



QATAR  
FOUNDATION  
INTERNATIONAL, LLC  
عضو في مؤسسة قطر  
Member of Qatar Foundation

## NYATC Summer Institute

### Looking Back, Moving Forward: Lessons Learned from the 2020-2021 School Year

Friday, June 11th - Saturday, June 12th

#### Agenda

##### Friday, June 11th

5:00 pm - 5:05 pm: **Welcome** with Georges Chahwan and Liz Shovers

5:05pm - 6:00pm: **Educator Panel: Lessons Learned from the 2020-2021 School Year**: Yusuf Jaaber, Juman Bukhari, and Biebers Ishak

- 5:05 - 5:30pm: *Panel Discussion*
- 5:30pm - 5:45pm: *Audience Q&A*
- 5:45pm - 6:00pm: *Breakout Room Small Group Discussion Time*

6:00 pm - 6:30 pm: **Musical Celebration: Yousef Shamoun and the Tarab Ensemble**

- Join us for a concert to celebrate all your hard work this year!

##### Saturday, June 12th

11:00 am - 12:00 pm: **Including Social Justice in Teaching Arabic through Story Books**: Susan Hanna Wicht

12:15 pm - 1:15 pm: **Looking Back, Moving Forward: Teaching World Languages Beyond the Pandemic**: Nathan Lutz

1:30 pm - 2:30 pm: **Promoting Wellness in Your Arabic Classroom**: Laila Kharrat

2:30 pm - 2:40 pm: **End of Day Close and Survey**

\*Please see the following pages for session descriptions and presenter bios

## Saturday Session Descriptions

### **Session 1: Including Social Justice in Teaching Arabic through Story Books with Susan Hanna Wicht**

**Description:** Arabic storybooks present an authentic, comprehensible, and rich resource for language learners and teachers. How can these be used to enrich a unit and explore culturally relevant themes of social justice? Arabic teachers as world-language educators are moving beyond simply imparting language skills to addressing existing inequities and injustices in their practice. This session will demonstrate how to design instruction for learning for justice in the classroom through a story about a wheelchair-bound girl. After an examination of the principles of social justice (identity, diversity, justice, and action), participants will discover how to create a unit that fosters respectful curiosity, inclusive stances, and a celebration of differences. This template may be used with a range of suggested stories to foster students' language proficiency while promoting an awareness of prevalent social justice issues. Participants will leave with a range of learner-centered activities in the ACTFL interpretive, interpersonal, presentational, and inter-cultural modes of communication.

### **Session 2: Looking Back, Moving Forward: Teaching World Languages Beyond the Pandemic with Nathan Lutz**

**Description:** During the spring of 2020, teachers shined as heroes. When faced with emergency closures and struggling with distance teaching without any preparation, we quickly shifted from survival mode to creative planning mode. It's a testament to how teachers just get things done. Along the way, and throughout the 2020-2021 school year, we learned a lot: we streamlined our curriculum by dropping things we didn't like or need from our former teaching models and innovated what we needed to replicate because it was missing in the virtual space. In this session, we'll look ahead to 2021-2022 and beyond by drawing upon teacher experience to chart a course forward using the best of what we all have collectively learned. Attendees will reflect on their past experiences and look at case scenarios of other educators. The presenter will lay out the process and tools to:

- Plan and organize
- Teach synchronously and asynchronously
- Aim for proficiency growth in the three modes of communication
- Leverage technology in meaningful ways

### **Session 3: Promoting Wellness in Your Arabic Classroom with Laila Kharrat**

**Description:** In this webinar, Laila Kharrat will reflect on some of the wellness activities she embedded in her Arabic curriculum during this pandemic year of remote and in-person teaching. Participants will leave with a host of ideas, tips, and examples on how to: (1.) tap into students as human beings, prioritizing their wellness and well-being (2.) include daily check-ins during synchronous classes, making space and time for personal connections (3.) help students manage their asynchronous work in a way that is predictable and productive but not overly time-consuming (4.) use art therapy as a means to engage, heal, and inspire students and (5.) incorporate the practice of yoga into the classroom. During this hands-on workshop, Laila will invite you to participate in simple mindfulness meditation and guided relaxation practice. and the 1-hour session will end with a Q and A. This webinar is geared toward K-16 Arabic teachers but is equally beneficial for any world language teacher who uses an online or hybrid platform and wishes to promote wellness in the classroom.

## Friday Educator Panel Bio

### Yusuf Yaaber

Yusuf Jaaber has been a member of NYATC since 2014. He currently holds a Standard Certification as a Teacher of Arabic with the state of New Jersey. He has traveled abroad living in Morocco and Egypt to be immersed in the Arabic Language & Culture. He has been teaching Arabic since 2003 and has served as the Arabic Department Head for several private schools. Currently, he teaches Arabic Studies with Newark Public School and Educational Consultant for the Universal Academy of Florida.

### Biebers Ishak

Biebers Ishak is the chair of the Arabic program at PC Manchester High School where he has taught multiple subjects for the past 15 years. During his tenure, He has initiated several new programs at his school such as Community-Based Instruction, the Psychology program and the Arabic program. Biebers speaks several languages and holds a BA in Psychology, an MA in Linguistics with a concentration in Arabic and MA in Art of Teaching with a concentration in Special Education. As a freelance Translator, Bebers has done translations at Major Network studios such as NPR, CBS, CNN, BBC, and CBC.

### Dr. Juman Al Bukhari

Dr. Juman Al Bukhari is an associate professor in Arabic in the Department of Modern and Classical Languages at the University of North Georgia (UNG). Dr. Al Bukhari received her Ph.D. in Linguistics from the University of Wisconsin in 2016. Currently, she is pursuing another doctorate degree in Higher Education Leadership and Practice at UNG (May 2022).

Dr. Al Bukhari has extensive experience in Modern Standard Arabic and Arabic dialect teaching. She taught Arabic at Indiana University- Bloomington (IUB) as a Fulbright Scholar, West Virginia University as an Arabic instructor during her Master's, and the University of Wisconsin as an Arabic instructor during her doctorate. She emphasizes the use of technology in her teaching to engage students and use authentic material, in addition to her principal research focus is Arabic syntax and has associated research interests in dialect variation in Arabic. Also, she explores the leadership of foreign languages departments in American higher education institutions (AHEIs), and the internationalization of AHEIs via recruiting international students and establishing study abroad programs.

## Musical Guest Bio

### Yousef Shamoun and the Tarab Ensemble

Yousef Shamoun was born in Aleppo, Syria. Aleppo is home to a strong tradition of composing and singing the Muwashshahat and the Qudud Halabiya. It is also known for its Tarab, a musical style that means "enchantment." Yousef belongs to the school of great Aleppian singers such as Sabah Fakhri, Mohamad Khairy, Bakry Kurdi, and Omar Al-Batsh.

He was also inspired by the Syriac tradition of religious chanting. Yousef is known for both his mastery of the mawwal (non-metric vocal improvisation) and for his powerful rendition of the Arabic Maqam. Youssef is passionate about preserving the classical tradition of Muwashshahat while also experimenting and innovating with their style and structures. As an active member of the Syrian-American community, Youssef has performed in several events and countries throughout the US, as well as Canada, Europe, and the Middle East. Yousef will be accompanied by the Tarab ensemble which he established in 2017.

Listen to a Song from the Group Here: [Yousef Shamoun - Tarab Medley](#) [وصلة طربية: انت سلطان الملاح - يامننت وحشني](#)

### **Saturday Presenter Bios**

#### **Susan Hanna Wicht**

Susan Hanna Wicht is a teacher of Arabic to speakers of other languages. She has also taught French as a foreign language (FLE), and Cambridge First Certificate English (FCE). She developed the Arabic curriculum for Students with Interrupted Formal Education (SIFE) at the Research Center at City University New York (CUNY). She is also the former co-leader of the New York Arabic Teachers' Council (NYATC) with Georges Chahwan.

Susan holds an M.A. in Bilingual Education from Teachers College Columbia University in New York. Her teaching career began when she obtained the Cambridge Certificate in English Language Teaching to Adults (CELTA), over 15 years ago. She also holds a B.A. in Arabic/English Translation from Al-Mustansiriya University in Baghdad, and a postgraduate diploma in Translation and Conference Interpretation from the University of Westminster in London. Her interests center on bilingual education, language and culture in curriculum design, and Arabic instruction through stories. She is currently working as a consultant on Arabic-language instruction aligned to the ACTFL modes and standards.

Susan has presented on Arabic instruction at several conventions including the Northeast Conference on the Teaching of Foreign Languages (NECTFL 2021); the British Association of Teachers of Arabic (BATA 2020); and the New York Arabic Teachers Council (NYATC 2020). She will be presenting at the upcoming Biannual BATA conference (2021), and at the American Council for the Teaching of Foreign Languages (ACTFL 2021).

#### **Nathan Lutz**

Nathan Lutz is the Interim Director of the Primary School at Kent Place School. He has also formerly served as Hybrid Learning Coordinator, PK-12 Global Learning Coordinator, and Primary School French Teacher at Kent Place School, a nationally recognized leader in girls' education. Nathan holds a B.A. in French, English, and Women's and Gender Studies from Louisiana State University, an M. A. in French from Rutgers, and an M.Ed. in Teaching and Learning from SUNY Empire State. In addition to Nathan's service to NECTFL as Chair in 2020, he has served the world language community as the Vice President of Programs of the Foreign Language Educators of New Jersey (FLENJ), and President of the National Network for Early Language Learning (NNELL). Nathan was a 2007 NYSAFLT Leaders of Tomorrow fellow, a 2012 UPenn STARTALK Excellence in Leadership fellow, and a 2014 NECTFL Mead Leadership fellow. Nathan is a frequent conference presenter, a consultant for

school districts, and a writer and editor for various early language programs. His most recent publication is *Language Together: French* (2018). Nathan's professional interests include early access to world language education, portfolios for reflection and goal setting, social justice in the classroom, community engagement, and place-based learning.

### **Laila Kharrat**

Laila Kharrat is a Palestinian and Lebanese American who has been teaching French for the past 14 years and Arabic for the past 3 years at the Episcopal School of Dallas in Texas. She also coaches field hockey, teaches yoga, and participates in performance arts regularly. Laila has been practicing yoga since 2000 and teaching yoga to high school students in the ESD Lifetime Fitness Program since 2009. Although she took a break from teaching yoga during the pandemic, she has been teaching yoga to students and has expanded her practice to include teaching faculty and staff since January 2021. Laila is eager to share how she promotes wellness in the Arabic classroom, in the yoga studio, and beyond with the NYC.