

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

Interpersonal Communication Skills	ARABLANG 21A (Accelerated Second-Year Arabic, Part I)	ARABLANG 22A (Accelerated Second-Year Arabic, Part II)
<p>Second-year students of accelerated Arabic perform all first-year tasks with greater sophistication, ease and accuracy. They learn structures, forms and strategies that enable them to communicate in MSA on a broader range of everyday situations and topics. In interactions with other Arabic speakers, they are able to understand and respond in detail, asking for clarification as needed. Students connect their own areas of academic and professional interest to the Arabic-speaking world, and begin to develop an understanding of Middle Eastern cultures as reflected in the language itself.</p>	<p>During the first quarter, students interact confidently with their teacher and classmates, and engage more frequently with native speakers accustomed to dealing with language learners. They expand on the level and scope of communicative functions and themes. Their discourse typically consists of discrete sentences of varying length, as well as strings of sentences, and begins to reflect accurate use of case endings.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Describe in expanded detail people, places and activities related to their environment, e.g. friends and neighbors, habits and routines, hobbies, living arrangements and academic interests. • Give directions and describe locations. • Ask a wider variety of questions about classroom materials, activities and academic subjects. • Express opinions, likes and dislikes in relation to familiar and personal topics. • Make comparisons of equality and inequality. • Indicate possession, quantity, and/or absence of something using syntax of greater complexity. • Ask for clarification as needed in conversation with peers. • Begin to express degrees of opinion and emotions in relation to familiar and personal 	<p>During the second quarter, students continue to enhance their ability of expression in contexts related to the Arabic-speaking world. They begin to exchange opinions and engage in discussion with their classmates, teachers, and other Arabic-speakers. They speak in more detail and length, using a variety of connectors to link ideas into longer chunks of discourse, and begin to produce 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 greater confidence and sophistication. • Describe in full detail people, places and activities of their environment while connecting it to the larger Arabic-speaking community. • Vary the type and length of questions they ask in familiar as well as unfamiliar contexts. • Express opinions, likes and dislikes and emotions (e.g. surprise, approval, doubt) in relation to current issues. • Make lengthier and more complex comparisons when juxtaposing objects, ideas and people, e.g. transportation, housing, educational systems. • Clarify and restate information as needed in conversation with peers or native speakers. • Express emotions and opinions with greater

	<p>topics.</p> <ul style="list-style-type: none"> • Begin to differentiate between past experiences and habitual activities. • Participate fully in spontaneous conversations on classroom topics with their classmates and teachers. • Talk about different aspects of life in the Arab world in comparison to that in the US, including holidays and traditions, foods and eating etiquette. • Identify traditional clothing and personal items in Arabic cultures as related to geography and dialect (<i>thoub</i> vs. <i>gallabia</i> vs. <i>dishdash</i>) • Initiate and react in social interactions such as extending and accepting invitations, expressing sadness, regrets, condolences, etc. • Communicate respect, gratitude, politeness and friendliness to classmates and native speakers. • Begin to participate in authentic service encounters such as making or canceling appointments, making purchases, etc. • Begin to self-monitor language development and self-correct mistakes. • Interact with peers to give advice and feedback. 	<p>specificity (e.g. <i>ohib</i>, <i>aashaq</i>) in wider contexts, such as cultural traditions.</p> <ul style="list-style-type: none"> • Talk in greater detail about past experiences vs. habitual activities and routines. • Begin to engage in cultural conversations using Arabic-language press, media and invited speakers as a springboard for discussion. • Begin to compare geographical/dialectal differences and nuance in a greater array of topics i.e. forms of address, professional titles, body language in greetings such as cheek-kissing (1 vs. 2-sides) vs. nose-knocking in the Gulf. • Write invitations to specific events and thank-you notes. • Write simple letters in response to official communication as well as simple cover letters for resumés and applications. • Participate in a simulated Arabic event, celebration, birthday party, an <i>Iftar</i> in Ramadan or a field trip with full language immersion. • Self-monitor accuracy and language development with greater consistency. • Give and seek feedback from others.
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Descriptions of Target Student Abilities: Accelerated Second-Year Arabic
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Interpretive Skills	ARABLANG 21A (Accelerated Second-Year Arabic, Part I)	ARABLANG 22A (Accelerated Second-Year Arabic, Part II)
<p>Throughout the second year, students carry out all interpretive tasks of the previous year with greater sophistication, confidence and depth. They are able to manage a wider variety of simplified and authentic materials such as newspaper articles, poetry, song lyrics, movies and media. They deal with oral and written texts that are meant to develop listening and reading proficiency and enable them to move toward more complex authentic materials (e.g. historical records, classical Arabic texts such as Quranic verses and Arabic poetry) and independent reading. Students begin to analyze texts linguistically and apply that analysis to their own interests and research.</p>	<p>After the completion of the first quarter, students demonstrate comprehension of short presentations, both oral and written, on linguistically familiar material. They are able to read selected authentic texts averaging 200-300 words; understand longer video segments (5-10 minutes); and confirm understanding mostly in MSA, using English to convey more complex information. They refine their ability to make educated guesses at meaning through general sentence structure, word and phrase recognition, and context.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Understand face-to-face interactions and conversations that are structurally and thematically connected with class material. • Understand longer and more complex presentations on familiar material, i.e. descriptions, stories, short lectures, reports. • Understand the general idea and pick out important features of podcasts, video and movie excerpts on familiar topics, e.g. travel, cooking, biography, etc. • Scan a wider range of written authentic texts for specific information. 	<p>During the second quarter, students continue to develop interpretive skills while broadening their knowledge of the Arabic-speaking world. They are able to understand oral and written presentations on many conversational and cultural topics. They can read selected authentic texts averaging 300 to 400 words; understand a wider range of video clips (approximately 15 minutes); and confirm understanding in MSA using English only occasionally. They gain better control of how to approach texts with unfamiliar elements, in preparation for independent work.</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 level with greater accuracy and detail. • Demonstrate full comprehension of a majority of authentic social exchanges and respond appropriately. • Demonstrate full comprehension of staged video/audio (created for classroom learners). • Understand the main idea and some details of short oral texts containing unfamiliar elements, e.g. religious ceremonies, speeches, news reports, commercials, TV programming previews. • Begin to take notes and outline the central

	<ul style="list-style-type: none"> • Answer all fact-based questions and offer short comment or opinion. • Identify details and summarize the main idea of short study texts, i.e. simplified fiction and non-fiction. • Show a basic understanding of abridged and adapted excerpts (paragraph) of modern Arabic literature. • Identify obvious genre differences in longer authentic texts, e.g. business or personal letters, published speeches, opinion pieces, etc. • Begin to become aware of form and tone in Arabic texts. 	<p>theme, argument, or plot of authentic texts and Arabic films (without subtitles), and some supporting details.</p> <ul style="list-style-type: none"> • Answer detail-oriented questions while participating in text discussions. • Begin to analyze details of texts and relate that information to areas of personal and academic interest. • Read and demonstrate understanding of more complex abridged literary texts and selected authentic materials of different styles and genres. • Identify form and tone (such as register, target audience, etc.) as well as some stylistic nuances in different genres of oral and written texts.
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Presentational Skills	ARABLANG 21A (Accelerated Second-Year Arabic, Part I)	ARABLANG 22A (Accelerated Second-Year Arabic, Part II)
<p>In the Accelerated Second-Year sequence, students broaden their ability to speak and write on cultural topics related to the Arabic-speaking world. Their presentations reflect the typical discourse they use in interpersonal exchanges, i.e. sentences of varying length and strings of sentences, which begin to resemble paragraphs.</p> <p>They use Arabic-language technology with increasing facility in order to enhance their oral and written reports (e.g. Word for Windows, Word Mac, PowerPoint in Arabic, Internet sources), and begin to incorporate culturally-appropriate phrases in their presentations.</p> <p>They develop an understanding of the way MSA is used in the Arab world (e.g. newscasts, podcasts, official speeches, recorded essays, other media sources), and begin to integrate some colloquial phrases into their oral reports.</p>	<p>During the first quarter, students present prepared oral reports with greater fluidity, on broader cultural topics that connect their own areas of interest to those of Arabic-speaking communities. They write compositions of 200 to 250 words in length on the same themes. They begin to make spontaneous commentary in MSA about authentic recorded audio and video segments from Arabic-language news sources such as Aljazeera, CNN Arabic or YouTube.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Give structured 5-10 minute oral reports of an expository or comparative nature. • Ask and answer a wider variety of questions about their prepared presentation topics • Conduct Q&A sessions following each oral presentation. • Make short spontaneous summaries and comments on the cultural topics presented by their peers. • Speak extemporaneously (5-10 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. • Write expository compositions on the cultural topics presented in their formal oral reports. • Use the Arabic keyboard more regularly to write their compositions. 	<p>During the second quarter, students present longer oral reports focused on contemporary cultural topics from the Middle East (e.g. traditions, society, way of life), using quotes, citations, and other primary sources. They write longer essays (of approximately 300-400 words) on related themes, and submit on-the-spot bulleted lists of main points in their classmates' presentations. They increase in self-confidence and fluidity, as well as achieve greater accuracy, in oral and written presentation.</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 level with greater ease and detail. • Give formal 10-15 minute oral presentations, using sources as support. • Ask and answer questions of a more elaborate nature about their prepared presentation topics. • Initiate and engage in discussion of cultural topics, e.g. following class presentations, multimedia excerpts viewed in class, etc. • Make organized, extemporaneous presentations on themes of personal and academic interest. • Use Arabic-language Internet resources to support their formal presentations • Write essays on broader topics related to personal or cultural information. • Develop fluidity and accuracy in using the Arabic keyboard to write their compositions.

