

Descriptions of Target Student Abilities: Second-Year Arabic

Arabic Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	ARABLANG 21 (Second-Year Arabic, 1st quarter)	ARABLANG 22 (Second-Year Arabic, 2nd quarter)	ARABLANG 23 (Second-Year Arabic, 3rd quarter)
<p>In the second-year sequence, students learn to communicate in Modern Standard Arabic (MSA) about a wide range of topics, ranging from everyday situations to distinctly Arabic/Middle Eastern contexts that may not exist in their own ethnic backgrounds. In doing so, students gain a higher level of accuracy, proficiency and cultural understanding of Middle Eastern culture(s) as reflected in the language itself.</p>	<p>Students engage in conversations and discussion with cultural understanding and language skills previously acquired. They use socially and culturally appropriate forms at an intermediate level of accuracy and are able to imitate more complex patterns of behavior present in the Arab world. They exhibit awareness and understanding of cultural products, practices and perspectives guiding interpersonal communication in Arabic-speaking cultures.</p>	<p>During the first quarter, students exchange detailed information, concepts and ideas with speakers on topics related to Arabic-language media, cultural habits, and internet texts. Target abilities include:</p> <ul style="list-style-type: none"> • Identify personal items (e.g. clothing) using visual cues and a list of Arabic vocabulary related to garb in the West and Middle East (hijab, gallabia, etc.). • Engage in simulated conversations with native speakers, their classmates and teacher on topics closely related to course material. • Identify and compare various Arabic dialects via short videos from across the Arab world. 	<p>During the second quarter, students interact more accurately and in greater detail with native Arabic speakers on topics of interest and in authentic cultural contexts. Target abilities include:</p> <ul style="list-style-type: none"> • Recognize differences between life in the US and the Arab world, including Arab and Islamic holidays and traditions, using strings of sentences (and in English). Talk about food; compare cultural differences and table etiquette. • Talk about survival strategies when living in the Middle East. Give advice and recommendations. • Simulate Islamic festivities via cultural exchanges, attire and discussion of such concepts as haram and halal • Participate in a simulated Arabic event, celebration, birthday party, an <i>Iftar</i> in Ramadan or a field trip with full language immersion. 	<p>During the third quarter, students refine their ability to use language to communicate ideas and concepts of relevance to Arabs and in various cultural contexts. Target abilities include:</p> <ul style="list-style-type: none"> • Express strong feelings and opinions in broaching various cultural traditions and famous Arab figures in history. • Recognize movement and different means of transportation in the Arab world. • Engage in regular interaction with Arabic guest speakers in the classroom and live via the internet (Skype).

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<i>continued</i>		<p>During the first quarter, students review and refine their ability of expression acquired in the previous year. They increase in self-confidence and expand on topics and themes. They are able to interact with their teacher and classmates as well as with a sympathetic native speaker (one accustomed to dealing with language learners).</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe family and friends, giving physical and character attributes. • Make simple comparisons of equality and inequality using familiar nouns and adjectives. • Briefly describe and ask questions about climate, weather, and forecasts. • Talk about places: city, home, study, work. Express location/direction. • Express basic opinions (including likes and dislikes) and emotions (surprise, admiration, approval, doubt) in relation to familiar and personal topics. • Talk about their studies and educational opportunities; express opinion, give simple advice and ask for more information. • Describe their leisure activities in the past. Express habitual action versus completed action. 	<p>During the second quarter, students continue to review and refine their ability of expression. They develop greater accuracy and expand on the level and scope of communicative tasks. They are able to interact with more ease and confidence with their classmates and teacher and with sympathetic (native speaker) interlocutors.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions of the previous quarter with more confidence and on a higher level. • Express possession and/or absence of something. Express quantity. • Initiate and react appropriately in social encounters such as extending and accepting invitations, expressing sadness, regrets, condolences, etc. • Give simple instructions and take directions. • Express obligation and wish for a third party to perform an action. • Engage in a wide range of interactions and conversations with their classmates and teacher on cultural topics drawn from basic contemporary articles in the Arabic press. 	<p>During the third quarter, students continue to review and refine their ability of expression. They continue to improve in accuracy and expand the level and scope of tasks with greater ease and confidence. They are able to produce lengthier descriptive sentences and begin developing short narrative paragraphs.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions of the previous quarter with more confidence and on a higher level. • Talk about professions, occupations and careers. Express condition and obligation. • Discuss past vacations and vacation plans. Express condition in the past. • Use the comparative to juxtapose objects, ideas and people using lengthy utterances and complex sentence structure. • Use conjunctions and other textual tools to link strings of sentences into a seeming paragraph. • Talk about actions, activities and schedules. Express completed action in all time frames. • Participate effectively in informal communication and exchange information and opinions with their teachers and Arabic-speaking peers, including native speakers invited to speak in the classroom.

Descriptions of Target Student Abilities: Second-Year Arabic Arabic Language Objectives, 2017

INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	ARABLANG 21 (Second-Year Arabic, 1st quarter)	ARABLANG 22 (Second-Year Arabic, 2nd quarter)	ARABLANG 23 (Second-Year Arabic, 3rd quarter)
<p>Students will focus on a wide variety of simplified and authentic materials such as newspaper articles, poetry, song lyrics, movies and media to increase their vocabulary through word and phrase recognition as well as educated guesses at general meaning. Second-year texts are meant primarily to develop reading proficiency and enable students to move eventually toward more complex authentic written texts (e.g. historical records, classical Arabic texts).</p>	<p>Students will be able to identify, understand and interpret an ever greater range of cultural products, practices and perspectives in Arab and Islamic cultures. They discuss and analyze aspects of spoken and written Arabic in terms of patterns and target audiences; and view and discuss audio-visual media, especially film clips, to begin to identify tone, register, regional dialect and cultural nuances.</p>	<p>During the first quarter, students carry out investigation of the Arab and Islamic worlds outside of their immediate environment, using authentic media and other sources. Target abilities include:</p> <ul style="list-style-type: none"> • Get the gist of certain subject-related media and movie excerpts (including when colloquial Arabic is used). • Interpret and process information gained from readings and use it in different contexts and cultural situations while employing more sophisticated vocabulary and phrases. • Interpret colloquial Arabic phrases used in different Arab regions and compare them to previously learned classical Arabic phrases. 	<p>During the second quarter, students broaden the scope of oral and written materials that they draw on to explore the Arab and Islamic worlds. Target abilities include:</p> <ul style="list-style-type: none"> • Understand the general idea and identify some important elements and features in certain media clips and movie excerpts (e.g. Arabic podcasts, newscasts). • Identify obvious genre differences in authentic texts (letters to family, published speeches, opinion pieces) and get a better understanding of form and tone. • Discuss TV shows and authentic texts in relation to tone and audience (e.g. newspaper articles, headlines from Arabic websites, basic cooking recipes, etc.) 	<p>During the third quarter, students deepen their skills in recognizing and interpreting culturally-specific features of oral and written materials. Target abilities include:</p> <ul style="list-style-type: none"> • Demonstrate comprehension of cultural references presented in various media productions across the Arab and Islamic worlds. • Identify form and tone (such as register, target audience, etc.) as well as stylistic nuances in different genres of Arabic texts. • Watch video clips on the same topic by speakers from different Arab countries and discuss varying geographical attitudes towards the topic.

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<p>While such readings are intended for third-year Arabic, second-year students will be able to tackle short samples such as Arabic fables, proverbs, jokes, and a limited number of Qur'anic verses. Students will be able to analyze texts linguistically and apply that analysis to their own interests and research.</p>		<p>Students demonstrate comprehension of short presentations, both oral and written, on linguistically familiar material. They are able to read selected samples of authentic texts and confirm understanding in basic MSA as well as English translation.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Understand face-to-face conversations on subjects that are structurally and thematically connected with class material. • Understand most of classroom presentations as well as excerpts from selected Arabic texts/media. • Answer fact-based questions and offer comments in MSA. • In short, simplified fiction and non-fiction study texts: identify details and summarize the main idea. • Gain basic understanding of abridged and adapted excerpts (paragraph) from modern Arabic literature. • Read short (1 page) selected authentic texts of different styles and genres and scan them for specific information. • Begin to become aware of form and tone of texts in preparation for independent reading. 	<p>Students continue to develop their interpretive skills. They can understand longer oral and written presentations, on linguistically familiar material, that deal with a wider range of topics. They are able to read selected authentic texts and confirm understanding mostly in MSA using English to convey more complex information.</p> <p>At the end of the quarter, students will perform the functions of the previous level and be able to:</p> <ul style="list-style-type: none"> • Fully understand and respond appropriately in most informal face-to-face conversations. • Fully understand longer and more complex presentations (paragraph-length) including descriptions, stories, short lectures, and reports based on linguistically familiar material. • Answer fact-based and detail-oriented questions, as well as offer comments in MSA. • In simplified fiction and non-fiction texts (1 page): analyze some details, summarize the main idea, and use the linguistic material in meaningful communication. • Demonstrate understanding of longer abridged and adapted literary texts. • Read short (1-2 pages) selected authentic texts of different styles and genres and scan them for specific information. • Interpret and process the information gained from readings and use it in a wider array of contexts. 	<p>Students improve their comprehension skills and interpretive abilities. They are able to understand oral presentations and written texts on many conversational and cultural topics. They can read selected authentic texts and confirm understanding in MSA using English only occasionally. They gain a better control of approaching texts with unfamiliar elements in order to be prepared for independent work.</p> <p>At the end of the quarter, students will perform the functions of the previous level and be able to:</p> <ul style="list-style-type: none"> • Demonstrate full comprehension and respond appropriately in a majority of authentic social interactions. • Understand oral presentations with unfamiliar elements • Answer detail-oriented questions while participating in text discussions. • Analyze details of a range of texts and use the linguistic material in meaningful communication. • Read and demonstrate understanding of more complex abridged literary texts and selected authentic materials (3-4 pages) of different styles and genres.

Descriptions of Target Student Abilities: Second-Year Arabic Arabic Language Objectives, 2017

PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	ARABLANG 21 (Second-Year Arabic, 1st quarter)	ARABLANG 22 (Second-Year Arabic, 2nd quarter)	ARABLANG 23 (Second-Year Arabic, 3rd quarter)
<p>Students deliver quarterly oral reports in which they use technology-based sources to enhance their presentations. In doing so, students learn to employ the Internet and other audio-visual aids in order to enhance their oral speech and understanding of the way MSA is used in the Arab world (e.g. newscasts, podcasts, official speeches, recorded essays, and other media sources).</p>	<p>Students present information, concepts and ideas to an audience of listeners or readers on topics of social and cultural interest. By the end of the sequence, they begin to integrate appropriate sociolinguistic elements into their presentations and to compare various practices, products and beliefs of the Arabic-speaking community.</p>	<p>During the first quarter, students present detailed information and nuanced cultural ideas that relate to Arab and Islamic cultures, both orally and in writing. Target abilities include:</p> <ul style="list-style-type: none"> • Present oral and written reports about various Arab countries in terms of culture, imports/ exports etc. • Use culturally appropriate language to conduct nuanced conversations while expressing emotions, apologies, congratulations etc. • Write a lengthy thank you or congratulation card for special social or religious occasions. 	<p>During the second quarter, students research, compile, and then present, orally and in writing, various texts of relevance and importance in the Arab and Islamic worlds. Target abilities include:</p> <ul style="list-style-type: none"> • Discuss major landmarks in the Arab world (museums, churches, mosques, archaeological sites, etc.) • Make short spontaneous summaries and comments on the cultural topics presented by their peers. • Write a 1-page composition on one of the cultural topics presented in their formal oral reports • Memorize lyrics to a popular Arabic song and perform it individually or in a group. 	<p>During the third quarter, students produce and present oral and written texts in relation to beliefs and values pertinent to the Arab and Islamic worlds. Target abilities include:</p> <ul style="list-style-type: none"> • Discuss social activities in the Arab world and compare/contrast them with American and world cultures. • Discuss the role of family and of women in society. • Discuss local currencies in the Arab world and compute dollar equivalents. • Write a biographical essay on a famous personality then present orally to the class.

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<p>Some emphasis is also placed on integrating some colloquial phrases into their oral reports. Furthermore, students develop longer written compositions in which they utilize much of the vocabulary they learn in class.</p>		<p>After completion of the first quarter, students will have presented one 5-minute prepared oral report (using Word for Windows in Arabic or the Word Mac program) about a topic related to their daily activities and schedule. They write a half-page composition (consisting of strings of sentences) on the same theme. They begin to make basic comments in MSA about short, minute-long recorded audio and video segments from such sites as YouTube and the CNN Arabic web site.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Interact with classmates by conducting basic Q&A sessions, comprised of binary questions, following each presentation. • Submit a written, one-paragraph summary of their presentation. • Comment on subject-related media and other audio-visual excerpts. 	<p>During the second quarter, students present one 10-minute oral report and subsequent written composition (1 page) on a cultural topic related to the Arab world. They utilize Arabic websites to add basic information (including sources and citations) to their presentations.</p> <p>At the end of the quarter, students will perform the functions of the previous level and also be able to:</p> <ul style="list-style-type: none"> • Ask and answer a wider variety of questions about the prepared presentation topic • Speak extemporaneously (2-3 minutes) on topics related to their personal and immediate environment. • Incorporate a limited range of selected media clips in Arabic (including Internet resources) into their oral reports. • Discuss culturally appropriate jokes. 	<p>During the third quarter, students present one 15-minute oral report using PowerPoint (in Arabic) with emphasis on quotes, citations, and other primary sources, and focused on contemporary cultural topics from the Middle East (traditions, society, way of life). They submit on-the-spot bulleted lists of main points raised in their classmates' presentations. They also make shorter, spontaneous presentations on themes of personal interest. They increase in self-confidence and fluency of speech, as well as achieve greater accuracy when transforming oral reports into lengthier essays (2 pages).</p> <p>At the end of the quarter, students will perform the functions of the previous level and also be able to:</p> <ul style="list-style-type: none"> • Ask and answer questions about the prepared presentation topic; exchange opinions and provide commentary. • Write a 1-2 page essay on one of the topics related to personal and/or cultural information. • Make a 5-minute unrehearsed presentation on themes of personal interest. • Use Internet resources (in Arabic) to support their formal presentations.