FOURTH SEMESTER ARABIC LEARNING OUTCOMES

*= derived from student survey results, **= derived from both student output and survey results

Speaking:

Global tasks/functions, context/content, text type:

- Students can express ideas and give supporting evidence for their thoughts and give and seek personal views and opinions in an informal discussion*
- Students can give short (10-15 minute) presentations with paragraph-level cohesion on informational (e.g. not specifically personal) topics
- Students are more comfortable using MSA in appropriate contexts than either pure dialect or a dialect mixture*
- Start, maintain and end a simple face-to-face conversation on topics that are familiar or of personal interest*
- Engage comfortably in extended conversation and discussions on a wide variety of topics related to work, daily life, and academics*

Skills / Strategies:

- Students show the ability to navigate around words they don't know by providing definitions or explanations of the unfamiliar words with vocabulary they know
- Students can produce a number of conversational idioms appropriately, especially Allah-phrases, but often do not produce the correct responses to bi-partite formula sequences, e.g. الحمد لله السلامه—الله يسلمك

Accuracy/Limitations

- Students can negotiate meaning clearly in all grammatical tenses, and show emerging abilities to mix tenses and moods to produce more nuanced meaning, e.g. اليوم سنتحدث عن ابن بطوطة. ترك المغرب لابسًا البنطلون فقط لأنه كان فقيرًا / إذا كان عندي مصاري ما رح أكون هون ورح روح عالميًا مثلك.
- Students begin to be able to separate registers of Arabic during conversations, moving between the two in ways which are grammatical the majority of the time
- Students’ speech shows many more connecting words, bringing their extemporaneous speech to the level of paragraphs from the level of sentences, e.g. رحت عالنادي امبارح بالرغم من أن عندي واجب كثير. وهناك تعرفت على رجل منيح وطيب، لكن في الحقيقة ما كان عنده وظيفة كريسة فكان ما بدي شوفة مرة ثانية.
Listening:
Global tasks/functions, context/content, text type:

- Understand paragraph-length conversations, discussions, and stories on a variety of basic and familiar topics, such as friends, the weather, or school.*
- Based on a (4-7 min) texts of a primarily expository nature, spoken at a normal speed (e.g. documentary versus news) and with some redundancy in both MSA, mixed registers, or colloquial registers but with a large number of unfamiliar words, students are able to:
  - Find and extract general details, including dates given structured prompts;
  - Note some very specific details given structured prompts;
  - Give additional information in free responses;
  - Better able to handle discussion of abstract material
- Can understand almost all teacher-talk, including discussions of grammar

Reading:
Global tasks/functions, context/content, text type

- Based on 1-3 page expository texts with largely familiar vocabulary on unfamiliar concrete topics, students are able to provide general and some specific details to open-ended prompts, and to provide more specific details in response to more directed prompts**
- Students can read more specifically informational rather than interpersonal texts on topics with which they are almost entirely unfamiliar in order to understand and make general use of the information in those texts, even when there are no clear structural elements (headings, etc).

Skills / Strategies

- Students can guess words with unfamiliar roots from context relatively well e.g. يُغادر
- Students can use knowledge of root and pattern system, including derivational morphology (participles, etc) to guess the meanings of unfamiliar words with familiar roots** e.g. يتواصل
- Students can use context to determine the meaning of ambiguous grammatical elements (such as the verbal past marker –t, and participles of patterns II-X)
- Students are better able to handle topics for which they do not have prior background, provided the vocabulary is familiar

Accuracy/Limitations

- Students are able to extract and reformulate information not explicitly stated in the text, e.g. summarizing main points of a text, understanding details about the author**
Writing:
Global tasks/functions, context/content, text type

- Students are able to write the following types of texts to a length of 200-250 words:
  - Encyclopedia-style descriptions of historical events and cultural festivals and holidays
  - Detailed descriptions, narrations and explanations about personal experiences, everyday events and topics of general interest.*
  - Give and ask for advice in writing about familiar topics (e.g. renting an apartment, schools to go to, places to visit, etc.)
  - Personal messages, simple letters regarding academic matters
  - Express and defend opinions about some topics, whether the influence of television on the behavior of youth is good or bad

- Students show to start evidence of producing written “texts” about familiar topics with consistent use of connectors that link both sentences and paragraphs*, such as , إضافة إلى ذلك، كذلك في البداية، بعد ذلك، أولاً، ثانياً.

Accuracy/Limitations

- Some students can use complex devices such as modal phrases e.g. من اللازم أن
- Students still demonstrate problems in the use of the correct wazn using e.g. التغيير
- Students still have some difficulty using the correct verbal prepositions required by a verb
- Students are able to produce written texts free of elements from incorrect registers, such as في عميل

Grammar:

- Students are able to find words with sound roots in the dictionary, but have difficulty finding words with unsound roots*
- Students can generally use compound tenses in describing habitual action in the past (كان он...ذهب...), and are beginning to be able to distinguish between habitual and punctual action in the past (ذهب إلى البحر، ثم كان يسبح كل يوم)
- Students can reliably form active and passive participles from sound roots correctly, and can generally choose the correct form (active/passive) for a given context
- Students can generally use the definite article to distinguish between: subjects and predicates, construct phrases and noun-adjective phrases but fail to use it correctly with abstractions
- Students have trouble choosing the correct case for dual and masculine plurals - the bias tends to be towards the nominative forms
- Students can use the following dual markers (m & f) to the following degrees:
  - Well: Independent pronouns, attached pronouns, demonstratives/relative pronouns.
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- Somewhat well: Past and Present conjugation.
- Poorly: Adjectival agreement

- Students can use the following feminine plural markers to the following degrees:
  - Well: independent pronouns, attached pronouns, adjectival agreement.
  - Somewhat well: Past and Present conjugations, demonstratives/relative pronouns

**Vocabulary:**

Total: approximately 1000 words, approximately ¼ are specifically colloquial