

Descriptions of Target Student Abilities: Fourth-Year Arabic
Arabic Language Objectives, 2011

Fourth-Year Arabic aims to help students attain advanced-level proficiency on the ACTFL/FSI scale and considerably improve their fluency and accuracy in all aspects of linguistic activity.

<p>Interpersonal Communication Abilities</p> <p>Throughout the fourth year, students learn to engage in exchanges with increased levels of appropriateness, both social and cultural, as well as increased levels of structural, lexical, phonological and conceptual accuracy, sophistication, and ease. They produce longer, more complex and more extended and sustained (rehearsed and spontaneous) oral and written discourse. They will use multiple-paragraph discourse that reveals growing upper-register functions such as hypothesizing and evaluating. They also begin to tailor their language production based on context when dealing with situations that require switching to a dialect. They participate effectively with native speakers in formal communicative events that involve exchanging information and opinions on sociocultural topics.</p>	<p>AMELANG 23A (Fourth-Year Arabic, 1st quarter)</p> <p>During the first quarter of language study, students continue to review, reinforce, refine and apply their interpersonal communication skills, especially their ability of expression acquired in the first three years of their language study. They show increased levels of confidence and expand on the topics and themes covered in the third year. Students share their perspectives, life experiences, interests, beliefs and opinions in oral discussions and debates and through written narrations, descriptions, reports, and essays on a wider range of topics and contexts such as wars, revolutions, partitions, colonization, extremism, foreign policy, youth violence, environmental issues and poverty.</p>	<p>AMELANG 23B (Fourth-Year Arabic, 2nd quarter)</p> <p>During the second quarter of language study, students continue to enhance their interpersonal communication skills and abilities and apply them with more confidence, fluency, and accuracy. They use their refined skills to address, discuss, argue, and evaluate, in more depth and sophistication, a broader range of topics of personal interest and of political, intellectual, economic, religious, and literary importance and of relevance to culture of the Arab and Islamic worlds. Students begin to use analytic and complex linguistic forms to express abstract and hypothetical thoughts about topics and issues of intellectual, literary, professional and global nature and importance.</p>	<p>AMELANG 23C (Fourth-Year Arabic, 3rd quarter)</p> <p>During the third quarter of language study, students continue to review, reinforce and refine their interpersonal communication skills. They develop greater analytical, argumentative, persuasive and hypothetical skills and strategies. They show increased levels of confidence and expand on text genres and modes and on the topics and themes covered in the third year. Students show increased ability to express opinions, persuade, and to develop arguments. They refine their skills and abilities in evaluation, addressing abstract topics and hypothesizing.</p>
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	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all third-year language functions with greater levels of ease, accuracy and fluency, and in a wider range of contexts. • Deal reliably and effectively with non-routine daily situations such as booking a flight or hotel room, opening a bank account, renting a car. • Narrate and describe in all time frames in a way that reflects logical reasoning, correct verb forms and person markers, clarity and detail. • Participate in casual, social and professional interactions on low-frequency topics of relevance to the Arab world, e.g. economic independence, national security, environmental awareness, etc. • Begin to discuss in greater depth aspects of various literary texts such as character development, plot, themes, and express personal reactions and perspective (preference, feeling, opinion). • Present more elaborate opinion and begin to persuade on familiar topics of affective importance (e.g. marriage and divorce, family ties, health, education). 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions and tasks of the previous quarter with more confidence and with a greater degree of confidence, fluency and accuracy. • Successfully handle most normal, low-frequency social and professional conversational situations including current events and a broader range of non-routine situations such as rescheduling a flight, requesting emergency service, etc. • Narrate and describe (behavior, processes, etc.) in greater detail using complex structures and specialized adjectives and descriptors. • Engage effectively and with facility in a broad range of formal and informal conversations that may involve the use of elaborate grammatical structures and more abstract concepts, e.g. religious extremism, ethnicity, women's rights, etc. • Discuss more complex topics of regional and universal nature and present own perspective on issues such as: civil society in the Arab world, social problems (poverty, violence, youth unemployment), human rights, etc. 	<p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions and tasks of the previous quarter with more sophistication, accuracy and fluency. • Carry out more advanced tasks and language functions such as explaining and defending a position by providing supporting details and address issues abstractly and hypothetically. • Integrate descriptions and narrations in a way that reflects more natural discourse when talking about both concrete and abstract topics, e.g. behaviors, atmosphere, processes, culture, etc. • Participate collaboratively in critical analysis of current social, political, religious, etc. issues from the perspective of Arabic speakers. • Discuss a broad range of topics (concrete and abstract; personal and professional; religious and secular; literary and intellectual) such as: multiculturalism (e.g. Anglophone/Francophone culture), forms of literature and fine arts in the Arab world. • Engage in persuasive
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	<ul style="list-style-type: none"> • Compare and contrast linguistic and cultural phenomena (e.g. MSA and colloquial Arabic, dialectal variation, civil/mixed marriage). • Engage in discussion of controversial topics while adopting a perspective other than their own (e.g. East-West relations, role of American media or missionaries, etc.) • Prepare and conduct a 10-minute interview with a classmate or native speaker guest on personal, professional and academic experiences. • Defend an opinion by making reference to concrete personal experience and past events. • Use effective skills and strategies to negotiate an unfamiliar situation in the work place or academia (locking self out, damaging a borrowed electronic device, renegotiating a rental agreement, etc.) • Draw on cultural references and begin to use culturally appropriate non-verbal cues and body language (e.g. eye contact, personal space, gestures) to communicate in Arabic. • Tailor language based on the context (formal vs. informal) through the use of appropriate 	<ul style="list-style-type: none"> • Develop persuasive arguments on broader topics related to their environment, e.g. volunteer work, graduate or professional school. • Formulate comparisons of linguistic or cultural issues, literary or artistic production, in terms of themes, styles, and periods, by referring to examples from ancient and modern literary works. • Discuss national and international topics using context-specific terminology from multiple sources (e.g., newspaper or magazine articles, TV or Internet programs, radio, video, social networking sites). • Prepare and conduct a 10-15-minute interview with a classmate or native speaker guest on a current event or issue of relevance to the Arab world. • Defend an opinion by drawing less heavily on personal experience and more on historical events and empirical evidence, while using culturally-appropriate gestures, facial expressions, etc. • Handle a linguistically and conceptually unfamiliar situation by beginning to use appropriate and effective meaning-negotiation strategies and skills, e.g., dealing 	<p>argumentation on individual issues of interest, e.g. role of art, philanthropy, energy conservation, citing some evidence to support their views.</p> <ul style="list-style-type: none"> • Compare and contrast a broader range of political, socioeconomic, intellectual and civic phenomena integral to Arab and Islamic societies (e.g. types and stages of literary development, human resources, national and international NGOs). • Participate in simulated focus groups and build consensus through discussion, debate, and negotiation of differing perspectives, on issues of importance to the Arab world (e.g. urbanization, privatization, national security, etc.) • Prepare and conduct a 15-20 minute interview with a classmate or native speaker guest on an issue of intellectual, literary, political, or historical importance. • Express and defend self or others' opinion abstractly and holistically on controversial issues such as cloning and euthanasia, gay marriage, role of federal government in health care, etc.
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	<p>varieties of Arabic (MSA or Colloquial).</p>	<p>with a customs officer, breaking an expensive item while shopping, etc.</p> <ul style="list-style-type: none">• Respond in a culturally-appropriate manner in diverse exchanges (e.g. express gratitude, extend/receive invitations, apologize, close a conversation, communicate preferences and negotiate solutions).• Tailor language based on the context (formal vs. informal), topic (concrete vs. abstract) and interlocutor (status, gender, age, etc.).	<ul style="list-style-type: none">• Deal effectively with a range of unexpected situations by using appropriate negotiation strategies e.g. medical emergency, appliance service calls, etc.• Use both generic and elaborate cultural references and respond appropriately in low-frequency and/or sensitive contexts• Continue to refine skill in tailoring language based on the context, topic, audience, and circumstance (problems, desires, interests, etc).
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<p>Interpretive Abilities</p> <p>Students will show an increasing ability to understand and interpret a broader variety of written, oral and visual information on diverse topics of different text modes, especially evaluative and critical.</p> <p>Throughout the fourth-year sequence, students work with progressively longer and more complex texts on a variety of topics, both literary and non-literary. They will read or listen to edited or glossed texts, as well as unedited authentic materials in both MSA and colloquial varieties.</p> <p>Students show comprehension by responding to various types of questions (literal, referential, and inferential) using Arabic (and occasionally English), and by translating multi-paragraph-length texts from Arabic to English and vice versa.</p> <p>Students use Arabic to carry out most interpretive tasks. They develop their interpretations of ideas, themes and issues for integration into their interpersonal and presentational repertoires.</p>	<p>AMELANG 23A (Fourth-Year Arabic, 1st quarter)</p> <p>During the first quarter of the fourth year, students enhance and refine their ability to draw meaning from a variety of written texts (of up to 4 pages in length), as well as relatively long (10-15 minute) films, documentaries, newscasts and audio or visual clips on conceptually and linguistically familiar and unfamiliar topics and genres.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions of the previous level with greater confidence, accuracy, and ease. • Understand concrete, factual, predictable texts on general and professional subjects (e.g. news items describing frequently recurring events, informational and editorial items in major periodicals for educated native readers and listeners). • Summarize the main ideas of written and oral texts on broader themes integral to the Arab and 	<p>AMELANG 23B (Fourth-Year Arabic, 2nd quarter)</p> <p>During the second quarter, students will continue to practice their aural and reading comprehension skills and improve their interpretive abilities. Students demonstrate comprehension of written and oral presentations on thematically and linguistically more complex and longer texts (of up to 5 pages and 15-20 minute audio/video). Texts include features that characterize materials intended for educated readers and listeners of Arabic.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions of the previous quarter with greater sophistication, accuracy, and ease. • Understand lengthy biographical information, social notices, routine business letters, advertisements, and simple technical material for the general reader. • Summarize the main ideas and supporting information of longer expository texts on themes integral to the Arab and Islamic 	<p>AMELANG 23C (Fourth-Year Arabic, 3rd quarter)</p> <p>During the third quarter, students will read and/or listen to a wide range of authentic texts of varying themes/topics and length (of up to 6 pages and 20-30 minute audio/video material) and confirm understanding mostly in Arabic.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the functions of the previous quarter with greater nuance, precision, and sophistication. • Demonstrate comprehension of special study materials (e.g. Old and New Testament, the Qur'an, and the Hadith) by responding to different types of questions; answering detail-oriented questions, primarily in Arabic and participating in text discussions. • Analyze details, linguistic features and embedded themes in authentic
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	<p>Islamic worlds, e.g. music, dance, folk art, visual art, drama, and architecture.</p> <ul style="list-style-type: none"> • Recognize and identify the function of a number of idiomatic expressions and connective devices used within texts of a professional, religious, educational or political nature. • Begin to distinguish intent and communicative purpose of texts by identifying cultural connotations present in vocabulary and phrasing. • Read handwritten (1-2 pages) selected authentic texts of different genres and fonts and scan them for specific information. Examples include old recipes, brief treaties and religious edicts, etc. • Detect different sociocultural positions represented in texts on familiar controversial issues such as: the role of Western media vis-à-vis politics in the Arab world. • Recognize genre and historical period of literary texts through typical characteristic features. • Understand the main idea(s) of lectures, academic/cultural presentations, and media programs that include a mix of language varieties (i.e. MSA and Colloquial). 	<p>worlds.</p> <ul style="list-style-type: none"> • Demonstrate understanding of a wider array of idioms and connectors, and their function in texts dealing with topics of regional or global importance, e.g. philanthropy, natural resources, national security, etc. • Extract detailed information from texts and make inferences about actions, motives, and characters based on background knowledge as well as textual evidence. • Read handwritten (2-3 pages) selected authentic texts of different genres and scan them for specific information and special terms used in different text types. Examples include short Suras (chapters) from the Qur'an, Christian liturgical hymns and short prayers. • Analyze events, concepts, and perspectives present in texts drawn from a wider range of arenas (personal or professional, political, religious, historical, literary, etc.). • Develop understanding of selected texts (e.g. poems) by identifying more detailed elements such as figurative speech; social, political, religious or historical references; and some 	<p>texts intended for meaningful communication of information and ideas.</p> <ul style="list-style-type: none"> • Identify how idiomatic usage and cohesive devices support perspectives presented in texts focused on more specialized or technical topics, e.g. global warming, public policy, diversity and multiculturalism. • With the help of a dictionary/glossary, read and demonstrate understanding of abridged and adapted passages from modern and classical literary works (e.g. poetry, plays, epics, fables and anecdotes, etc.). • Read handwritten (up to 5 pages) selected authentic texts of different genres and identify their type, purpose, and historical period. Examples include manuscripts and documents from early Islamic periods, religious and civil court proceedings and verdicts, etc. • Analyze relationships among diverse tangible products of artistic or literary genres, movements, etc. • Recognize form and tone of literary texts by noting different stylistic features and conventions reflective of the period, author, movement, etc.
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	<ul style="list-style-type: none"> • Identify tone, intent and purpose of oral discourse, as well as generic cultural patterns and social behaviors as presented in visual media or face-to-face interactions. • Begin to evaluate arguments presented in oral and written texts. • Recognize organizational features of texts that present argument/opinion or hypothesis as well as some general emotional overtones (e.g. anger). 	<p>connotations.</p> <ul style="list-style-type: none"> • Understand the main idea, important details, and some discourse features of normal speech among native speakers of Arabic, or in media and film excerpts. • Identify tone, intent and purpose of oral discourse, and pick out specific cultural patterns and social behaviors in face-to-face interactions between and among native speakers of Arabic and of various visual media. • Evaluate arguments presented from different perspectives and identify the text-internal logic and evidence presented. • Understand more detail displayed in emotional overtones (e.g. defiance, regret) and organizational patterns typical of supported opinion and hypothetical statements. 	<ul style="list-style-type: none"> • Understand the general theme, main ideas and some detail of short religious sermons and speeches addressing topics of importance in the Arab and Islamic worlds (e.g. Eid or holiday sermons, history and contribution of Christian minorities, etc.) • Recognize structure, tone, and stylistic features of oral discourse present within discussion or debate, and show increased awareness of vocabulary or idioms typical of each style. • Evaluate solutions generated by others presented in oral and written texts on controversial issues of national, regional and international importance, e.g., religious extremism, the Arab-Israeli conflict, youth violence, etc. • Show a deeper understanding of facets of overtones and organizational patterns for supported opinion and hypothetical statements.
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<p>Presentational Abilities</p> <p>In their fourth year of study, students have ample opportunities to practice their presentational skills and abilities. They communicate confidently, orally and in written form, in sustained and extended discourse, on topics of professional, social, academic, medical, literary, and intellectual nature, using information they have gained from reading and listening to authentic texts.</p> <p>In oral presentation, students make increasingly long live and recorded presentations, individually or in small groups of up to 3, (12-18/20-30) minutes in length using multimedia (PowerPoint, mp3, podcast) on topics and domains of professional, academic, personal, and cultural nature as well as analyses of different aspects of life in the Arab and Islamic worlds and in the US.</p> <p>In written presentations, students progress along the text mode continuum and write longer narratives, descriptions, correspondence and summaries of a factual nature. They proceed to compose hypotheses and conjectures and to present supporting arguments and state opinions. In addition, students make attempts at writing short poems, lyrics and stories, as well as</p>	<p>AMELANG 23A (Fourth-Year Arabic, 1st quarter)</p> <p>During the first quarter, students make long oral and written presentations on topics of interest and of importance and relevance to the Arab and Islamic worlds. They make long rehearsed and shorter improvised cohesive and structured presentations that include accounts of events in all time frames, descriptions, summaries, and itemized profiles. They also produce texts that require them to express and support opinion with evidence, and to a lesser extent, to compose hypotheses and conjectures.</p> <p>In all presentational tasks, students show increased levels of accuracy, fluency and ease. In written presentations, students show enhanced ability in their use of writing conventions, word choice, flow, and organization.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the tasks and functions of the previous quarter with more facility and accuracy. • Begin to develop the ability to combine structure and vocabulary to convey meaning in oral or written presentations, in a way that reflects flexible and elaborate use of different structural devices. 	<p>AMELANG 23B (Fourth-Year Arabic, 2nd quarter)</p> <p>During the second quarter, students present, with high levels of confidence, fluency of speech and with accuracy, both rehearsed and unrehearsed information orally or in writing on a wider range of topics and lengthier in size and scope.</p> <p>In particular, students produce cohesive and coherent writings that convey information, state and defend a position, and hypothesize future events and consequences on different topics of interest and of relevance and importance to the Arab world and to their fields of specialization.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Perform the tasks and functions of the previous quarter with more facility and accuracy. • In both oral and written presentation, refine their skill in combining complex grammatical structures and vocabulary to convey increasing nuance. 	<p>AMELANG 23C (Fourth-Year Arabic, 3rd quarter) Arabic 23C</p> <p>During the third quarter of study, students, continue to produce all types of rehearsed and spontaneous oral and written presentations on a broader range of topics, themes, styles and text modes. They demonstrate fluency and accuracy.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all presentational tasks of the previous quarters with greater sophistication, depth, accuracy, fluency, and ease. • Effectively combine complex structures and specialized vocabulary to convey both denotative and connotative meanings.
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<p>persuasive passages.</p> <p>Students produce handwritten and typed samples that continue to increase in length, sophistication and depth (5-8 handwritten and 3-4 typed pages (500-900 words). They write with accuracy and varied structural and lexical choices. They use complex noun declensions and verb configurations as well as use idiomatic terms and discourse markers.</p>	<ul style="list-style-type: none"> • Compare and contrast different aspects of life in the Arab world (e.g. customs and cultural aspects, religion, history, heritage issues). • Give rehearsed as well as spontaneous oral reports presenting information, concepts, and ideas for a variety of purposes to different audiences, e.g. current events. • Tell a short anecdote or a joke. • Introduce an invited speaker, highlighting his/her education, work experience, academic/literary work, etc. • Assume different personae in role play situations and present an issue or a point of view (e.g. a linguist or FL teacher talking about Arabic language and its varieties, what variety to teach and in what context). • Prepare and present a detailed news story (politics, sports, economy, natural disaster, political event, etc.). • Write persuasive practical communications (e.g., letters, e-mails, resumes) using some supporting evidence such as statistics, quotes, etc. • Write essays stating and arguing a 	<ul style="list-style-type: none"> • Compare and contrast current issues and events in different regions as reported in Arab media outlets (e.g. women's rights, political and religious diversity, urbanization, the environment). • Give short spontaneous oral reports presenting their personal viewpoints on topics of relevance to the Arab and Islamic worlds. • Recite a short poem making use of notes. • Introduce a topic, book, play, etc. before a discussion session. • Assume the role of an advocate of an issue (e.g. online security, social networking sites, the elderly and society) and present own perspective. • Prepare and present a short simulated newscast (2 or 3 items) addressing current events. • Use research skills to write expository pieces on an international or regional organization (e.g., OPEC, USAID, UNESCO, Red Cross / Crescent), citing appropriate documentation. • Write essays that reflect or summarize opposing viewpoints 	<ul style="list-style-type: none"> • Compare and contrast the influence of historical context on literary or artistic works (form, viewpoint, style, etc.) • Give spontaneous oral presentations presenting and defending a position or in response to an oral or written text (e.g. on the spread of illiteracy among women, youth violence, dropping out of school, mixed marriages). • Recite a relatively long poem (of 10 or more verses) making use of appropriate gestures and facial expressions. • Introduce a controversial issue highlighting different perspectives before a debate session. • Assume the role of a historical figure and present a short, prepared emotional speech or appeal (e.g. an American President running for re-election). • In pairs, prepare and present a complete simulated newscast (10-12 minutes in length) such as: election campaign coverage, congress session, etc. • Draw on mixed information sources on a given topic (e.g. print editorial and newscast) when preparing written essays.
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	<p>viewpoint on current issues in the Arab world (e.g. sustainable development, the economy, globalization, etc.)</p> <ul style="list-style-type: none"> • Write an analysis of the impact of seminal works by modern cultural figures on the sociopolitical or religious arena (e.g. fundamentalism, secularism, feminism) • Write short stories or dialogues that reflect perspectives (opinion, feelings, preferences) of Arab and Islamic cultures. 	<p>on cross-cultural issues (e.g. Arab-American relations, role of religion, civil liberties).</p> <ul style="list-style-type: none"> • Write a critical review of a contemporary literary or artistic work or phenomenon (e.g. poetry, popular music, architecture, murals, etc.) • Write a short poem or lyrics and begin to include instances of figurative speech. 	<ul style="list-style-type: none"> • Write persuasive essays citing evidence and details to support their position on more global issues (e.g. role of music/art in shaping behavior, Shari'a and civil law, identity politics, language policy, etc.) • Write a critique of a national, regional or international organization, movement, or event (e.g. Voice of America, Vietnam War, the Crusades, Zionism) • Produce a "new" version of an existing literary piece (e.g. altering an ending, adding new characters or events) while observing stylistic conventions of the original work.
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