

INSTRUCTIONAL TECHNOLOGY FOR ARABIC

Course code: EDBEI352

Credit Hours: 3

Course Description

Instructional Technology is to create engaging, effective learning experiences that cater to the needs of different individuals. It is the precise procedure of outlining, creating, assessing and dealing with the whole instructional procedure to guarantee successful and proficient learning. Below are the basic elements of Instructional Technology

If we want learn instruction technology of Arabic then realize that this is because the largest religion in the Middle East is Islam. The language is very **important** in Islam, because Muslims believe that Allah (God) used it to talk to Muhammad through the Archangel Gabriel (Jibril), giving him the Quran in **Arabic**.

Learning Outcomes:

After the successful completion of this course the trainee teachers will be able to: –

- To meet the curricular needs of all learners
- To provide electronic access to curriculum
- To provide professional development that connects technology with learning, as well as provides ready access to a full range of state of the art tools.
- To improve instructional practices of teachers in order to effectively integrate technology.
- To teach critical thinking skills and foster creativity
- To provide global access to information about language
- To provide a medium for expression and communication in Arabic
- To provide skills and proficiencies necessary in Arabic
- To improve the effectiveness of administrative tasks
- To collect, assess, and share performance information using data to drive instruction in Arabic

Contents

Part- I 1. Teaching

- 1.1. Concept of teaching: Structure and features
- 1.2. Success full teaching models
- 1.3. Professionalism in teaching
- 1.4. Teaching as an art or science
- 1.5. Teaching competence
- 1.6. Effective teaching or effective teacher

2. Methods and Techniques of Teaching Arabic

- 2.1. Introduction: What are the methods, approaches and techniques of teaching Arabic?
- 2.2. Lecture method and Expository teaching method
- 2.3. Discussion method 2.4. Demonstration method
- 2.5. Audio Video learning
- 2.6. Spoken Arabic

3. Lesson Planning as a Teaching Tool in Arabic

- 3.1. Meaning and importance of lesson planning
- 3.2. Types of lesson planning 3.3. Approaches to lesson planning
- 3.4. Elements of lesson planning,
- 3.5. Different Formats of Lesson Plans
- 3.6. Different lesson plan discussion

4. Instructional Technology: Introduction and Arabic

- 4.1. Meaning and definition of Instructional technology
- 4.2. Origin of Instructional technology
- 4.3. History of Instructional technology
- 4.4. Types of Instructional technology
- 4.5. Components of Instructional technology
- 4.6. Classification of AV-aids
- 4.7. Merits and demerits of educational technology in the field of education

5. Types of Instructional Technologies, Media and Their Uses in Learning Process

- 5.1. Introduction: Basic concepts
- 5.2. Radio, Tape-Recorder,
- 5.3. Television and video, Educational telecasting
- 5.4. Videotext and electronic mail
- 5.5. Interactive video
- 5.6. Projectors: types and uses
- 5.7. Computer, Internet and intranet
- 5.8. Multimedia
- 5.9. Language laboratories
- 5.10. Models and modeling
- 5.11. Board work: Bulletin and fallen boards
- 5.12. Use of locally available low cost material of educational technology
- 5.13. Use of Mass Media in Arabic Education.

6. Current types of the Instructional technology systems and their application

- 6.1. Computer-based Instructional technology
- 6.2. Interactive video and Teleconferencing
- 6.3. Use of Internet for
- 6.4. Use of E Library and Maktba e shamila

7. Integrating Technology into the Curriculum and Instruction of Arabic

- 7.1. Issues and trends related to technology use in instruction for Arabic

Teaching-learning Strategies

The instructional strategies will focus on constructionist learning approach. These strategies will be diverse in line with the course contents. Therefore, these strategies will include but not limited to demonstration, cooperative learning, collaborative learning, teacher and student-led discussion, individual and group presentations, reflective practices and classroom activities.

Assessment and Examinations

Examination	Marks
Mid-Semester	35%
Sessional Work	25%
Final Semester	40%

Suggested Readings

- Kogan Page, Feden, P. D. & Vogel, R. M. (2003). *Methods of teaching*. Boston: Mc-Graw Hill.
- Joyce, B., Weil, M. & Calhoun, E. (2000). *Models of teaching*. (6th ed.). Boston: Allyn and Bacon.
- Mohanty, S.B. (1995). *Improving university and college teaching*. New York: P.H. Publishing corporation. M.D. Aslam, prof. Arabic Method
- Muyskens, I. A. (Ed) (1998). *New ways of learning and teaching: Focus on technology and foreign language education*. Boston: Heinle and Heinle Publishers.
- Norton, P. & Sprague, D. (2001). *Technology for teaching*. Boston: Allyn & Bacon.
- Rashid, M. (Ed.). (2001). *Allied material on teaching strategies*. Islamabad: AIOU.
- Roblyer, M. D., Edwards, J., & Havriluk, M. A. (1997). *Integrating educational technology into teaching*. Columbus: Prentice -Hall
- Sharma, A. (1999). *Modern educational technology*. New Delhi: Commonwealth Publishers.