

Descriptions of Target Student Abilities: First-Year Arabic

Arabic Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	ARABLANG 1 (First-Year Arabic, 1st quarter)	ARABLANG 2 (First-Year Arabic, 2nd quarter)	ARABLANG 3 (First-Year Arabic, 3rd quarter)
<p>First-year students of Arabic will be able to produce simple phrases and exchange information on a variety of everyday life topics using appropriate forms and basic grammatical structures in Modern Standard Arabic. They learn to respond to common social questions using stock phrases and practiced structures. They will demonstrate awareness of socially appropriate behavior and cultural norms.</p>	<p>Students learn to engage in meaningful communication using socially and culturally appropriate forms at a basic level of accuracy. They are able to imitate some patterns of simple behavior present in the Arab world. They become aware of some cultural products, practices and perspectives that guide interpersonal communication in Arabic-speaking cultures.</p>	<p>During the first quarter, students exchange information, concepts and ideas with a variety of speakers and readers (in class and outside class) on very familiar topics of a survival nature and in a culturally appropriate context and fashion. Target abilities include:</p> <ul style="list-style-type: none"> • Exchange simple appropriate (holiday) greetings. • Describe and respond to inquiries about weather conditions in certain regions in the Arab world. • Politely accept or decline offers for help. • Ask and answer questions or make comments in familiar cultural contexts such as family or a social event attended with peers. 	<p>During the second quarter, students interact more effectively and accurately with native and non-native speakers on familiar everyday topics. They can function at a survival level in an authentic cultural context. Target abilities include:</p> <ul style="list-style-type: none"> • Express time and date as locals do, when requested. • Initiate and respond, in a culturally appropriate way, to situations that require making simple compliments, well-wishing, etc. • Understand and mention in a conversation some basic general cultural references such as a movie or a song title. 	<p>During the third quarter, students develop their ability to interact and communicate basic ideas and topics of relevance to Arabs and in culturally appropriate contexts. Target abilities include:</p> <ul style="list-style-type: none"> • Engage in short exchanges in survival contexts (e.g., ordering food, inquiring about transportation schedule, asking for basic directions, etc.). • Inquire about some geographical features and regions in the Arab world.

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<i>continued</i>		<p>During the first quarter, students learn the Arabic alphabet and begin to use basic vocabulary and phrases. They participate in simple exchanges of personal information (greetings, catch phrases, etc.) and list their basic daily activities in the present imperfect tense only.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Meet, greet and introduce themselves using rehearsed utterances and memorized formulae. • Identify and name certain objects, places and entities in their surroundings and everyday life such as cities, homes and countries. • Give simple descriptive phrases in Modern Standard Arabic (MSA) using a very basic list of vocabulary terms. • Use possessive pronouns and learn the basic structure of interrogatives. • Make and understand simple requests. • Use a limited number of widely used Form 1 verbs in the present tense (to live, to learn, to eat, etc.) 	<p>During the second quarter, students acquire more vocabulary and short phrases that they use in familiar contexts. They are able to pronounce longer words and phrases in MSA with or without case endings (nominative, accusative, genitive). They are also able to recognize the root of common verbs and distinguish between the present and the past.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Ask and respond to basic questions in MSA that use basic interrogative structures in the present tense. • Understand and respond to culturally relevant speech expressions related to course material (<i>Assalamu alaykum, marhaba, Allah yirhamu</i>, etc.), using stock phrases and rehearsed structures. • Use most Form 1 simple verbs in the present tense. • Use the future tense in the affirmative for a select number of familiar verbs beyond Form 1 (to teach, to watch, to like, to want, etc.). • Talk about their daily surroundings in a culturally appropriate manner without placing the applicable case endings on the last letter of most words.. 	<p>During the third quarter, students continue to expand their vocabulary and begin forming basic sentences that go beyond simple catch phrases. They also begin to employ the past tense on a more regular basis.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Read and pronounce all words in MSA (textbook materials) with or without case endings present • Use basic adjectives and memorized sentences to express certain feelings and emotions such as sadness, joy, loneliness, etc. • List facts about themselves and others using simple sentences. • Use simple verbs (mostly Form 1) with most subject pronouns in the present tense as well as in the Perfect (past) tense. • Switch between the Perfect and Imperfect tenses for most subject pronouns in a limited, pre-rehearsed context, using words and phrases they have already learned. • Express basic opinions, both affirmative and negative, in a culturally appropriate manner.

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Arabic Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	ARABLANG 1 (First-Year Arabic, 1st quarter)	ARABLANG 2 (First-Year Arabic, 2nd quarter)	ARABLANG 3 (First-Year Arabic, 3rd quarter)
<p>Students will be able to go from learning the alphabet; to word recognition, study, and building; and to phrases and sentences as they learn to communicate in MSA on a limited number of familiar, rehearsed topics.</p> <p>They will be able to read for general meaning and recognize familiar words in sentences and simplified passages on a limited range of cultural topics while picking out specific, memorized information from authentic materials.</p>	<p>Students begin to understand and interpret spoken and written Arabic through investigation of Arab and Islamic culture. They learn to identify and explain simple products, practices and perspectives in terms of patterns and salient features.</p>	<p>During the first quarter, students use their basic reading and listening skills to carry out simple investigation of the Arab and Islamic worlds outside of their immediate environment, using media and other sources. Target abilities include:</p> <ul style="list-style-type: none"> • Recognize food and drink items typical in the Arab world in a restaurant menu. • Identify countries and capital cities in the Arab world presented in a geographic map. • Identify popular male and female names of the Arab world, presented in a written list format. • Distinguish male and female names in a list (e.g. students, passengers, participants), presented in audio format. 	<p>During the second quarter, students use their acquired reading and listening skills to accurately interpret basic and survival written and oral texts. They do this with greater accuracy and ease, in a variety of culturally appropriate contexts. Target abilities include:</p> <ul style="list-style-type: none"> • Locate basic information included in a brochure advertising tours, special events, transportation timetables, etc. • Identify basic personal information (full name, date and place of birth, occupation, address, etc.,) in an ID card. • Identify some Arabic words in the speech of heritage learners who code-switch and code-mix. • Recognize basic information about weather conditions (temperature, humidity, rain, etc.) broadcast on media outlets or from speakers in real-life situations. 	<p>During the third quarter, students gain facility in locating information, as well as in interpreting information, simple concepts and ideas from a variety of authentic sources. Target abilities include:</p> <ul style="list-style-type: none"> • Get factual information contained in announcements made over the microphone in an airport, train or bus station, etc. • Recognize names of singers, musicians, poets, literary, social and political personalities in the Arab and Islamic worlds. • Use simple city maps and read street names and signs to help them find their own way.

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<i>continued</i>		<p>During the first quarter, students learn to read, pronounce, and write the Arabic alphabet. They begin to familiarize themselves with different Arabic styles of calligraphy and forming letters by utilizing Internet resources and visual aids. They demonstrate comprehension of short and simple Arabic words and phrases (with visual triggers) as well as short utterances drawn from familiar material. They will be able to read cognate-based, vocalized words and phrases and confirm understanding in English.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Recognize, read, and pronounce all the letters in the Arabic alphabet in all positions. Distinguish between statements and questions in conversation. Understand simple social encounters, and respond with stock phrases in a rehearsed, practiced setting. Read basic sentences that include case endings (vocalized words and phrases). Read and pick out certain words in authentic materials such as: maps, signs, schedules, theater listings, newspaper classified ads, etc. 	<p>During the second quarter, students demonstrate comprehension of simple phrases, short and simple Arabic sentences, and can recognize familiar speech patterns drawn from familiar material. They will be able to read simple sentences and confirm basic understanding in Arabic, using English for a more detailed account.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Gain a better control and understanding of phonetic conventions. Read and recognize foreign words written in Arabic as well as pronounce multi-syllabic Arabic words, such as verbal nouns for Forms III-X (<i>istiqbaal, inf3al</i>, etc.), active participles (<i>mustashriq, mutakallim</i>, etc.) and passive participles (<i>mustaqbal, maftuuH</i>, etc.). Find the root of various Arabic words in an attempt to use the past tense. Observe and point out (in English) certain textual features and basic differences in common Arabic words and phrases used on a regular basis (verbs, adjectives, nouns) e.g.: non-human and human plurals, feminine, masculine, and plural endings Develop analytical reading skills and identify familiar words in a wider variety of selected authentic materials. 	<p>During the third quarter, students demonstrate comprehension of short and simple sentences strung together in chronological order. They are able to pick out unfamiliar words from a text by recognizing the root of common verbs. They will be able to read selected text samples and translate the main idea into simple English.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Identify the root of most Arabic words with relative accuracy. Gain a basic understanding of the way the root of Arabic verbs features in the formation of regular adjectives and common nouns. Demonstrate basic comprehension of others' use of Arabic related to the most common daily topics and based on course material. Interpret basic conversations and respond by adding new information in the form of stock phrases and other rehearsed structures. Understand simple sentences in short passages (50-100 words) created for this level and resembling authentic material.

Descriptions of Target Student Abilities: First-Year Arabic

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	ARABLANG 1 (First-Year Arabic, 1st quarter)	ARABLANG 2 (First-Year Arabic, 2nd quarter)	ARABLANG 3 (First-Year Arabic, 3rd quarter)
<p>Students will be able to present information, orally and in writing, comprised of a number of basic words, catch phrases and rehearsed sentences that they have practiced on a regular basis.</p>	<p>Students learn to present, in Arabic, information, simple concepts and ideas that relate to basic cultural products, practices and perspectives prevalent in the Arab and Islamic worlds.</p>	<p>During the first quarter, students present basic factual information and simple cultural ideas that relate to Arab and Islamic cultures, orally and in writing. Target abilities include:</p> <ul style="list-style-type: none"> • Present information about major countries and cities in the Arab world. • Use language to politely greet, accept or refuse an invitation; congratulate and express sorrow; apologize, etc. • Write a short thank you or congratulation note for a special social or religious occasion. 	<p>During the second quarter, students gather, compile and then present orally and in writing brief text of relevance and importance in the Arab and Islamic worlds. Target abilities include:</p> <ul style="list-style-type: none"> • Identify and talk briefly about some major landmarks in the Arab world (museums, churches, mosques, archaeological sites, etc. • Talk about daily routines in the Arab world. • Write a brief note, postcard, etc. to describe a site/location in the Arab world. • Learn the lyric of a short popular song in the Arab world and perform it individually or in a group. 	<p>During the third quarter, students produce relatively short oral and written text to present information, ideas and some basic beliefs and values pertinent to Arab and Islamic worlds. They are also able to make simple comparisons about practices, products and beliefs. Target abilities include:</p> <ul style="list-style-type: none"> • Talk about sports and social activities in the Arab world and compare them to American culture. • Briefly talk about the Arab family and role of women in the society. • Recognize and talk about local currencies in the Arab world. • Write a brief biography of a famous personality (e.g. politician, singer, literary figure, etc.) • Based on information provided, introduce a famous Arab personality to an audience

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<i>continued</i>		<p>During the first quarter, students present rehearsed information orally or in writing about themselves and their families, and participate in basic activities using a limited number of familiar words.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Orally utter a rehearsed series of words or phrases about family, friends, university, city, etc. while commenting in English about basic aspects of Arabic grammar and syntax. Respond in the affirmative and negative to short questions posed in the present tense, using a variety of mostly form 1 verbs. Write out and spell the basic vocabulary words which they have used in their presentations. 	<p>During the second quarter, students present mostly rehearsed information orally or in writing on a limited range of topics using different subject pronouns in the Perfect or Imperfect tenses for mostly Form 1 verbs.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Present more formally rehearsed statements on topics of personal interest that are strictly related to course materials by using stock phrases and simple sentences. Ask and answer mostly binary questions about the prepared presentation topic, using simple affirmative and negative sentences. Write and recite a list of short sentences related to personal information in chronological order (e.g. daily routine) or a list of familiar objects used in their immediate surroundings. 	<p>During the third quarter, students present rehearsed information as well as more spontaneous information drawn from their sociolinguistic experience on many common everyday topics, using both the Perfect and Imperfect tenses.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> Present rehearsed and structured reports (2-3 minutes) on topics of personal interest and immediate experiences using a strings of phrases and short sentences. Respond in a mostly binary manner to questions about their oral reports. Write and present a list (2-3 complete sentences) on one of the topics related to personal information in the Perfect and Imperfect tenses.