FIRST SEMESTER ARABIC LEARNING OUTCOMES

Speaking

Global Tasks/Functions, Context/Content, Text Type
- Students can produce sentences, occasionally stringing a number of them together
- Students show emerging ability to link sentences by connectives such as بناءً على
- Students can introduce themselves using mainly colloquial: أنا اسمي _______
- Students can greet and take leave of others: مع السلام، أهلًا وسهلا
- Students can talk about themselves and basic likes and dislikes:
- Students can talk about their immediate and extended families:
- Students can talk about mundane topics such as weather in both standard and colloquial Arabic: 
- Students are able to be understood by teachers of Arabic and sympathetic native speakers

Skills/Strategies
- Students are developing critical speaking skills:
  o Students are beginning to exhibit strategic competence to convey meaning: This to express the conditional idea, “What do you eat when you have a cold?”
  o Students can ask for clarification and repetition: شو مش فاهم. ممكن مرة ثانية؟

Accuracy/Limitations
- Student performance is limited by available vocabulary
- Students are able to narrate in the present tense (المضارع) and show utterances using the past habitual (المضارع). However, they are much more comfortable with the present tense and often use it to narrate past events
- Students demonstrate an emerging awareness of differences between standard and colloquial Arabic and are able to focus on one or the other when requested to do so. Much mixing of the two occurs: ما يعمل، عازٍ ماء؟ لا تجب
- Students display difficulty producing some sounds distinctly such as غين، حاء، عين and the emphatics, which may interfere with meaning
Listening

Global Tasks/Functions, Context/Content, Text Type

- Students can understand the main ideas of simple authentic and created listening passages of up to two minutes in standard and colloquial Arabic involving narration of familiar topics, such as simple weather reports and basic biographical information.
- Students understand and can respond to formulaic colloquial greetings: السلام مرحبا; كيفك؟ أزيك؟; and inquiries about their and their family’s state of well-being: بخير؟ أو ما فيها؟; أتى العيلة والولاد؟
- Students can understand and respond to questions about their studies with a preference for colloquial over standard Arabic: أي فصل عندك؟; وأنت متخصص في أي؟
- Students display an emerging ability to distinguish between standard and colloquial Arabic in listening passages they are exposed to.

Skills/Strategies

- Students are developing the following skills to deal with listening passages effectively:
  - Listening for keys words and ignoring unknown words.
  - Guessing meaning of unknown words from contextual and grammatical clues.

Accuracy/Limitations

- Students require repetition, rephrasing or slowed speech to aid in comprehension.
- Students are able to distinguish various Arabic sounds of words they know but have difficulty distinguishing between long and short vowels and emphatic consonants.
- Students may need to be reminded of the strategies needed to deal with listening tasks effectively.

Reading

Global Tasks/Functions, Context/Content, Text Type

- Students read simple authentic and created texts that include familiar words and phrases and can comprehend the main ideas of texts such as menus, lists (e.g., names of colleges and specializations), weather forecasts, advertisements, menus, and personal ads.
- Texts are typically less than one page typed.
- Students can read texts written both in standard and colloquial Arabic and demonstrate an emerging ability to distinguish between the two, especially differences between standard and colloquial verb formations.
- Students are able to distinguish the consonants, vowels, and all other symbols of the Arabic script.
Skills/Strategies
- Students are developing the following skills to deal with reading passages effectively:
  - Skimming and scanning a text for the main idea
  - Further reading for details

Accuracy/Limitations
- Students may need to be reminded of the strategies needed to deal with reading tasks effectively
- Knowledge of the root and stem system is sporadic: students know that the prefix من means “the person who does x,” where x represents the general meaning of the root. They can extrapolate from this that a مهندس is someone who deals with engineering and a مترجم is someone who deals with translation

Writing

Global Tasks/Functions, Context/Content, Text Type
- Students can string a loose collection of sentences together on a given topic
- Students can create simple statements and questions in order to provide and request information on familiar topics in simple sentences and letters of up to approximately 50-60 words
- Students can write about themselves, immediate and extended family and friends, and can provide for each, information about vocation: ئرموشة (George wants to be a doctor) living situation: خاىريّذغنِّفيّشيناغ٘; and studies: صاحثيّ إسٌيلّيذسطّاىعيًّ٘اىغياعيح. Students write in a mixture of standard and colloquial Arabic, but are aware of each and may focus on one or the other if prompted
- Students can write all letters and symbols of the Arabic script
- Students are beginning to develop Arabic typing skills

Skills/Strategies
- Students are beginning to display strategic competence by using known vocabulary to express themselves through writing. They may make grammatical and word-choice errors, but the meaning is generally clear to sympathetic listeners: جرجس عابز دكتور (George wants to be a doctor)

Accuracy/Limitations
- Much mixing of standard and colloquial Arabic occurs
- Writing may include errors in grammar and spelling: هم يسكن في نفس البيت, الجامعة حارفود, but can be understood by native speakers used to the writing of non-natives
- Students recognize both present (الحاضر) and to a lesser degree past habitual (المضارع) tenses, but actively use the present tense consistently even when the past habitual is called for
Grammar

Grammatical Structures over Which Students Have Active Control:
- Students can generally place مَثْلَةً مَثْلَةً appropriately to differentiate between gender specific nouns and adjectives: استاذة كوبیس، استاذ كوبس
- Students can form نسبة adjectives from nouns: جامعیین، سعودیة، آمریکی
- Students can ask questions in colloquial Arabic by means of vocal inflection: تحبی؟ مین؟ وی؟ لیش؟ شو؟ and interrogative particles: دا کتامک؟ أيوه دا کتامی؟
  - Possessive Pronouns: فیه، وما فيه
  - There is/there are (فيه وما فيه)
  - “I have” in its declensions: له، لیها، عننک

Grammatical Structures over Which Students Have Partial Control:
- Students are beginning to learn some plural patterns: بیوت، غرب، جوامع، اقلام، but cannot yet accurately predict what plural a noun or adjective may take
- Students have basic knowledge of الـ اضافه formation, but sometimes still use دا، دا ذیذ on the first term and may not be aware that الـ اضافه may be definite or indefinite
- Students can produce colloquial demonstrative pronouns دا and دا دی but do not have active control over the difference between دا الكتاب دا الكتاب الجديد، دا الكتاب والكتاب
- Students can produce the definite article, but cannot produce a statement: الكتاب الكتاب الجديد, vs. a phrase: الكتاب
- Students are aware of and can produce verbal negation in both standard and colloquial Arabic, but some mixing may occur: لا بیاک، لا عایز

Grammatical Structures over Which Students Have Perceptual Control:
- Students may be able to respond to questions in standard Arabic, but do not produce the standard forms: من؟ این؟ لمن؟ وماذا؟
- Students are aware of a number of adverbs: ایضا، جدا، كثيرا، but do not know their rules of formation
- Students may recognize but not produce standard Arabic demonstrative pronouns

Vocabulary

- Students display varying levels of control of a lexicon consisting of approximately 225-250 standard and colloquial Arabic words and phrases