SECOND SEMESTER ARABIC LEARNING OUTCOMES

Speaking

Global Tasks/Functions, Context/Content, Text Type
- Students can talk about their families, friends, studies, future plans, daily activities, likes and dislikes, and their hobbies:
  أفضل هواية بالنسبة لي هي السباحة
- Students can string sentences together, moving towards simple paragraphs
- Students can make comparisons: طه أطول من سارة، أنا أكبر ولد في عائلتي.
- Students can ask questions using the appropriate interrogative form in standard and colloquial Arabic
- Students can be understood by teachers of Arabic and sympathetic native speakers

Skills/Strategies
- Students are continuing to develop strategic competence in speaking
- Students can ask for clarification if they do not understand
- Students frequently self correct grammatical errors
- Students are beginning to learn hand and body gestures that accompany certain phrases (e.g. opening the palms and looking up when saying يا رب)

Accuracy/Limitations
- Students are able to narrate in the present tense (الحاضر), the past habitual (المضارع، والمضارع)، and the past (الماضي)
- Students are aware of differences between standard and colloquial Arabic and know some of the contexts where one is more appropriate than the other, but must be prompted to use them appropriately
- Students are able to be understood by sympathetic native speakers. However, communication breaks down when students go beyond these tasks/functions because of limited knowledge of vocabulary and structures
- Students are able to produce all Arabic sounds but some sounds (e.g. ع، ح) are still not pronounced correctly.

Listening

Global Tasks/Functions, Context/Content, Text Type
- Students can understand the main idea and some details in authentic passages of up to five minutes in standard and colloquial Arabic on familiar topics and show an emerging ability to guess meaning from context
- Students can respond to questions about their ethnicity: أنا أميركي من أصل لبناني; and their schooling: أنا في السنة الثانية من الثانوية العامة.

Skills / Strategies
- Students are continuing to develop skills to deal with listening passages effectively, including:
Listening for general meaning and further listening for details of a recorded passage

- Ability to guess the meaning of some unknown words from context and roots

Accuracy/Limitations
- Students are able to distinguish various Arabic sounds, but continue to have difficulty distinguishing between long and short vowels, and emphatic consonants
- Students may require repetition, rephrasing or slowed speech to aid in comprehension

Reading

Global Tasks/Functions, Context/Content, Text Type
- Students read simple authentic texts that include a mixture of familiar and unfamiliar words and phrases and are increasingly able to comprehend the main ideas of texts such as obituaries, simple news reports, magazine excerpts and biographies
- Texts are approximately one page typed
- Students can read texts written both in standard and colloquial Arabic, and are beginning to identify grammatical markers in formal Arabic such as final ألف on تدوين الفتح.

Skills / Strategies
- Students are continuing to develop skills to deal with reading passages effectively, including:
  - Emerging ability to recognize roots and extrapolate the general meaning of a word with the same root: students know that ج/َ/ع has the general meaning of coming together, ن/خ/ب of writing, and ع/َ/ي of working
  - An emerging ability to guess the meaning of unknown words using the root and pattern system: students know that أفعال is the وزن for plural nouns from their vocabulary: أفراد, أفراد, and that وزن is the فعلان for an adjective that describes a person from تعبان and تعبان.

Accuracy/Limitations
- Students may feel overwhelmed by longer passages of related paragraphs such as are found in newspaper articles and books.
- Misunderstandings continue to occur as a result of unknown vocabulary and grammar
Writing

Global Tasks/Functions, Context/Content, Text Type
- Writing is moving from a loose collection of sentences on a given topic to a more connected discourse at the simple paragraph level with the use of connectors such as ردًٍ، ٌىٓ، ٌذٌه، تعد، لثً، and عٕدِا
- Students can create writings of up to one-hundred fifty words in length from prompts that ask them to write, e.g., an application to a summer Arabic program, a fictitious story of their own choosing, or a narrative of their daily life
- Students can state simple opinions and give basic supporting reasons:

Skills/Strategies
- Students are continuing to develop skills to deal with writing assignments effectively, including:
  - Awareness of the distinction between standard and colloquial Arabic. They show an emerging ability to use the former for writing assignments, although there is still a mixture of the two especially where students only know the colloquial vocabulary item for a particular word such as شاف
  - Greater knowledge of vocabulary and grammatical structures that allow them to express themselves: بالإضافة إلى، في رأيي، أفعل التفضيل

Accuracy/Limitations
- Writing may include errors in grammar and spelling: للاطفال، المفصّل الهواية، but can be understood for the most part by natives speakers
- Students do not know all rules regarding the writing of همزة

Grammar

Grammatical Structures over Which Students Have Active Control:
- Students can accurately match gender between nouns, adjectives and verbs including feminine singular gender with non-human plural nouns and adjectives
- Students have good control understanding and forming definite and indefinite إضافة
- Students can identify and form adverbs using تنوين الفتح
- Students can distinguish between and produce noun clauses and phrases with the definite article: الرجل المصري vs. الرجل المصري
- Students understand and can produce nominal and verbal sentences
- Students have a good if incomplete command of plurals including broken plurals, some of which they are able to derive from knowledge of other words of the same pattern: شوارع from طوابق
- Students recognize and can form possessive pronouns: معًا، إلها، عندك
- Students recognize and can produce demonstrative pronouns in both standard and colloquial Arabic: هذا ببني، هذه الغرفة، الست، دي، دا كتاب
- Students can negate nominal verbal sentences in the present tense:

ما بدرسش، لا تعمل يليس في هذا المكتب كرسي، هو مش كريس

Grammatical Structures over Which Students Have Partial Control:
- Students can understand and produce the future tense both in standard: سوف and colloquial Arabic حـ, but may use المضارع when the future would be more appropriate
- Students can recognize جملة الصفة but may produce it incorrectly:

أحب بنت التي تسكن في هذا البيت
- Students are able to negate past tense with لم, and recognize لم, but generally do not use it unless prompted
- Students recognize المصدر but sometimes use it incorrectly:

أما السكن في بيروت:

Grammatical Structures over Which Students Have Perceptual Control:
- Students are aware of the distinction between مرفوع and مصوب verbs but do not actively use them unless prompted to do so

Vocabulary
- Students display varying levels of control of a lexicon consisting of approximately 550-600 standard and colloquial Arabic words and phrases