

**Descriptions of Target Student Abilities: Third-Year Arabic**  
**Arabic Language Objectives, 2011**

*Third-Year Arabic aims to help students attain a solid intermediate-high level of proficiency on the ACTFL/FSI scale and considerably improve their fluency and accuracy in all aspects of linguistic activity.*

<p><b>Interpersonal Communication Abilities</b></p> <p>In the third year of language study, students continue to apply and refine skills learned in the previous two years. They communicate with a discernible level of facility and confidence with their teachers, colleagues, and other Arabic speakers within a wide range of personal, academic, and professional contexts. Topics broaden from the concrete into community-oriented and global environments.</p> <p>Students learn to discuss and exchange information about historical, social, political, and cultural topics of importance to Arab and Islamic societies, with increased levels of social and cultural accuracy.</p> <p>Students produce longer and more complex utterances, progressing toward skeletal paragraphs by the end of the sequence that reveal the increased use of cohesive devices.</p> <p>Throughout third year, students learn to deal with unanticipated complications in oral exchanges.</p>	<p><b>AMELANG 21A (Third-Year Arabic, 1<sup>st</sup> quarter)</b></p> <p>During the first quarter, students reinforce their expressive abilities. They are able to interact with greater accuracy and facility when discussing personal interests and reactions to different topics of importance to Arab and Islamic cultures and societies. They engage in conversations to provide and obtain information on social, religious, academic, political, and personal issues and events. In particular, they are able to convey feelings on routine social demands and on an expanded range of work-related topics and tasks.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform all the communicative tasks and language functions of the second year with greater levels of ease, fluency, accuracy, and confidence.</li> <li>• Give simple commands and</li> </ul>	<p><b>AMELANG 21B (Third-Year Arabic, 2<sup>nd</sup> quarter)</b></p> <p>During the second quarter, students will continue to review and reinforce their ability of expression. They improve their accuracy in phonology, syntax, and lexical choice and expand on the level and scope of communicative tasks. They are able to handle with confidence most normal, high-frequency social situations that involve discussing current events, work, family and personal history.</p> <p>They engage in a wider range of interactions on more complex and controversial issues and events of sociocultural importance. In these interactions, they produce longer and more accurate narratives and descriptions.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform the functions of the previous quarter with more confidence, ease and fluency and with a higher level of structural and conceptual complexity and sophistication.</li> </ul>	<p><b>AMELANG 21C (Third-Year Arabic, 3<sup>rd</sup> quarter)</b></p> <p>During the third quarter of third year, students develop greater analytical skills and show increased ability to express opinions, develop arguments, and evaluate topics and issues. Students engage in discussion using specialized lexical items and idiomatic terms. They learn to employ with a high level of accuracy complex grammatical structures and become aware of many of the features of MSA and colloquial varieties. They will, moreover, expand on the level and scope of communicative tasks they are able to perform.</p> <p>They will learn to elaborate on various social, personal, political, professional, and academic topics and contexts and to produce longer and more accurate narratives and descriptions on multiple topics and issues in all time frames.</p> <p>At the end of the third-year sequence, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out, with greater levels of accuracy and fluency, language tasks and functions performed in the first two quarters.</li> </ul>
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	<p>instructions in situations involving logical sequencing such as street directions, applying for scholarships, simple recipes.</p> <ul style="list-style-type: none"> <li>• Express feeling and emotion (e.g. approval, doubt, suspicion, appreciation) in relation to personal, social, and some professional topics</li> <li>• Begin to express and support opinion in a limited range of familiar contexts, e.g., travel and learning foreign languages, going to graduate school, etc.</li> <li>• Recount historical events and lives of figures involved in those events such as travelers, rulers, political regimes or systems in the Arab world.</li> <li>• Describe physical attributes, functions, uses and features (spatial and architectural) of locations such as old markets, public buildings, social, commercial, religious institutions, etc.</li> <li>• Compare and contrast traits of political, religious, educational and social institutions, as well as important figures associated with them.</li> <li>• Engage in discussion on topics of general or personal interest</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions in a wider array of service-related encounters, such as make appointments, give advice, open an account (bank or email) buy or rent a car etc.</li> <li>• Express preference, feelings, likes/dislikes on a broader range of topics, including art, film, politics, and technology.</li> <li>• Express and support opinion on topics of social, professional and academic importance such as: smoking in public places, youth violence, etc.</li> <li>• Provide greater detail in narrative accounts of the lives and contributions of important people and organizations associated with civil society, governments, NGOs, and religious institutions.</li> <li>• Describe in detail culturally-specific phenomena in the Arab and Islamic worlds and draw comparisons with US and Western cultures.</li> <li>• Compare and contrast, with greater detail and sophistication, the roles and missions of national and international organizations, as well as the values they promote (e.g. tolerance, cooperation, equality).</li> <li>• Discuss professional and academic topics of interest such as cultural</li> </ul>	<ul style="list-style-type: none"> <li>• Give recommendations and advice (involving commands and prohibitions) in a range of personal, professional and technical contexts e.g. health-related situations, operating a device, getting a drivers license.</li> <li>• Express more elaborate opinion on abstract topics such as language varieties, heritage speakers and cultural diversity, natural resource conservation</li> <li>• Engage in and respond to arguments of others through debate, counterpoint, and concession</li> <li>• Outline the chronological and conceptual development of matters such as sects in Islam and different schools of thought, Arab-West relations, rise of religious extremism, the impact of globalization on traditional cultures.</li> <li>• Describe political and religious atmosphere/culture in Islamic societies under different dynasties (e.g. Muslims, Christians, and Jews under Islamic rule in Andalusia).</li> <li>• Incorporate historical perspective when making comparisons of eras, concepts and values, e.g. Arab-American relations in the past two centuries, Islamic institutions across ages.</li> <li>• Begin to debate issues of global, philosophical, ideological importance</li> </ul>
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	<p>related to Arab and Islamic worlds (e.g., the arts, important figures, Arab media, women's rights)</p> <ul style="list-style-type: none"> <li>• Negotiate simulated social, academic and professional situations using both MSA and a colloquial variety of their choice (Levantine, Egyptian, or Maghreb), e.g. job interview, appointments and commercial transactions.</li> <li>• Begin to use specialized verbs (e.g., those used by columnists and reporters such as: announced, reported, added, elaborated, clarified, denied, etc.)</li> <li>• Use communication strategies and background knowledge to enhance discussion and resolve difficulties in communication.</li> </ul>	<p>tradition, regionalism, the role of technology, etc., in the form of simulated debate and role play (e.g. Model UN, Model Arab League).</p> <ul style="list-style-type: none"> <li>• Begin to tailor discourse accordingly in formal vs. informal settings and some complex exchanges, e.g., report a car or medical emergency, complain about a hotel room, etc.</li> <li>• Use specialized lexicon and grammatical structures when describing objects and people, e.g. complex comparative and superlative forms, special <i>Idafa</i> (hyphenated) forms</li> <li>• Continue to use compensatory strategies such as giving examples, circumlocution, all-purpose vocabulary, etc.</li> </ul>	<p>in the Arab and Islamic worlds, e.g. nationalism, social and political reform) and begin to develop arguments using hypotheses and conjecture.</p> <ul style="list-style-type: none"> <li>• Adapt discourse according to social context, formality/informality of situation, status/gender of the interlocutor and deal successfully with some unanticipated complications</li> <li>• Use vocabulary in extended forms (e.g. synonymous couplets such as: <i>bits and pieces, death and destruction, fears and anxieties</i>) and conditional clauses</li> <li>• Refine and expand use of compensatory strategies, e.g. redirection, recasting, use of non-verbal communication, etc.</li> </ul>
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<b>Interpretive Abilities</b>	<b>AMELANG 21A (Third-Year Arabic, 1<sup>st</sup> quarter)</b>	<b>AMELANG 21B (Third-Year Arabic, 2<sup>nd</sup> quarter)</b>	<b>AMELANG 21C (Third-Year Arabic, 3<sup>rd</sup> quarter)</b>
<p>Students will continue to develop their interpretive skills by reading and listening to a variety of authentic materials. They will be able to understand and interpret an array of written, oral and visual information on diverse topics. Throughout the third year, students learn to draw comparisons between their own experiences and the Arab world through texts, video, and other audiovisual and electronic media.</p> <p>In particular, they will be able to read a range of styles in Arabic, from formal to informal and journalistic to expository. In addition, and with judicious and intelligent use of a dictionary, students will be able to understand texts of general interest. Sources include textbook and ancillary materials created for formal learning contexts, edited or glossed texts, as well as unedited authentic materials.</p> <p>At the end of third year, students will also be able to use context and grammar (using the root and pattern system and the derivative features of Arabic) to identify the form and guess the meaning of unfamiliar words.</p> <p>Students will be able to listen to and understand the main points of lectures and media programs</p>	<p>At the completion of the first quarter, students will demonstrate the ability to read, listen to, and comprehend texts (of up to two pages in length), films and audio or visual clips (of up to 8 minutes) and face-to-face conversations on conceptually and linguistically familiar and unfamiliar topics and sentence structures.</p> <p>Students will use their knowledge of Arabic as well as their background knowledge, to interpret texts and develop their interpretations in classroom discussions. They will respond to various types of questions (literal, referential, and inferential) using both English and Arabic. They will translate short paragraphs and long sentences from Arabic to English and vice versa.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform all interpretive tasks of the second year with greater sophistication and depth.</li> <li>• Read aloud short paragraphs and long sentences with increased fluency and accuracy (grammatical, phonological, etc) on topics that are thematically and structurally related to authentic or pedagogically-adapted materials covered in the textbook.</li> </ul>	<p>During the second quarter, students will continue to practice their listening and reading comprehension skills, improving their interpretive abilities. They will be able to demonstrate comprehension of oral and written presentations on linguistically familiar material that is lengthier and on a wider range of topics.</p> <p>They will be able to read selected authentic texts and confirm understanding mostly in Arabic, using English for conveying more complex information.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform all tasks of first quarter with more facility, depth, sophistication and accuracy.</li> <li>• Read aloud longer paragraphs, verses from a poem, a news item, etc. with fluency and accuracy.</li> <li>• Show basic understanding of short handwritten texts (e.g. historical and religious documents) and scan them for specific information.</li> </ul>	<p>During the third quarter, students will improve their comprehension skills and interpretive abilities. Throughout the quarter, they will read selected authentic texts and confirm understanding mostly in Arabic using English only occasionally.</p> <p>In addition, they will gain a better control of approaching texts with unfamiliar elements so that they are prepared for independent work.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform all the tasks of the first two quarters with greater facility, accuracy, sophistication, and confidence.</li> <li>• Read aloud a range of poems, with close attention to clarity of pronunciation, intonation, stress, and rhyme.</li> <li>• Detect unfamiliar elements in oral texts such as switching from MSA to a dialect and vice versa.</li> </ul>

<p>(including social networking sites where a mix of MSA and Colloquial varieties are used) studied and/or presented in class.</p> <p>They will be able to comprehend longer texts (prose of several paragraphs in length) featuring a mix of clear structures and sentence patterns, as well as unfamiliar and difficult structures and specialized lexical items. Texts include authentic materials in the form of short stories, news items, bibliographical information, social notices, personal correspondence, historical accounts, news items, and technical materials written for the general reader.</p>	<ul style="list-style-type: none"> <li>• Identify the main idea(s) and relevant details of both oral and written texts dealing with concrete and some abstract topics such as social class, customs and traditions, religious events in the Arab and Islamic worlds, universal and religious values and practices.</li> <li>• Answer all factual and some inferential questions about the text.</li> <li>• Translate, Arabic to English and vice versa, long sentences and short paragraphs to show understanding of discourse markers and idiomatic terms.</li> <li>• Summarize the main ideas of short texts (e.g. news items, prose fiction, media and movie excerpts, etc.) on familiar topics</li> <li>• Reconstruct a storyline or chain of events presented in a predictable sequence.</li> <li>• Follow and recognize shifting topics in short conversations, lectures and written texts</li> <li>• Begin to recognize different genres of authentic texts, including news items, editorials, cultural broadcasts, commercials, informative texts, introductions, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main idea(s) and extract detailed information from longer and more structurally complex oral and written texts, e.g. short lectures, news reports, travel guides, poetry, fables or stories, media and film excerpts.</li> <li>• Answer all factual and some analytical questions about longer texts representing a range of genres, fonts and font sizes.</li> <li>• Translate into English oral and written excerpts from media and social networking sites on topics of importance to Arab and Islamic culture e.g. marriage and divorce, minorities in the Arab world.</li> <li>• Summarize the main idea and supporting information of written and oral texts on a broader range of topics, e.g. cultural and religious practices in the Arab and Islamic worlds.</li> <li>• Reconstruct in detail a chain of events presented in oral and written texts.</li> <li>• Follow and document shifting topics in conversations, interviews, or written texts.</li> <li>• Become increasingly aware of vocabulary and phrases typical of different genres and styles of usage, including simple literary devices</li> </ul>	<ul style="list-style-type: none"> <li>• Identify focus, purpose, and multiple perspectives of written and oral texts on issues related to cultural attitudes, language, politics, etc. in the Arab world.</li> <li>• Answer detail-oriented and some nuanced analytical questions about texts of different genres, as well as about film excerpts related to class material.</li> <li>• Translate, Arabic to English and vice versa, longer passages of oral and written texts, including those involving a combination of MSA and colloquial, such as political/religious extremism, separation of state and church, etc.</li> <li>• Begin to analyze the details and linguistic features of oral as well as written historical and/or religious texts.</li> <li>• Track types of shifts in narration in a variety of oral and written texts and begin to identify nuance and other devices (e.g. special verbs used in news reports, rephrasing and repetition for emphasis, etc.).</li> <li>• Follow the development of an author's opinion in a text without necessarily understanding the underlying argument.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Identify the general point of view or perspective present in a text and begin to become aware of form and tone.</li> <li>• Use linguistic and background knowledge to begin to recognize cultural, political, religious, or regional affiliation of the narrator or writer.</li> <li>• Discuss how texts relate to their personal interests and experiences and to their field of specialization.</li> <li>• Employ general and specific strategies in pre-, during-, and post- reading or listening activities (e.g. skim, scan, read, question, use contextual and textual context to guess meaning).</li> </ul>	<p>such as basic simile and metaphor.</p> <ul style="list-style-type: none"> <li>• Recognize tone of a text by distinguishing specific forms and straightforward instances of humor or sarcasm (e.g. Arabian Nights).</li> <li>• Situate the material in terms of cultural and historical contexts.</li> <li>• Draw on the language of the passages under study to illustrate (using both Arabic and English) how textual features help construct, for example, nationalism, religiosity, identity, etc.</li> <li>• Begin to perceive point of view in literary and journalistic writing and recognize and begin to understand subtle religious and cultural references.</li> <li>• Relate texts to other oral and written pieces or areas of study.</li> <li>• Interpret and process information gained from reading during class discussion.</li> <li>• Refine their ability to use general and specific reading or listening strategies to guess meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize variations (form, tone, stylistic and some rhetorical features) within professional/academic and colloquial language present in Arabic literary and non-literary texts</li> <li>• Refine their ability to pick up on overtones such as embedded humor, sarcasm, irony, etc. (e.g. Juha's anecdotes).</li> <li>• Cultivate a deeper understanding of a text's cultural context and begin to understand a greater array of political, religious and cultural references.</li> <li>• Integrate arguments, opinions, and themes drawn from texts into classroom discussion.</li> <li>• Synthesize textual arguments and begin to assess their validity through brief oral analysis and evaluation (e.g. the degree of stereotyping present in a text)</li> </ul>
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<p><b>Presentational Abilities</b></p> <p>Throughout third year, students will have ample opportunities to practice their presentational skills and abilities individually and in small groups.</p> <p>At the completion of the third year, students will be able to speak and write on topics of cultural, political, educational, social, historical, religious, academic and professional interest related to the Arab and Islamic worlds and on topics relating to the US and the Western world and their cultures.</p> <p>In their live and recorded presentations, individually and in small groups, students will make frequent use of multimedia such as PowerPoint, mp3, and podcasts.</p> <p>Their writing will reveal more accuracy, particularly in noun declensions and irregular verbs. It will also reveal varied structural and lexical choices such as negation of different types; voice; idiomatic terms; and discourse markers.</p> <p>They will use full paragraphs and accurate connectors as well as relevant cultural references to enhance the quality and clarity of their oral and written presentations.</p>	<p><b>AMELANG 21A (Third-Year Arabic, 1<sup>st</sup> quarter)</b></p> <p>During the first quarter of third year, students will be able to use prepared and extemporaneous speech in all time frames. They will also be able to write structured short essays not only about their immediate world and everyday life experiences, but also about historical, political, religious, and literary personalities and events/festivals/celebrations.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Carry out all presentational tasks of the second year with greater sophistication, ease, and confidence.</li> <li>• Make spontaneous oral reports (6-8 minutes) on familiar topics such as personal background and anecdotes, travel experiences, etc.</li> <li>• Give rehearsed oral presentations (8-10 minutes), using some notes, that introduce and summarize topics of importance in the Arabic-speaking world, e.g. women's rights, tolerance and political reform, separation of church and state, the Arab-American relationships, etc.</li> </ul>	<p><b>AMELANG 21B (Third-Year Arabic, 2<sup>nd</sup> quarter)</b></p> <p>During the second quarter of the third year, students continue to gain experience in presenting, mostly rehearsed information orally or in writing, on a wider range of topics and lengthier in size and scope. They increase their level of self-confidence and facility and can be understood by those not used to dealing with non-natives.</p> <p>In particular, they will be able to produce cohesive and coherent writings that convey information on familiar topics and topics of interest. They will also be able to present information and basic narratives in semi-formal language using a mix of MSA and dialect.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform all presentational tasks of the previous quarter with greater sophistication, confidence and ease.</li> <li>• Orally summarize and retell familiar short stories (e.g. the story of Job, Joseph in Egypt) from the perspective of Arab and Islamic cultures</li> <li>• Give rehearsed oral presentations (of 8-12 minutes) on general and culture-specific topics of academic interest, e.g. immigration and heritage populations, Arabic diglossia, writers, feminists, and reformers in Arab and Islamic societies. Within the presentations, compare and contrast authentic cultural materials inherent in the Arab and Islamic cultures and begin to present and support opinions</li> </ul>	<p><b>AMELANG 21C (Third-Year Arabic, 3<sup>rd</sup> quarter)</b></p> <p>During the third quarter of study, students continue to enhance and refine their presentational skills. They gain more confidence and show greater levels of fluency, sophistication and accuracy. They produce longer oral and written presentations on a wider range of topics and issues of interest and of relevance to the cultural, political, religious, educational, intellectual, and literary milieu. They produce different genres and text modes. They take notes and write summaries and essays.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> <li>• Perform all presentational tasks of the previous quarter with greater sophistication, confidence and ease.</li> <li>• Make longer spontaneous presentations based on previous class discussion of readings and video, on topics of academic interest and relevance to the Arab world</li> <li>• Recite a poem of interest with attention to case endings and appropriate conventions such as rhyme, pauses, repetition, etc.</li> <li>• Using notes judiciously, give more structured and extensive rehearsed presentations (individually or jointly) on elements of culture, traditions, society and way of life.</li> </ul>
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	<p>Source materials include authentic cultural, literary, academic, political, social, religious and historical materials.</p> <ul style="list-style-type: none"> <li>• Ask and answer questions about the prepared presentation topic, as well as related information not explicitly covered in the presentation.</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• Write short function-based messages and letters (e.g., résumés, inquiry letters, etc.).</li> <li>• Write spontaneous collaborative paragraphs (of 4-6 lines apiece) on topics related to news items studied in class</li> <li>• Write descriptive essays of varied length (350-500 words) on topics related to Arab and Islamic societies such as famous figures and social/religious institutions, e.g. <i>hammams</i> (public baths), orphanages, libraries, schools, hospitals, <i>khans</i> (hostels), etc.</li> <li>• Self-edit for high frequency errors.</li> <li>• Begin to peer-edit for content and structure.</li> </ul>	<p>and preferences.</p> <ul style="list-style-type: none"> <li>• Prepare questions on the topic of presentation to promote classroom discussion.</li> <li>• Ask and answer detailed questions about the presentation and provide follow-up commentary.</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• Write news and informational items for real audiences, incorporating specialized, low frequency lexical items/idiomatic terms and grammatical structures.</li> <li>• Write short, structured compositions (4-6 paragraphs) on topics related to their personal milieu such as family events, professional, intellectual or cultural issues, using suitable cohesive devices, new vocabulary, and a broad range of structures.</li> <li>• Write comparative expository essays (~500 words) on cultural topics, events or encounters (e.g. weddings, breaking fast in Ramadan, athletic or social clubs, bazaars), using descriptive narrative techniques.</li> <li>• Begin to use a range of structures illustrating logical reasoning, e.g. compare and contrast, cause and effect, etc.</li> <li>• Continue to edit for high frequency errors, content, structure as well as for style, register, and syntax appropriate to academic language.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate in their presentations some knowledge of literary and Classical topics.</li> <li>• Produce and present simulated newscasts in MSA.</li> <li>• Respond to questions and guide audience discussion on the presentation topic.</li> </ul> <p>*****</p> <ul style="list-style-type: none"> <li>• Assemble a portfolio of compositions and presentations made during the quarter, including a job application explaining past work experience and future goals.</li> <li>• Write evaluative essays (of 500+ words/8-12 paragraphs) describing and giving opinion on current issues of political/social interest, e.g. Arab-American relations, religious extremism, women's rights, civil and mixed marriage</li> <li>• Refine structures of logical reasoning and begin to integrate rhetorical devices to make simple arguments and support opinion.</li> <li>• Continue to edit for high-frequency errors, style, register and syntax appropriate to academic writing and presentation.</li> </ul>
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