LEARNING OUTCOMES FOR SIXTH-SEMESTER ARABIC

Speaking

Global tasks/functions, context/content, text type

- Students can speak with confidence and ease at the paragraph level using long, complex sentences and connectors.
- Students exhibit greater ease in using a mixed speech register appropriate to the context in which they are speaking.
- Students can speak with ease and in detail about personal interests, people, places, things, experiences, events, or topics that are familiar to them.
- Students are increasingly able to discuss impersonal topics in greater detail, such as issues relating to society, politics, education, history, journalism and culture with more specialized vocabulary.
- Students show increasing ability to discuss opinions and positions, supporting or disagreeing with them by offering supporting arguments or evidence to the contrary.
- Students show increased ability to discuss abstract concepts, albeit using generic vocabulary and uncomplicated grammatical structure.
- Students can give presentations of up to 15 minutes. Prepared presentations will show some evidence of advanced grammar.

Skills / Strategies

- Students show evidence of self-correction while speaking.
- Students can generally work around things they do not know the exact vocabulary for through circumlocution and without resorting to English.
- Students recognize the appropriate contexts for use of different Arabic speech registers.

Accuracy/Limitations

- Students are able to be understood by native speakers other than their instructors.
- Students continue to incorrectly produce low frequency verb conjugations.
- Students’ word choice is occasionally awkward due to interference from L1 or incomplete understanding of some vocabulary.
- Students still make errors in conjugation, agreement, and grammatical constructions.
- Students employ a wider range of connectors in their speech.

Listening

Global tasks/functions, context/content, text type

- Students show increasing ability to understand rapid speech typical to news broadcasts or other television programs.
Students can identify the topics and understand some details of news broadcasts.
Students can follow lectures on familiar, non-technical topics (e.g., historical events of political importance or discussions of language policy) lasting 30 minutes or more and understand the main points.
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, food etc.
Students can generally follow the main points and some details when listening to educated discussions in various varieties of Arabic (i.e. formal, Egyptian, and Levantine) on a familiar topic.
Students can follow the main story with some gaps in understanding when watching TV shows/movies.
Students understand the gist and some details of news reports.

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 a stronger ability to use grammatical, lexical, and phonological cues to identify speech registers.

Reading

Global tasks/functions, context/content, text type
- Students understand the main ideas of simple news articles.
- 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.
- Students understand the main ideas and most details of simple news articles.
- Students understand uncomplicated short stories, and can follow the important characters and main events.
- Students show emerging ability to identify author’s purpose.
- Students are able to read a simple opinion piece or editorial and follow the main argument of the author.
- Students can read novels, and follow the story and the key events.

Skills / Strategies
- Students can 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 maSdar forms, the relationship between verb forms I and II, II and V, III and VI, and I and VII.
• Students show more willingness to rely on guessing strategies rather than look up every word they do not know.
• Students understand the meaning and usage of a wide range of connectors of Arabic discourse, and use them to follow a narrative, description or argument.

Accuracy/Limitations
• Students demonstrate increasing ability to employ reading strategies and word-guessing skills to cope with texts on unfamiliar topics or containing specialized jargon, although they may still experience difficulty understanding them fully.

Writing

Global tasks/functions, context/content, text type
• Students are able to write texts up to several paragraphs in length (approximately 500 words) using several long, complex sentences with relative clauses and connectors in a style that resembles good Arabic usage. Furthermore, the overall structure of the texts is cohesive due to good use of connectors and argument structure.
• Students are able to present and support their opinions on impersonal topics.
• Students begin to demonstrate the ability to argue opinions using abstract vocabulary.

Skills / Strategies
• Students' writing demonstrates improvement in vocabulary, primarily as a result of increased ability to utilize the root and pattern system of Arabic productively.

Accuracy/Limitations
• Students display fewer instances of awkward word choice or conjugation and agreement errors.
• Students display more consistent use of connectors in relating sentences and paragraphs to one another. However, the style may still reflect English sentence structure and style.
• Students’ writing begins to show usage of some complex grammatical structures such as devices like الحال، التمييز، والمفعول لأجله.
• Students demonstrate knowledge of الإعراب as used with كان وأخواتها and إنّ وأخواتها المفعولات المنقوصة but produce correct forms inconsistently.

Grammar

• Students demonstrate an expanded knowledge of Arabic grammatical devices, such as الحال، التمييز، والمفعول لأجله،الاسم المنقوص، ما التعجبية،المفعول.
• Students demonstrate greater awareness and control over الإعراب، especially as used with كان وأخواتها the اسم المنقوص، and إنّ وأخواتها المفعول.
Vocabulary

- Students have acquired approximately 1900 vocabulary words and have begun to personalize their vocabulary learning according to their own interests and needs, particularly through their individual reading projects.