

**Department of Near Eastern Languages and
Cultures**

ARABIC LANGUAGE FOUR YEAR CURRICULUM

This document was last revised on August 18, 2010

Dear Colleagues:

Thank you to those of you who joined us on May 4th, 2007, for the presentation and discussion of the new curriculum for Arabic Language.

I enclose the final product. I have included information which you may find useful, such as the details of our Arabic Assistant Instructor Training, a summary of the national proficiency scales (ACTFL and ILR), summary of cohorts, etc.

Please treat this as a process and not as the finished product. Every year we will make alterations and changes according to the needs of our programs and students. Also, there are parts of the Arabic Program which have not been addressed this past year, such as Learner Training, Arabic Language Resource Center, Arabic Language pages on our department's website, and Overseas Programs.

With my best wishes,

Cigdem Balim
Director of Language Instruction
cbalim@indiana.edu

Principles of the Four Year Curriculum for Arabic Language Teaching

The Department aims to teach Arabic as a medium of understanding, expression, communication, and research. These aspects imply the acquisition of Arabic both at theoretical and practical levels. Teaching stresses reading, writing, listening, speaking skills, grammar, and vocabulary. The student will also need to learn the skills related to translation and interpretation. The study of Arabic requires that students learn the classical components alongside the modern, when possible. At the end of four years of learning Modern Standard Arabic (MSA), the students will have attained the following skills:

- I. Use of Arabic
The students will:
 1. be able to communicate (orally and in writing) effectively in MSA on a variety of topics and in a variety of settings, using appropriate registers
 2. be able to read, understand, translate, and interpret (with the help of a dictionary where necessary) a variety of authentic materials written in MSA
 3. begin to be able to make use of their knowledge of Arabic in a professional context (such as social sciences research using Arabic, literary study, etc.)

- II. Explicit knowledge of Arabic
The students will:
 1. demonstrate a knowledge of the structures (syntax, phonology, morphology) of written MSA and its registers (varieties of the language, e.g. journalistic vs. formal; formal vs. informal)
 2. demonstrate that they understand the linguistic principles required to analyze MSA (parse a sentence, and begin to talk about Arabic morphology, sound system, and syntax academically). These elements are necessary for students who are majoring in Arabic.

- III. Knowledge of cultures where Arabic is used
Language teaching and culture teaching are not separated; therefore, students will have an understanding of the cultures where Arabic is used.

- IV. Generic skills
During their study of Arabic, the students will also enhance or acquire generic and transferable skills. They will:
 1. be able to use IT effectively
 2. be able to work with others as a part of a team
 3. be able to demonstrate some ability as an 'independent learner'

Assessment

General Assessment Objectives

For all years, although at different levels of competency, students are required to demonstrate an ability to:

- understand and respond to spoken language
- understand and respond to written language
- communicate in speech
- communicate in writing
- translate and interpret

Continuous/Formative Assessment = 75% of the final grade
Summative Assessment = 25% of the final grade

Components of the Continuous/Formative Assessment:

50% midterm examinations (2 hours), quizzes 20%, daily homework and participation 30%.

Components of the Summative Assessment:

1 Listening and responding (10%)

The examination may consist of a range of test types such as grid completion, multiple-choice, matching, forms of plan completion, note-taking, questions in the target language and interpreting tasks. The responses may be a combination of non-verbal responses, target language responses and responses in English as well as in Arabic.

2 Speaking (20%)

Students may be asked to perform role-play in Year 1, to undertake a conversation on a selected topic with their examiner in Years 2 and 3, and they may be expected to give an oral presentation in Arabic in Year 4.

3 Reading and responding (25%)

Students can be given a range of written materials (advertisements, articles, short passages, e-mail messages and other internet sources). The examination may incorporate a variety of test-types such as grid completion, multiple-choice, matching, forms of plan completion, note taking, comprehension questions in Arabic, and interpreting tasks. Some of the tasks may require a response in English.

4 Writing (45%)

The examination may require the completion of a number of tasks including making a list, filling in a form, writing a paragraph or longer piece of writing, or translation to and from Arabic.

In Year I, course A100, the tasks may range from short sentence answers to paragraph writing (of about 50 words), either in answer to a message or postcard or in response to other simple stimuli in the target language. There will be some choice in the questions.

In Year 1, course A150, the students will be required to produce a piece of continuous writing of about 100 words. This could be a reply to a letter or email message in the target language, or the expansion of notes or stimuli in the target language.

In Year 1, course A160, the students will be required to produce a piece of continuous writing of about 100 words. This could be a reply to a letter or email message in the target language, or the expansion of notes or stimuli in the target language.

In Year 2, course A200, the students will be required to produce a piece of continuous writing of about 150 words on a topic. There will be an element of choice.

In Year 2, course A250, the students will be required to produce a piece of continuous writing of about 200 words on a topic. There will be an element of choice.

In Year 3, courses A300 and A350, the variety of tasks to be performed will include a piece of continuous writing of about 250 – 300 words on a topic.

In Year 4, courses A400 and A450, the variety of tasks to be performed will include a piece of continuous writing of about 350 – 400 words on a topic.

LEARNING OUTCOMES

Year 1 (A100 / A150)

They become familiar with the sounds, written form and grammar and begin to express themselves in writing, with simple role-play and dialogues.

(a) **Listening and responding**

Understand short, learned and some sentence length utterances, especially where context supports understanding and speech is clear and audible

Comprehends most words in simple questions, commands and requests but may need repetition

Assessment will ask the students to:

identify and note main points of the simple conversation they have heard, on multiple-choice sheets

extract specific details and write down details of the conversation they have heard

take dictation

(b) **Speaking**

Take part in brief, prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond

Use short sentences or phrases to express personal responses

Assessment will concentrate on simple everyday conversation and role play on practiced exchanges.

(c) **Reading and responding**

Has sufficient control of the writing system to interpret written language in areas of practical need

Where vocabulary has been learned, can read for instructional purposes, standardized messages, and phrases and expressions

Begin to read independently from selected short simple texts of higher competency

Assessment will ask the students to:

identify and note information in the simple texts, multiple choice

extract specific details from posters, announcements, postcards and similar texts

(d) Writing

Able to write simple fixed expressions and supply information on simple documents and materials

Can write simple autobiographical information

Write several short sentences on a familiar topic

Express personal responses such as likes/dislikes, and feelings on certain topics

Assessment will ask the students to:

write lists (such as shopping lists)

fill in forms

write a message or a postcard

translate simple sentences to and from Arabic

Year 2 (A200 / A250)

Students begin to express themselves in writing and orally using simple structures on familiar topics. They begin to read and understand simple authentic texts on familiar topics, and translate them to and from Arabic.

(a) **Listening and responding**

Understand longer stretches of connected discourse on a number of topics pertaining to different times and places

Cope with language spoken at near-normal speed under circumstances without interference or hesitancy, on familiar topics

Topics do not differ from an advanced level listener, but comprehension is less in quantity and poorer in quality

Assessment will ask the students to:

identify main ideas

extract information

understand factual reference to past, present and future events

(b) **Speaking**

Can initiate, sustain and close a general conversation with a number of strategies appropriate to a range of circumstances and topics

Limited vocabulary causes hesitation, but there is evidence of increasing connected discourse

Can narrate and describe

Assessment will have an element of structured role play as well as conversation on rehearsed topics.

(c) **Reading and responding**

Understand a range of simple connected texts dealing with basic personal and social needs including texts covering present, past, or future events

Can read texts of higher level with some accuracy

Reading includes basic authentic materials

Assessment will ask the students to:

extract information

show some understanding of unfamiliar language in context

understand references to past, present and future events

(d) **Writing**

Produce short pieces of writing, in correct simple structures, that seek out and convey information and feelings, referring to recent experiences or future plans, as well as to everyday activities

Assessment will ask the students to:

produce pieces of continuous writing, which may be a reply to a letter in the target language, the expansion of notes or be based on simple stimuli in the target language

summarize biographical data, describe and narrate events
translate to and from Arabic

Year 3 (A300 + A350)

Students know the sounds, written forms, and grammar of MSA and they can express themselves in writing with increasingly complex structures and in speech with dialogues, and they can read and understand modern authentic texts on limited topics and translate them to and from Arabic with some accuracy.

(a) **Listening and responding**

Understand main ideas and most details of connected discourse on a variety of topics spoken at near-normal speed under favorable conditions

Familiarity with topics is the main element of comprehension

Texts include interviews, short lectures on familiar topics, news items and reports with factual information

Assessment will ask the students to:

identify facts

extract information from heard communications

(b) **Speaking**

Take part in conversations, discussions and convey feelings on routine social demands and limited work requirements

Can handle with confidence most normal, high frequency social conversational situations including current events, work, family and personal history

Can elaborate, complain and apologize, narrate and describe with some accuracy

Can be understood by speakers of MSA with ease

Assessment will ask for taking part in a conversation with an interlocutor on a given topic with a familiar scenario, or give personal presentations on a given topic.

(c) **Reading and responding**

Able to read longer prose of several paragraphs in length, but with a clear structure, using familiar sentence patterns

Can understand the main ideas but may miss some details

Reading includes authentic materials (poetry, prose, etc): short stories, news items, bibliographical information, social notices, personal correspondence, letters, and technical materials written for the general reader

Assessment will ask the students to:

identify facts

understand the contents of the text

scan a text

skim a text

(d) Writing

Produce writings, in joined sentences, that convey information on familiar topics

Can take notes, write resumes and summaries, narrate and describe

Good control of syntax and morphology and the most frequently used patterns but makes mistakes in producing complex sentences.

Assessment will ask the students to:

to produce pieces of continuous writing: take notes, narrate, summarize

to translate to and from the target language

Year 4 (A400 + A450)

Students know the sounds, written forms and grammar of MSA and they can express themselves in writing and in speech, and they can read modern authentic texts on different subjects with almost no difficulty, and translate them to and from Arabic. They are also familiar with Classical Arabic.

Students improve their understanding of Arabic by listening to and watching radio and television broadcasts.

(a) Listening and responding

Understand the main ideas of most speech in MSA especially on routine social demands and work related topics

May not be able to sustain comprehension in extended discourse which is topically and linguistically complex

May fail to grasp all the sociocultural nuances of the heard message

Has some ability to understand implications in the heard message

Assessment will ask the students to:

identify points of view

extract information from heard communications

(b) Speaking

Able to satisfy the requirements of a broad everyday, social and work situations

Can discuss concrete topics relating to special fields of competence

Increasing ability to hypothesize, support opinions and explain in detail

Take part in conversations, discussions and convey opinions

Assessment will require personal presentations on a topic and the answering of questions in Arabic on the presentation.

(c) Reading and responding

Understand the factual contents of a range of written materials

Understand discussions on concrete topics related to professional interests

Have broad active reading vocabulary

Text types include international news items

Can detect opinions and intellectual discussions

Assessment will ask the students to:

identify points of view

understand the contents of the text

scan a text

skim a text

summarize a text

(d) Writing

Able to write about a variety of topics with significant precision and in detail.

Can write most social and informal correspondence

Can describe in narrative personal experiences and interests but may be weak in supporting points of view or opinions

Assessment will ask the students to:

produce pieces of continuous writing

translate to and from the target language

Topic Areas

These are the minimum general topic areas and related subtopics to be covered during the four years of Arabic instruction in the department. Vocabulary lists are based on this list of topics and subtopics.

Years I and II

People: Oneself, family, friends, new contacts, and important people in the target culture

Year 1

- give and seek information about oneself and family members: how many, names, ages, and occupations
- give and seek information about friends: their names, ages, and nationalities
- describe family members (including pets), friends, and other persons in terms of their appearances and temperament

Year 2

- describe lives of people
- discuss family life
- compare similarities and differences in family life among different cultures

Home Life

Year 1

- give and seek general information about people's homes: location, type, and rooms
- give and seek information about household routine: times, meals, and jobs done in the house
- give descriptions of and seek information about rooms: furnishings, amenities, and activities corresponding to each room
- express, seek, and explain views and opinions about the features of a house: good and bad points, the student's own room and amenities
- give an account of a period of time the student spent or plans to spend at home: a typical evening at home, a special day, or a weekend

Life at University

Year 1

- give and seek general information about people's schools, colleges, universities, and departments: their size, daily routine, transport, timetables, and activities in and out of classes
- give and seek information about subjects studied and about likes and dislikes related to subjects studied

give an account of a period of time the student spent or plans to spend at the department: a typical day or some special event

Year 2

explain what is and what is not satisfactory about university life, courses, or departments

give the advantages and disadvantages of studying different degree courses (e.g. history vs. economics vs. medicine)

Health and Fitness

Year 1

describe parts of the body

give and seek information about symptoms of illness such as pain, fever, or sickness, and information about general physical condition

Year 2

give and seek information about what people eat to keep healthy and fit: foods and drinks people choose or avoid, and activities people choose and avoid

suggest possible diets and changes to lifestyle to keep healthy and the effects they would produce

Free Time

Year 1

give and seek information about people's interests, pastimes and leisure activities, in the home and in town

describe free time activity, event or performance

arrange to meet a friend for free time activity

cancel or rearrange a meeting with a friend for a free time activity

give and seek information about where and when to meet

understand the language involved in accepting, rejecting, and confirming invitations

Special Occasions

Year 1

give and seek information about special events such as birthdays, etc.

give and seek information about festivals or special events in different cultures

Year 2

recognize and evaluate views about special occasions such as religious holidays, marriages, and experiences related to such events

compare features of target cultures in terms of common religious festivals

The Environment

Year 1

- give and seek information about the current weather conditions
- give and seek information about weather conditions in the past or for a time in the future

Work

Year 1

- give and seek information about any job or work done by the student or the family members, friends, etc. including what job it is, the hours of work and amount of pay, etc.

Year 2

- discuss advantages and disadvantages of different opportunities for further study or different careers
- suggest changes to how a particular profession or job is carried out and express the effects these would produce

The Media

Year 1

- give and seek information about names and times of different media such as TV and radio programs, newspapers, magazines, music, video, film, advertising, the internet, etc.

Year 2

- express and seek views and opinions about the media in general
- describe contents of books and attempt simple reviews

Communication: Language and its Uses

Year 2

- describe a language and explain its functions for its speakers
- talk about varieties of a language

Places

Year 1

- simple descriptions of places
- give and seek information about timetables for travel

Year 2

- give an account of a journey
- discuss geographical locations

describe prominent buildings at a location and their functions

Years III and IV

In addition to the general topic areas of Years 1 and 2, the following specific areas are added. The list is not exhaustive.

Geography

Journalism

Literature

Literary criticism

Literary history

Folk literature

Drama

Poetry

- By Nizar Qabbani
- By Zuhayr bin Abi Salma
- By al-Khansaa'
- By Ibn al-Rumi
- By Adonis
- Su'ad al-Subah
- Abd al-Aziz al-Muqalib
- Amal Dunqul
- Samih al-Qasim
- Sumayyah al-Susi
- Muhammad al-Fayturi

People

Biographies of famous people

Memoirs

Politics and Religion

The issue of 'Islamic fundamentalism'

Oil

Economic problems

Arab Christians

Globalization

Islam & the family

Feminism

War and issues of identity

Grammar Points in al-Kitaab I + II + III

This table indicates only when each grammatical point is introduced. Once introduced, each point is recycled and repeated and used in new sections.

One	Two	Three
Gender definite article relational adjective asking questions (interrogatives)	Perfect & Imperfect tenses of verbs Geminate verbs كم	Placement of the demonstrative pronoun after the noun Hollow verbs ما الفعلية والظرفية
Subject pronouns plural non-human plural agreement the nominal (equational, subject-predicate) sentence	اسم الفاعل واسم المفعول الإضافة	ما الاسمية والشرطية الفعل الناقص
الإضافة Possessive pronouns	كان واخواتها الإضافة Passive voice	الفعل الرباعي Active and passive participles for finally weak verbs Numbers
Present tense negation of the present tense the verbal sentence more interrogatives	ان واخواتها اسم المكان جمع التكسير الممنوع من الصرف	كان وان وكاد واخواتهن ذو والاسماء الخمسة
Adverbs Noun-Adjective phrases Demonstrative pronouns	الإضافة غير الحقيقية أفعل التفضيل ووزن فعلى التمييز	قد Review of verb tenses
المصدر Interrogative: لماذا	الحال Finally defective Form I active participle	واو المعية والمفعول معه Passive voice + المصدر + الفاعل

	فعل معتل الفاء (واوي)	المفعول به المشتقات
+ ل وعند ومع pronouns (prepositions + pronouns) fronted predicate كان كم Number 1-10	Imperative النهي لام الامر كان واخواتها ما التعجبية	Forms of the masculine and feminine Colors اذا الفجائية
past tense negation of past study of the verb: past, present, gerund, root, form the dictionary numbers 11-100	Assimilation in افتعل Meanings of the verb forms	ايا- المفعول المطلق
negation of the nominal sentence ordinal numbers "what time is it?"	لا النافية للجنس المفعول به المفعول فيه المفعول المطلق المفعول لاجله الفعل الاجوف	Parts of the body- feminine & masculine
present subjunctive الى وعلى + pronouns object pronouns	كاد واخواتها الفعل الناقص	
present indicative adjectival phrase quantifiers (kul, ba'd, mu'zam, 'iddat)		
the superlative the future lan subject-verb agreement in verbal sentences		
negation of the past with lam +		

<p>the present jussive table of the indicative, subjunctive, and jussive <i>'anna</i>, verbs with <i>anna</i> and <i>an</i>, <i>maa zaala</i></p>		
<p>the nominal sentence (describing places) definite and indefinite <i>idafah</i>, verb forms, the dictionary</p>		
<p>relative pronouns, <i>maa</i>, <i>man</i>, review of negation, the conditional</p>		
<p>the comparative verb forms II and IV case endings on nouns (nominative, accusative, genitive) <i>"min al... an"</i></p>		
<p>Verb forms, VII and VIII, declension of nouns (genitive, nominative, accusative)</p>		
<p>the colors, the dual verb forms II and V, <i>"inna wa anna"</i></p>		
<p>the feminine</p>		

plural, " <i>ka, mithla, kamaa, ka'anna</i> "		
reading dates, the gerund as subject of a verbal and nominal sentence		

SUMMARY OF COURSE TITLES

Arabic Language Related Other	Arabic Courses 2008-2009
<p>N223/N523 Conversational Arabic UG Pre req: 2 meetings/week (2:30 contact hours total) 3 cr.</p>	<p>A100/A500 UG Open to everyone 5 meetings/week (4:10 contact hours total) 4 cr.</p>
<p>N255/N555 Multimedia Arabic UG Pre req: A200 2 meetings/week (2:30 contact hours total) 3 cr.</p>	<p>A150/A550 UG Pre req: A100 with a pass grade 4 meetings/week (4:10 contact hours total) 4 cr.</p>
<p>A310/A610 Arabic Dialects I UG Pre req: A150 2 meetings/week (2:30 contact hours total) 3 cr.</p>	<p>A160/A560 UG Only offered in spring semester for students who already know some Arabic Meetings/week TBD Contact hours TBD Credits TBD</p>
<p>A320/A620 Arabic Dialects II UG Pre req: A310 2 meetings/week (2:30 contact hours total) 3 cr.</p>	<p>A501 G (no UG section) Open to all graduate students 4 meetings/week (5:00 contact hours total) 5 cr.</p>
<p>N310/N510 Arabic Composition UG Pre req: A150 2 meetings/week (2:30 contact hours total) 3 cr.</p>	<p>A551 G (no UG section) Open to all graduate students 4 meetings/week (5:00 contact hours total) 5 cr.</p>
<p>N312/N512 Arabic Grammar UG Pre req: A200 2 meetings/week (2:30 contact hours total) 3 cr.</p>	<p>A200/A600 UG Pre req: A150 with a pass grade 3 meetings/week (3:45 contact hours total) 3 cr.</p>
<p>N324/N524 Intro to Arabic Linguistics</p>	

<p>UG 2 meetings/week (2:30 contact hours total) 3 cr.</p> <p>N329/N529 Arabic Phonetics and Phonology UG 2 meetings/week (2:30 contact hours total) 3 cr.</p>	<p>A250/A650 UG Pre req: A200 with a pass grade 3 meetings/week (3:45 contact hours total) 3 cr.</p> <p>A300/A660 UG Pre req: A250 with a B or higher grade 4 meetings/week (3:20 contact hours total) 3 cr.</p> <p>A350/A670 UG Pre req: A300 with a B or higher grade 4/week (3:20 contact hours total) 3 cr.</p> <p>A400/A680 UG Pre req: A350 with a B or higher grade 4 meetings/week (3:20 contact hours total) 3 cr.</p> <p>A450/A690 UG Pre req: A400 with a B or higher grade 4 meetings/week (3:20 contact hours total) 3 cr.</p>
--	---

**** Please note that NELC also offers courses such as N305/N695 (Graduate Topics in NELC) and N590 (Directed Readings in Arabic) for students of higher competency levels in Arabic. These courses are conducted solely in Arabic and registration is allowed after proficiency testing.**

Important Notes

- * Arabic teaching is composed of “four language skills” based language course units.
- * ONLINE GRAMMAR and ONLINE STUDY SKILLS (learning how to learn languages) and other documents are on the NELC Website under Resources at:

<http://www.indiana.edu/~nelc/resources.shtml>

or

<http://www.iub.edu/~celtie/arabic.html>
- * A100/500 is strictly for beginners with absolutely no knowledge of Arabic.
- * A160 is an Arabic language course covering two semesters of Arabic in one semester. However, this course is strictly for those who have been exposed to Arabic. Those who want to take the course will have to take an examination given by the department before they can be admitted.
- * All UG students who sign for Arabic language courses will be given a placement test, if the instructor finds it necessary, in order to determine their correct level. This placement test is based on the Learning Outcomes given in this document.
- * A student, who wants to continue to a higher level (next semester) Arabic during the first two years has to obtain a passing mark from the preceding level, and a B+ or higher after the second year. That is:

A passing mark is required to move between Years 1 and 2 and their levels.
Passing mark of B+ or above is required to move to Year 3 and between Year 3 levels.
Passing mark of B+ or above is required to move to Year 4 and between Year 4 levels.
- * Arabic is the language of instruction in the classroom.
- * Course descriptions will make it clear to the students of how much time they need to put into studying Arabic on their own. That is an average of 2-3 hours daily.

2010-11 Cohort

Year I:	Alif Baa + Al Kitaab v. I up to Chapter 13
First Year Arabic (A160)	Al Kitaab v. I up to Chapter 13
Year II:	Al Kitaab v. I (book finishes) and v..II up to Chapter 2
Year III:	Al Kitaab v. II (book finishes) and v. III
Year IV:	Al Kitaab v. III and additional materials

IMPORTANT PLACEMENT TEST INFORMATION

Students who have previous knowledge of Arabic must take a placement test given by the Department before they enroll in Arabic language classes (April and August each year, see BEST website). The test will have both written and oral sections. Please contact the Arabic Language Coordinator Dr Zaineb Istrabadi (zistraba@indiana.edu) to take this exam.

Your scores will be available the next day you take the exam and you can learn them through the Departmental Office by coming in person and presenting your picture ID.

If you test out of 100 level, you will be rewarded those credits automatically. If you test out of 250 level, you may be rewarded special credit for 200 level courses.

If your test shows that you need to review your elementary level Arabic, you will be given credit for A100 and signed on to a special course A160 in the spring semester.

REQUEST FOR SPECIAL CREDIT IN ARABIC

100-level credit will be automatically processed after you have taken the placement exam. To receive 200-level special credit, you will have to take the course into which you place after the placement exam. It is important that you apply for 200-level credit before you graduate or transfer to another university or you will be charged for each credit hour of special credit.

- If you placed into A160, you will receive 4 credit hours of special credit for A100.

- If you placed into A200, you will receive 8 credit hours of special credit for A100 and A150.
- If you placed into A250, you may apply for 3 credit hours of additional special credit in A200 only if you complete A250 with a passing grade.
- If you placed into any 300-level Arabic course, you may apply for 6 credit hours of additional special credit in A200 and A250 only if you complete a 300-level course with a passing grade.

Cost: Special credit will be free if you are enrolled in at least 12 hours on the Bloomington campus at the time you apply for the credit or in the semester prior to when you apply. Special credit that is not free will not be processed unless the student applies for it in the Recorder's Office. Special credit will cost the same as tuition.

High School Students: If you enrolled in Arabic at another university while still in high school, you will be eligible for IU special credit if you take the placement test. For example, as a high school senior, you took A200 through a University. When you matriculate at IU, you test into A200 or higher or you successfully take A250 at IU. You would then be eligible to receive special credit for A100 / A150. You must apply for this credit.

Please check your transcript in OneStart to see if you already have special credit. If you have any questions, please e-mail Undergraduate Student Advisor.

If you have further questions please contact the Director of Language Instruction Dr. Cigdem Balim (cbalim@indiana.edu).

Arabic Language AI Training

Outline of Training:

- 1 Arabic language instructors are required to attend the NELC Workshop in August on Language Learning and Language Teaching Methodologies as they relate to Less Commonly Taught Languages before the new academic year starts.
- 2 They also attend the training sessions offered by the Center for the Study of Global Change, the Center for Language Technology and Instructional Enrichment (CeLTIE), and the Department of Second Language Studies (SLS) in August.
- 3 They attend as many of the SOTL (Scholarship of Teaching and Learning) and Campus Instructional Consulting sessions as possible during the year.
- 4 During the semester they take a three credit course titled Teaching LCTL (N696).
- 5 Every week the AIs meet with the Director of Language Instruction and the Coordinator of Arabic Language (CAL) to discuss that week's issues, exchange ideas, and for feedback. During the meetings they share best practices, daily lesson plans for the coming week, and assignments. This is also a time for making sure that all sections of the same Arabic course are 'on the same page' (literally). Examinations are prepared centrally and distributed to the AIs before the exams. Therefore, these meetings also allow for discussion of the grades received by students and exam questions.

Evaluation and Quality Assurance

AIs are observed during teaching (both semesters) and Departmental 'AI Appraisal forms' are completed by the observer(s). This is followed by a feedback session.

Two informal assessment forms are filled by students, and the results are discussed with the individual AIs at feedback sessions.

AIs are formally assessed by the students on forms issued by the University (BEST).

Each assessment/appraisal is followed by feedback.

Personal files of the AIs contain documentation which relate to issues above, and reappointment takes the contents of the personal files into consideration. For details see the Department's AI Handbook.

ADMINISTRATION OF TEACHING AND LEARNING

Director of Language Instruction

The Director of Language Instruction (DLI) is responsible for ensuring the quality and the efficient administration of language teaching in the department. The DLI reports to the department chairman and to the faculty at faculty meetings. He/she is a member of the Curriculum Committee and consults CAL especially and other faculty members and students to ensure development and innovation in teaching and learning.

The responsibilities of DLI include:

- 1 Language curriculum development and innovation
- 2 Supervision of classroom practices and quality of learning
- 3 Training of AIs
- 4 Supervision of AIs
- 5 Overseeing the keeping of AI teaching profile files
- 6 Facilitating Independent Language Learning (student training programs, resource center preparation, and related activities)
- 7 Keeping in touch with international programs, year abroad/summer abroad and language programs abroad
- 8 Keeping up with national and international developments in language teaching and learning.

Coordinator of Arabic Language (CAL)

The CAL works with and reports to the Director of Language Instruction (and to the department chairman when necessary). The duties of the CAL are:

- 1 Supervision of preparation and administration of the department's Arabic language exams (midterms and finals)
- 2 Preparation of Arabic proficiency and placement testing
- 3 Preparing and supervising the preparation of Arabic materials for the resource center
- 4 Helping the DLI with AI supervision/observation of classes/evaluation Questionnaires and keeping AI teaching profile files
- 5 Keeping up with latest advances in Arabic teaching nationally and internationally.

Comparison Chart of Language Proficiency Levels, which was used in writing the NELC Arabic curriculum (minimum proficiency at Level 2+ of ILR scale is aimed by the Department after 4 years of training without studying Arabic overseas)

ILR (Interagency Language Roundtable) Scale	ACTFL (American Association of Teachers of Foreign Languages) Scale	Definition
5	Native	Able to speak like an educated native speaker
4+ 4	Distinguished	Able to speak with a great deal of fluency, grammatical accuracy, precision of vocabulary and idiomaticity
3+ 3	Superior	Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations
2+	Advanced Plus	Able to satisfy most work requirements and show some ability to communicate on concrete topics
2	Advanced	Able to satisfy routine social demands and limited work requirements
1+	Intermediate – High	Able to satisfy most survival needs and limited social demands

1	Intermediate - Mid	Able to satisfy some survival needs and some limited social demands
	Intermediate - Low	Able to satisfy basic survival needs and minimum courtesy requirements
0+	Novice - High	Able to satisfy immediate needs with learned utterances
0	Novice - Mid	Able to operate in only a very limited capacity
	Novice - Low 0	Unable to function in the spoken language No ability whatsoever in the language