LEARNING OUTCOMES FOR FIFTH-SEMESTER ARABIC

Speaking

Global tasks/functions, context/content, text type
- Students are capable of speaking at length using complex sentences with relative clauses and connectors to form paragraphs of speech.
- Students speak comfortably in most formal and informal contexts using a combination of formal and colloquial Arabic.
- Students can speak with ease and in detail about people, places, things, experiences, events, or topics that are familiar to them.
- Students are able to discuss a variety of familiar, impersonal topics, such as issues relating to society, politics, education, history, journalism and culture.
- Students are able to paraphrase opinions, plotlines and sequences of events.
- Students can present and support their opinions using common expressions من الواضح أن... \الدليل على ذلك هو...
- Students can give lengthy presentations (up to 15 minutes). Prepared presentations will show some evidence of advanced grammar.

Skills / Strategies
- Students show evidence of self-correction while speaking.
- Students are aware of the need to suit register to social contexts.

Accuracy/Limitations
- Students are able to be understood by native speakers other than their instructors.
- Students’ word choice is occasionally awkward due to interference from L1 or incomplete understanding of some vocabulary.
- Students can discuss topics in the past, present, and future comfortably using all tenses.
- Student production still shows non-native like register mixing.
- Students still make frequent errors in conjugation, agreement, and grammatical constructions.
- Students can use many different connectors correctly, but they only use a small number of connectors consistently, such as لكن \بالإضافة إلى... ثم \بعد ذلك \لكن... 

Listening

Global tasks/functions, context/content, text type
- Students can follow the main points and most details when listening to formal or informal exchanges on a familiar topic, such as family, daily routine, studies, the weather, and
food.
- Students are able to understand the main idea and many details of interviews dealing with familiar topics.
- Students generally understand formal and educated, informal speech.
- Students can understand short lectures on familiar topics.

Skills / Strategies
- Students employ background knowledge to help them interpret a listening passage.
- Students can ignore extraneous information and detail that does not relate to the listening task.
- Students are generally able to ignore unknown vocabulary and continue to follow a listening passage.
- Students may guess the meaning of some unknown words from context.
- Students have an emerging ability to use grammatical, lexical, and phonological cues to identify speech registers.

Accuracy/Limitations
- Students are unable to follow faster than average speech.
- Students will have difficulty understanding speakers who do not enunciate clearly.
- Passages with significant specialized vocabulary will remain inaccessible to students.
- Students’ understandings of listening are still heavily dependent on lexical items.

Reading

Global tasks/functions, context/content, text type
- Students demonstrate greater ability to understand biographical texts in depth.
- Students can understand the main points and key details of longer texts (about 4-5 pgs.) on a variety of topics, especially history, journalism, literature, education, religion and society in texts that rely on generic, non-specialized vocabulary.
- Students can read personal correspondence, such as letters, emails and chats that include elements of colloquial style and usage, such as greetings, basic colloquial vocabulary, and colloquial verb usage.
- Students understand uncomplicated short stories, and can follow the important characters and main events.
- Students can read and understand written announcements on social topics, such as advertisements for events or obituaries.

Skills / Strategies
- Students can scan texts to determine what it is about and some of its main points.
- Students can identify and ignore unknown words which are not central to their understanding of the text.
- Students can use background knowledge or context to correctly determine the meaning of some new words in the text.
- Students are able to guess the meaning of new words in a text using knowledge of roots.
and patterns, including the following: the verbal patterns II-X, the ma\Sdar forms, the relationship between verb forms I and II, II and V, III and VI, and I and VII.

- Students are strategic users of their dictionaries, meaning that they scan the text to determine important or key words.
- Students understand the meaning and usage of the most frequently-used connectors of Arabic discourse, such as مع أن، بالرغم من، في حين، حتى، و فوق هذا كل شيء، etc. and use them to follow a narrative, description or argument.

Accuracy/Limitations
- Students still experience difficulty dealing with texts on unfamiliar topics or that use specialized vocabulary.
- Students have difficulty identifying the intent of an author.
- Students lack the requisite stamina for reading book length materials.

Writing

Global tasks/functions, context/content, text type
- Students are able to write texts up to several paragraphs in length (approximately 350 words) in formal Arabic using some complex sentences with relative clauses and connectors.
- Students can describe in detail people, places, things, experiences or events that are familiar to them.
- Students can compare and contrast using expressions like بالمقارنة إلى هذا يختلف عن...
- Students are able to present and support their opinions on topics familiar to them.
- Students can summarize and paraphrase texts, films, and discussions on topics accessible to them.
- Students are able to conduct written social correspondence, including letters, notes to friends or colleagues, emails and chats in formal Arabic or a mixture of formal and informal Arabic by employing colloquial phrases such as أزيك وخشتي، أنا زين، كوي، منيح، آن، يختلف عن، and prominent colloquial grammatical features, such as negation patterns.

Skills / Strategies
- Students show increasing employment of connectors such as أما... ف من الجدير بالذكر... and argument indicators such as أولاً، ثانياً، وهكذا... ف... instead of relying solely on formatting to distinguish paragraphs and arguments.

Accuracy/Limitations
- Students’ writing is generally understandable to Arabic readers other than the instructor.
- Students’ word choice is still awkward due to interference from L1 or incomplete understanding or unidiomatic use of some vocabulary.
- Students make frequent errors in conjugation, agreement, and grammatical constructions, such as using incorrect prepositions or conjugating verb forms such as رأى وعي.
- Students can use many different connectors correctly, but they only use a small number of
connectors consistently.

- Students’ writings generally demonstrate awareness of verb pattern meaning, but there is still considerable evidence of confusion among related verb forms, such as 

Grammar

- Student writing conforms more closely to native speaker style especially in usage of جملة الفعلية الجملة.
- Student writing show improving control of the إعراب system.
- Students demonstrate more ability to generate active and passive participles of frequently used verbs, and understand the verbal patterns II-X, the maSdar forms, the relationship between verb forms I and II, II and V, III and VI, and I and VII.

Vocabulary

- Students have an active vocabulary of approximately 1500 words.