

Descriptions of Target Student Abilities: Accelerated First-Year Arabic
Arabic Language Objectives, 2012

Interpersonal Communication Skills	ARABLANG 1A (Accelerated First-Year Arabic, Part I)	ARABLANG 2A (Accelerated First-Year Arabic, Part II)
<p>First-year students of accelerated Arabic learn to communicate in Modern Standard Arabic (MSA) using basic grammatical structures and forms. They learn skills that enable them to participate in interactions and conversations with their classmates and other speakers of Arabic and exchange of information on a variety of everyday life topics. They are able to understand and respond to simple common questions using stock phrases and rehearsed structures. Throughout the sequence, they engage with an increasingly wider range of topics related to Arabic/Middle Eastern contexts that may not exist in their own ethnic backgrounds.</p>	<p>During the first quarter of language study, students begin to use basic vocabulary and short phrases to form lists and simple sentences. They can interact with members of their class and participate in exchanges of personal information (greetings, activities) and predictable topics in the present tense. When speaking, they are able to pronounce words and phrases in MSA without case endings (e.g. nominative, accusative, genitive).</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Meet, greet others using rehearsed utterances and memorized formulae. • Introduce themselves and others (e.g. provide name, country/area of origin, field of study and professional occupation, age) using simple nouns, adjectives, and verbs in both masculine and feminine forms. • Identify and name everyday objects, places and entities from familiar surroundings such as cities, homes and countries. • Describe people, places and their immediate environment using basic vocabulary. • Ask and answer simple questions using the basic interrogative structure. • State likes, dislikes, opinions and preferences using the appropriate forms of present tense 	<p>During the second quarter, students expand their interests and interactions to the Arabic-speaking world. They become more acquainted with Arabic speakers inside and outside the classroom. They perform tasks from the previous quarter with greater ease and confidence and expand their communicative repertoire to include new and more complex tasks. They go beyond simple catch phrases and begin to produce longer utterances using the 2 basic types of sentences in Arabic (noun-initial and verb-initial). They begin to employ the past tense on a more regular basis. Their utterances include some applicable case endings but are not consistent.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Meet, greet others using a variety of expressions as well as full sentences. • Introduce themselves and others in greater detail, using the two major types of Arabic sentences. • Describe people, places and their immediate environment in greater detail. • Ask and answer more complicated questions using detailed information and

	<p>verbs, nouns and pronouns.</p> <ul style="list-style-type: none"> • Make simple comparisons of equality. • List daily routine using the appropriate conjugation of the present tense verb. • Count from 1-100 and use numbers with days, dates, and monetary matters. • Give and request information using appropriate nouns and pronouns reflecting number, gender and definiteness and indefiniteness of nouns. • Express affirmative and negative forms of what they can say • Understand and respond to culturally relevant speech expressions related to course material (<i>Assalamu alaykum, marhaba, Allah yirhamu, etc.</i>). 	<p>longer sentences.</p> <ul style="list-style-type: none"> • State certain feelings and emotions such as sadness, joy, loneliness, etc. using basic adjectives. • Use verb-initial and noun-initial types of sentences to: <ul style="list-style-type: none"> ○ list facts about themselves & others ○ report routine activities ○ outline simple sequences of past events ○ describe events using days of the week, months of the year and the four seasons. ○ talk about their daily surroundings • Carry out more complex communicative tasks with all subject and object pronouns, in simulated social and service encounters like order a meal, make a phone appointment, ask for and give simple directions, inquire and make purchases. • Begin to narrate and describe in the future. • Express opinions such as indifference, indecision, confidence, doubt. • Ask about and tell the time. • Interact and respond in a culturally appropriate manner using a wider range of expressions (<i>salamatak, inshallah, ma shaa Allah</i>)
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Interpretive Skills	ARABLANG 1A (Accelerated First-Year Arabic, Part I)	ARABLANG 2A (Accelerated First-Year Arabic, Part II)
<p>In the Accelerated First-Year sequence, students develop the ability to understand and interpret a range of written, oral and visual texts which convey basic information on personal and familiar topics. They are able to read for general meaning and recognize familiar words in sentences and short passages. They begin to infer cultural information from authentic short written texts, by picking out specific words and phrases, e.g. in invitations, penpal and personal ads, death and marriage announcements. Oral texts include materials primarily created for classroom learners (e.g. simulated conversations or dialogues) and some simple-format authentic sources (e.g. TV and radio broadcasts, religious services).</p>	<p>During the first quarter, students learn to read, pronounce, and write the Arabic alphabet. They begin to understand a variety of oral and written texts, primarily those related to their own lives and the classroom as community, expanding to include the Arabic-speaking world. They can understand basic Arabic phrases and sentences and recognize familiar speech patterns drawn from familiar material. They are 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. • Read aloud MSA without case endings present. • Begin to analyze (in English) basic aspects of Arabic grammar and syntax. • 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, infi3al</i>, etc.), active participles (<i>mustashriq, mutakallim</i>, etc.) and passive participles (<i>mustaqbal</i>, 	<p>During the second quarter, students are able to read and demonstrate comprehension of short narrative and descriptive passages (of 150-200 words in length, or 2-3 minutes). They can understand unfamiliar words from a written text by recognizing the root of common verbs. They are able to read selected authentic text samples and translate the main idea into simple English. Students begin to come in contact with colloquial forms of Arabic in vocabulary and readings.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Read aloud MSA with or without case endings present • Gain a better control and understanding of phonetic conventions. • Observe basic textual features and differences in common Arabic verbs, adjectives, and nouns, e.g: non-human and human plurals, feminine vs. masculine forms, singular/dual/plural endings. • Begin to develop analytical reading skills by identifying familiar words in a wider variety of authentic materials.

	<p><i>maftuuH</i>, etc.).</p> <ul style="list-style-type: none"> • Understand basic sentences that include case endings (vocalized words and phrases) • Distinguish between statements and questions in written and oral texts. • Answer simple informational questions about an oral or written text. • Glean biographical information from written materials from newspapers or websites. • Understand what they themselves can say and respond with stock phrases in a rehearsed, practiced setting, e.g. basic descriptions and personal information, simple social encounters, etc. • Understand information and pick out certain words in authentic materials found in newspapers or simple internet sites such as: maps, signs, schedules, theater listings, newspaper classified ads, etc. • Begin to become acquainted with the sociogeography of the Arabic-speaking world. 	<ul style="list-style-type: none"> • Answer more detailed informational questions about an oral or written text • Develop a basic understanding of the way the roots of Arabic verbs feature in the formation of regular adjectives and common nouns. • Identify and restate topic, focus and purpose of interactions of the kind they themselves can carry out, i.e. familiar topics based on course materials, and respond by adding new information. • Identify genre of brief oral and written texts (announcements, songs, recitation of the Quraan, news or weather broadcasts, etc.) • Summarize key points and identify main ideas of straightforward short authentic texts, e.g. news briefs, on-the-street interviews, etc. • Become increasingly acquainted with the sociogeography of the Arabic-speaking world.
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Presentational Skills	ARABLANG 1A (Accelerated First-Year Arabic, Part I)	ARABLANG 2A (Accelerated First-Year Arabic, Part II)
<p>Students will be able to present information about themselves, their daily life routine and their immediate environment, orally and in writing to an audience of listeners and readers. They are able to prepare presentations and written reports comprised of words, catch phrases and sentences that they have practiced on a regular basis. By the end of the sequence, they will be able to point out similarities and differences between their own culture and the cultures of the Arabic-speaking world.</p>	<p>During the first quarter, students present information on a limited range of topics focusing on themselves and their immediate environment, orally and in writing.</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 themselves, family, friends, university, city, etc. • Present highly rehearsed and prepared mini-talks (of 3-6 minutes) on topics of personal interest that are strictly related to course materials by using stock phrases and simple sentences. • Ask and answer questions about the prepared presentation topic, using simple affirmative and negative sentences. • Write out and spell the basic vocabulary words which they have used in their presentations. • Write short passages (consisting of a series of sentences) on such topics as: autobiography, family, interests, sports, recipes, recent trips. 	<p>During the second quarter, students will continue to increase in their ability to present rehearsed information as well as more spontaneous information drawn from their sociolinguistic experience on many common everyday topics.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Present rehearsed and structured oral reports (of 5-10 minutes) on topics of personal and immediate experiences` related to student interest such as: their major, current events, international relations, the sciences, university life, etc. • Respond in longer and more detailed statements to questions about their oral reports. • Present jointly skits or simulated interviews that draw on materials, vocabulary and structures covered in the course. • Write short compositions (of 150-200 words) on topics related to their personal and academic knowledge.

		<ul style="list-style-type: none">• Begin to type their compositions in Arabic using the Arabic keyboard.• Prepare topics using authentic materials and briefly quote others in written and oral reports.• Incorporate into their written and oral presentations words and phrases gleaned from authentic materials.• Post basic information on Arabic-language websites such as Facebook, student blogs, etc.• Begin to self-correct errors while speaking.• Edit for errors based on the material taught.
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