- Artifacts and cultural objects from the Ministries of Heritage, Culture, and Tourism
- Historical, religious, political, and international affairs articles
- Business and economics related reports
- Websites of governmental agencies and NGOs in Oman and the Arab world
- Daily newspapers
- Scientific journals, particularly those published in Oman
- Booklets published by government agencies in Oman

The learning environment at CIL is ideal to engage in the learning of Arabic. All the classrooms are fully equipped with the technologies necessary to engage the student language learner. In addition, the Center boasts an Arabic library and a language lab, on a campus that is wireless. In addition, we have activities that include Omani traditional hospitality sessions, visits to museums and businesses, and excursions around the Sultanate. And finally, we supplement our classroom learning with a 7-hour per week Peer Facilitator program with trained Omanis who assist students with both formal Arabic and in mastering the Omani dialect.
Lesson Plans

The following tables serve as a guide for the student in what they can expect to learn upon arrival at CIL. It is based on the Second edition of Al-Kitaab, and is flexible in that students are placed in an appropriate level and will advance according to their level. This may even mean moving up a level. So, for example, a student may start their program at Week 10 of Al-Kitaab, Book 1 (Unit 17) and end a four-week program by advancing to Book 2, and finishing the first four units of that book.

Note: A more detailed table can be provided in Arabic, and corresponds to the units found in Al-Kitaab. The table below is meant to illustrate how quickly students can move through the textbooks, and gives instructors at overseas institutions an idea of the progress that will be made in a short amount of time, with 32 hours of language teaching per week (25 in the classroom, and 7 with Peer Facilitators)

<table>
<thead>
<tr>
<th>Alif Baa’, and Al-Kitaab, Book 1 (Second Edition)</th>
<th>Week</th>
<th>Unit</th>
<th>Level</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Alif Baa’ (full)</td>
<td>Beginner (novice)</td>
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<tr>
<td>2</td>
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<td>1 &amp; 2</td>
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<tr>
<td>3</td>
<td></td>
<td>3 &amp; 4</td>
<td>Beginner (mid)</td>
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<td>5 &amp; 6</td>
<td>Beginner (mid)</td>
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<tr>
<td>5</td>
<td></td>
<td>7 &amp; 8</td>
<td>Intermediate (low)</td>
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<tr>
<td>6</td>
<td></td>
<td>9 &amp; 10</td>
<td>Intermediate (low)</td>
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<tr>
<td>7</td>
<td></td>
<td>11 &amp; 12</td>
<td>Intermediate (low)</td>
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<tr>
<td>8</td>
<td></td>
<td>13 &amp; 14</td>
<td>Intermediate (low)</td>
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<tr>
<td>9</td>
<td></td>
<td>15 &amp; 16</td>
<td>Intermediate (mid)</td>
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<tr>
<td>10</td>
<td></td>
<td>17 &amp; 18</td>
<td>Intermediate (mid)</td>
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<tr>
<td>11</td>
<td></td>
<td>19 &amp; 20</td>
<td>Intermediate (mid)</td>
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<table>
<thead>
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<th>Al-Kitaab, Book 2 (Second Edition)</th>
<th>Week</th>
<th>Unit</th>
<th>Level</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>1 &amp; 2</td>
<td>Intermediate (high)</td>
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<tr>
<td>2</td>
<td></td>
<td>3 &amp; 4</td>
<td>Intermediate (high)</td>
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<tr>
<td>3</td>
<td></td>
<td>5 &amp; 6</td>
<td>Intermediate (high)</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>7 &amp; 8</td>
<td>Advanced (low)</td>
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<tr>
<td>5</td>
<td></td>
<td>9 &amp; 10</td>
<td>Advanced (low)</td>
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<table>
<thead>
<tr>
<th>Al-Kitaab, Book 3 (Second Edition)</th>
<th>Week</th>
<th>Unit</th>
<th>Level</th>
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<tbody>
<tr>
<td>1</td>
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<td>1 &amp; 2</td>
<td>Advanced (mid)</td>
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<tr>
<td>2</td>
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<td>3 &amp; 4</td>
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<td>7</td>
<td>Advanced (high)</td>
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<tr>
<td>5</td>
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<td>8 &amp; 9</td>
<td>Advanced (high)</td>
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<tr>
<td>6</td>
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<tr>
<td>7</td>
<td></td>
<td>10</td>
<td>Advanced (high)</td>
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</tbody>
</table>
Teaching Methods

Instructors at CIL use a variety of teaching methodologies that are appropriate for each level of learning, and these include:

- Enunciation and pronunciation of sounds to learn letters
- Translation techniques
- Asking questions
- Relational/communication techniques
- Discussion
- Practicing listening skills
- Individual and group exercises
- Brainstorming
- Lectures (oral presentations by the student)
- Games

Evaluation

Students are evaluated according to the following:

- Observations*  20%
- Class Participation  30%
- Homework  20%
- Tests and Quizzes  30%

*Observations are a regular assessment by teachers that seek to ascertain the following:

- students’ clarity in speech and in pronouncing words and letters
- students’ ability to speak and be coherent in their conversations
- student’s ability to use correct syntax and accurate vocabulary
- students’ ability in using synonyms and contrasting words