

ARABIC LANGUAGE
SYLLABUS FOR SECONDARY SCHOOLS

منهج اللغة العربية
للمدارس الثانوية

جمهورية مالطا
وزارة التعليم

Marisa Farrugia B.Ed.(Hons.), M.A. (Toronto), Ph.D. (Leeds)
Education Officer for Arabic

Department of Curriculum Management and eLearning

Directorate for Quality & Standards in Education
Ministry of Education

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July 2009

1 INTRODUCTION

This syllabus is a complete revised version of the 1989 Arabic Language Syllabus for Secondary Schools. This version has been prepared by the Arabic Section within the Curriculum Management and eLearning Department. The syllabus is designed to cover both the five year course and the three year course at secondary level for examination at age 16 plus. The syllabus takes into consideration the different learning abilities of students and attempts to list those attainment targets which are believed to be valid and suitable for a particular range or ability. The attainment targets are divided into eight (8) levels or bands, but it has to be pointed out that the syllabus is cumulative.

This syllabus has been developed within the parameters set by:

- the Education Act;
- the National Minimum Curriculum;
- the Common European Framework of Reference;
- the syllabi established by the Syllabus Panels of the MATSEC Board of the University of Malta.

2 RATIONALE

The study of languages provides opportunities for students to become more tolerant of diversity, more respectful of others and more aware of their place in the international arena. Travelling and migrating between countries, cultures and languages has become more commonplace because of globalisation. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world, especially through information and communication technologies.

By studying Arabic as a foreign language in Maltese schools, students become independent individuals and valid members of society who can achieve lifelong benefits. The ability to attain linguistic competence allows them to communicate with Arabic speakers not only locally but also around the world. Those who study Arabic would have opportunities for future employment, both domestically and internationally, in areas such as commerce, tourism, hospitality, IT, international relations, state security and services.

Arabic is a widely spoken language. It is the official language of 22 countries spread over two continents and one of the official languages of the United Nations. According to Grimes' (1988, Texas) ethnologue of languages, Arabic is ranked amongst the top languages mostly spoken in the world.

The study of Arabic enables learners to gain access to, and to appreciate the rich Arabic culture, history, calligraphy, art and literature.

3 AIMS OF THE FOREIGN LANGUAGE SYLLABUS

The aims set out below describe some of the educational purposes of following a foreign language course. They are not listed in order of priority. The aims are to:

1. Develop the ability to use the language effectively for purposes of practical communication with the country of residence and in all the countries where the language is spoken;
2. Form a sound base of skills, language and attitudes required for further study, work and leisure;
3. Offer insights into the culture of the countries where the language is spoken;
4. Develop a fuller awareness of the nature of language and language learning;
5. Encourage positive attitudes towards language learning and towards speakers of the target language;
6. Develop a sympathetic approach to other cultures and civilisations;
7. Provide enjoyment and intellectual stimulation;
8. Prepare the learner for the world of work;
9. Provide a suitable foundation for further study and or practical use of the target language.

4 OBJECTIVES OF THE ARABIC LANGUAGE SYLLABUS

The main objective is to enable students to develop communication skills, focus on languages as systems and gain insights into the relationship between language and culture, leading to lifelong personal, educational and vocational benefits.

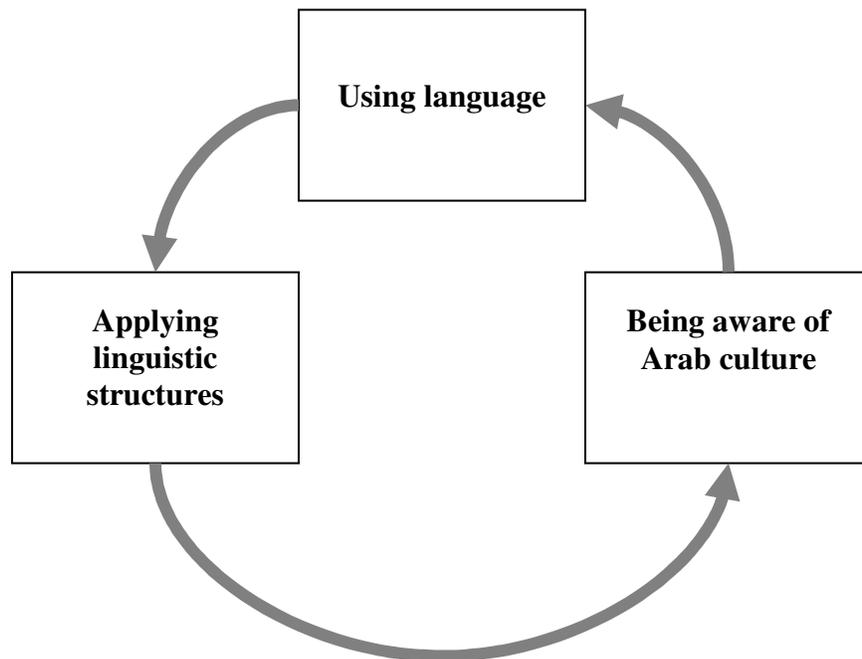
This syllabus sets itself the objective of assisting the students to acquire the four language skills mainly:

- speaking
- listening and responding
- reading
- writing

The four language skills should be inter-related in an integrated approach whereby every lesson should ideally incorporate listening, speaking, reading and writing. This syllabus follows the main policy of the National Minimum Curriculum whereby the “document

recommends that [...] teachers of foreign languages teach in the language in question.” (p.62)

Thus it is expected that teachers of Arabic teach in the target language, however without ignoring the students’ level of understanding and or proceeding with an across-the-board policy. When learners respond in the mother tongue the teacher should repeat in Arabic.



Students should commit themselves to acquire and use effectively all the 4 skills to communicate in Arabic; to apply and make use of linguistic connections; and to develop knowledge and understanding of the culture of the Arabic speaking communities.

This syllabus is designed to enable students to:

- Develop understanding of the spoken and written forms of the Arabic language in a range of contexts.
- Develop the ability to communicate effectively in the target language through both the spoken and written word, using a range of vocabulary and structures.
- Develop knowledge and understanding of the grammar of the target language and the ability to use it appropriately.
- Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.
- Develop knowledge and understanding of countries and communities where the target language is spoken.

5 GENERAL LEARNING OUTCOMES

The learning outcomes described in this syllabus should be regarded as setting the basis for further development of knowledge, understanding and skills in the Arabic language learning. They have been designed on the first four tiered scales of the *Common European Framework of Reference* of the Council of Europe. These learning outcomes should serve as parameters for planning and assessment by describing what students should know and be able to do at a particular level. The described learning outcomes should assist the teacher in assessing more precisely his/her students in what is expected of them at different stages of learning. The learning outcomes should also help the students to achieve or monitor their language competence from following a particular course.

By using the learning outcomes as a monitoring system on the students' progress, the teacher is compelled to adopt a student-centred approach in his/her methodology. A student-centred approach is considered as one of the most important systems to facilitate learning and assist the student to progress according to his/her abilities and reach the particular outcome(s). The teacher should inform the students about the learning outcomes and their expected performance at the different levels attained. The feedback should help the students to progress further. Thus the learning outcomes can serve as self-assessment statements.

The Council of Europe has worked out a six-tiered scale for language competency, of which only the first three scales are applicable to the local Secondary level language syllabi and the SEC language examinations. These six-tiered scales are:

- A1 - Breakthrough
- A2 - Waystage
- B1 - Threshold
- B2 - Vantage
- C1 - Effectiveness
- C2 - Mastery

The general learning outcomes are described according to the Forms and based on the CEF's scales that are to be attained locally.

Form 1

By the end of Form 1, the student should be able to master the following linguistic skills:

A1 Breakthrough	
LISTENING	<p>Recognises and responds to words, phrases and simple sentences in spoken Arabic</p> <p>Can follow speech which is very slow and carefully articulated for the student to grasp the meaning</p> <p>Can understand phrases and expressions related to immediate needs</p> <p>Can understand questions and instructions and follow short and simple directions</p>
SPEAKING	<p>Can use simple words and phrases to communicate about familiar themes</p> <p>Uses known vocabulary to share information</p> <p>Identifies ways in which meaning is conveyed by the sounds and symbols of Arabic</p> <p>Can produce minimal responses</p>
READING	<p>Can match the text to the images and identify the main points of the text</p> <p>Can identify and respond to key words, phrases and simple sentences in context in written Arabic</p> <p>Understands short, simple messages and simple written instructions</p> <p>Understands everyday signs and public notices</p>
WRITING	<p>Demonstrates developing writing skills by recognizing and copying the Arabic alphabet in its various forms, shapes and different positions in words</p> <p>Develops writing skills in context by matching words with pictures, and labelling objects</p> <p>Can write simple short messages or notes to friends with the help of the dictionary</p> <p>Can produce short basic descriptions of everyday activities and familiar matters</p>

By the end of Form 1 students should be familiar with the following cultural aspects:

- demonstrate awareness of cultural diversity
- identify cultural practices in Arabic-speaking communities

Form 2

By the end of Form 2, the student should be able to master the following linguistic skills:

A1 Breakthrough	
LISTENING	<p>Recognises and responds to spoken texts in Arabic in familiar contexts</p> <p>Can understand numbers, prices and time frames</p> <p>Recognizes different attitudes and emotions</p> <p>Demonstrates general comprehension of everyday expressions dealing with simple and concrete everyday needs</p>
SPEAKING	<p>Can participate in simple conversations showing some ability to communicate basic ideas in straightforward language</p> <p>Achieves a generally accurate pronunciation</p> <p>Becomes familiar with formal and informal styles of speech and uses key expressions, basic greetings and simple commands</p> <p>Can reproduce the phonetic, intonation and stress in patterns of speech for effective communication</p>
READING	<p>Can understand the general ideas of simple informational and descriptive texts</p> <p>Can understand and respond to simple texts, putting together known words and phrases from the same given texts</p> <p>Can read with some fluency the sentences presented in the textbooks</p> <p>Recognizes and understands the features of different parts of speech, word roots, prefixes, suffixes and verb tenses</p>
WRITING	<p>Uses models to write text and convey personal information and ideas</p> <p>Can write simple isolated phrases and sentences correctly</p>

	<p>Can fill in forms with personal details</p> <p>Can write correct answers to questions of written simple comprehension texts with known vocabulary</p>
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By the end of Form 2 students should be familiar with the following cultural aspects:

- recognise the link between culture and a sense of national identity
- identify connections between culture and common language use in different Arabic-speaking countries

Form 3

By the end of Form 3, the student should be able to master the following linguistic skills:

	A2 Waystage
LISTENING	<p>Organises and responds to main ideas from aural texts in familiar contexts</p> <p>Can understand enough to handle simple routine exchanges without too much effort</p> <p>Can understand phrases and expressions related to immediate needs</p> <p>Can generally follow and understand clear, standard speech on familiar matters and concrete needs in everyday life</p>
SPEAKING	<p>Can express ideas in simple conversation using familiar words and sentences</p> <p>Interacts with others by sharing key points of information on themes and situations already dealt with</p> <p>Can make use of interrogative statements, surprise and wonder forms during conversations</p> <p>Develops simple conversations which include past, present and future events, involving the use of different tenses</p>
READING	<p>Can understand short, simple texts written in common everyday language</p>

	<p>Organizes and responds to key ideas from written texts in familiar contexts</p> <p>Can understand short texts related to everyday situations, job or surrounding environment and responds to related questions</p> <p>Can understand simple personal letters, notes or messages</p>
WRITING	<p>Writes texts to present main points of information</p> <p>Can write texts to explain one's own likes and dislikes</p> <p>Can write basic descriptions of events and activities</p> <p>Can write texts to describe past and present personal experiences</p>

By the end of Form 3 students should be familiar with the following cultural aspects:

- demonstrate knowledge of key features of the culture of the various Arabic-speaking countries
- demonstrate knowledge of the geographical and political features of the Arabic-speaking countries

Form 4

By the end of Form 4, the student should be able to master the following linguistic skills:

A2 Waystage	
LISTENING	<p>Demonstrate understanding of the main ideas and supporting detail in oral and aural texts and responds appropriately</p> <p>Can handle simple conversations in shops, banks, stations, hotels etc.</p> <p>Can follow narratives, descriptions, directions and instructions in standard Arabic dealing with predictable everyday matters</p> <p>Can identify the main ideas of TV news items</p>
SPEAKING	<p>Can establish and maintain adequate communication in familiar situations</p>

	<p>Can express opinions and respond to questions on a chosen topic</p> <p>Can deal with open questions but rarely expands further</p> <p>Can handle with some confidence telephone conversations in predictable situations</p>
READING	<p>Demonstrates understanding of the key ideas and supporting detail in written texts and responds appropriately</p> <p>Can follow specific information in simple everyday material like advertisements, brochures, letters, menus and timetables</p> <p>Can correlate the titles with the main points of newspaper articles and magazines</p> <p>Can understand everyday signs and notices in public places such as streets, stations, airports and in workplaces</p>
WRITING	<p>Apply a range of linguistic structures to express own ideas in writing</p> <p>Can write short notes and messages relating to matters of everyday life</p> <p>Can write short simple narrative and descriptive essays about the family, living conditions, surrounding environment, school or job</p> <p>Can express key ideas and emotions in letters, notes and short messages</p>

By the end of Form 4 students should be familiar with the following cultural aspects:

- demonstrate understanding of significant cultural practices in the Arabic-speaking countries
- demonstrate knowledge of various outstanding personalities who enriched the Arab culture

Form 5

By the end of Form 5, the student should be able to master the following linguistic skills:

	B1 Threshold
LISTENING	<p>Can understand the information content of the majority of audio material about familiar subjects spoken relatively slowly and clearly</p> <p>Can guess the meaning of occasional unknown words from the context and understand sentence meaning if the topic discussed is familiar</p> <p>Can understand and follow the main points of TV programmes or</p>

	<p>current affairs on topics of general interest in standard language</p> <p>Can select and analyse information in spoken texts and respond appropriately</p>
SPEAKING	<p>Can speak confidently in standard language, with good pronunciation and intonation</p> <p>Can initiate and develop conversations and narrate events</p> <p>Can express and justify ideas and produce longer sequences of speech by using a variety of vocabulary, structures and verb tenses</p> <p>Can convey a clear message although with some errors especially when student uses more complex structures and unfamiliar situations</p>
READING	<p>Select, summarise and analyse information and ideas in written texts</p> <p>Can identify the main conclusions in clearly written argumentative texts</p> <p>Can understand the description of events, feelings and wishes in personal letters well enough to correspond with a friend or acquaintance</p> <p>Can read and understand with ease medium length articles from newspapers or magazines</p>
WRITING	<p>Can express own ideas and compose descriptive, argumentative and narrative essays about various topics</p> <p>Can fill in complex forms and produce greeting cards or invitations</p> <p>Can take messages describing enquiries, problems or information</p> <p>Can write a brief review of a book or a film</p>

By the end of Form 5 students should be familiar with the following cultural aspects:

- understand the interdependence of language and culture in a range of texts and contexts
- identify aspects of the Arab culture in texts

6 CONTENT

The Arabic syllabus for the Secondary level provides for a range of learning from Form 1 to Form 5. Presently Form 1 and Form 2 have three hours of Arabic instruction per week while from Form 3 to Form 5 have two hours and fifteen minutes of Arabic instruction per week. Those students who opt for Arabic from Form 3 have three hours of Arabic instruction per week. The learning outcomes and the syllabus content are essential for the award of the Secondary Education Certificate.

The syllabus learning outcomes and content can be demonstrated through a different range of contexts, themes, topics and activities determined by the teacher who takes into account the needs required, the resources, textbooks and facilities of the school where Arabic is taught. The organisation of the syllabus content for Form 1 to Form 5 are outlined and listed below in sections 6.3 and 6.4, while the syllabus content and its organization for students taking Arabic as a second option in Form 3 are explained in sections 6.5 and 6.6.

6.1 Additional Content through Information and Communication Technologies

The learning of languages is enhanced through access to a variety of multimedia resources. When students can access diverse authentic contexts with ease and speed, the boundaries of the classroom are extended.

It is recommended that the four learning skills are enriched through ICT skills during the Arabic lessons by:

- using text sound and images to design presentations in order to heighten the development of pronunciation, listening and speaking skills in Arabic
- using word-processing skills to produce written texts
- using appropriate software packages to cater also for individual learning needs

In this mandatory syllabus it is recommended that specific ICT skills are to be learnt and developed by the students under their teacher's guidance. These ICT skills are:

- collecting and interpreting electronic information in Arabic
- communicating via the internet with other Arabic learning students to develop reading and writing skills in Arabic
- using samples of language performance by native speakers, gathered from a range of computer-based sources, such as the internet, to serve as models for learning
- making association between text, sound and images to support understanding of Arabic

6.2 Additional Content for native speakers of Arabic

Additional content may be provided by teachers to cater for the individual learning needs of students who are native speakers of Arabic in excess of the mandatory syllabus. Additional content may be addressed by providing students with:

- access to a wider range of themes, topics, vocabulary and grammatical structures
- increased opportunities to develop more advanced communication skills
- a deeper knowledge and understanding of languages as systems
- develop insights into the relationship between language and culture

The additional content described in sections 6.1 and 6.2 are not a prerequisite for this syllabus but simply guidance and a recommendation.

6.3 Organisation of the Syllabus Content

Form 1

Listening

At this early stage it is important for students to learn how to listen attentively, observe the variety of contexts in which familiar words and phrases can be identified. Students must also learn the importance of pronunciation and intonation.

Students should learn to:

- discriminate between sounds and relate them to specific meanings eg.:
دَرَسَ ، دَرَسٌ ، ضَرَسُ ، رَجُلٌ ، رَجُلٌ .
- recognise the difference between the short and the long vowels e.g.:
كَتَبَ ، كِتَابٌ ، كَاتِبٌ .
- associate language with known actions, objects, ideas and understand simple vocabulary eg.:
هذا قلم ، هذه وردة ، البيت الكبير ، بيت كبير ، البيت كبير .
دخل الولد ، دخل الوالد .
- identify and understand greetings, questions, simple social interactions, commands and classroom instructions eg.:
صباح الخير ، عيد سعيد ، ما اسمك؟
أجب على الأسئلة التالية

Speaking

Students should be able to use familiar words in Arabic to interact in everyday activities. Correct pronunciation, intonation and stress for effective communication are also expected from the students.

Students should learn to:

- develop pronunciation and intonation skills by reciting and repeating words or phrases in context;
- use and respond to basic greetings, questions and commands eg.:
كيف حالك؟ - اهلا وسهلا - تفضلوا بالجلوس.
- produce minimal responses and participate in social exchanges with classmates, teacher and in role-plays eg.:

تشرّفنا . اسمي توني.
من أين أنت؟

Reading

Students can identify, understand and respond to features of written Arabic.

Students should learn to:

- identify, distinguish and understand the different meanings of the vocabulary conveyed by the sounds and diacritical marks of Arabic eg.:

هذا رَجُلٌ طويل
هذه رَجُلٌ طويلة
بَرَكَةٌ الله
بِرْكَةٌ المدرسة

- understand the relationship between the printed text and the corresponding images, and identify the main points of a given text;
- recognise the diacritical marks of the language in print, demonstrate understanding when reading labels, signs or public notices eg.:

ممنوع الدخول
للمشاه فقط

- recognise and pronounce the letters of the alphabet and distinguish between emphatic and non-emphatic letters eg.:

كَلْب / قَلْب

Writing

Students should be able to develop writing skills by recognising and copying the Arabic alphabet in its various forms, shapes and different positions in words.

Students should learn to:

- reproduce correctly all the letters of the Arabic alphabet, words or phrases by copying;
- use the punctuation marks and other symbols in Arabic;
- develop writing skills in context eg.: matching words with images, labelling objects and produce keywords in greeting cards such as

كل عام وأنتم بخير
ميلاد مجيد

Grammatical Content

Students are expected to have a knowledge and understanding of the following grammar and linguistic structures in order to communicate effectively:

The Arabic alphabet in *Naskhi* style (the Sun and the Moon letters, hand-written and printed texts of different types);

The numerals: *Hindi* and Arabic styles (0 to 50);

Use of *Hamza* (initial, medial, final position), the *ta' marbuta*, *shadda*, *madda* and other standard orthographic devices;

Knowledge of vowelings such as nunation and all the short vowels, to assist in comprehension of spoken and written text;

The Definite and Indefinite article;

Nouns: in the three cases: nominative, accusative and genitive;

Definite and Indefinite;

Masculine and feminine;

Singular and Dual;

Also notable exceptions to the prevalent rule: eg. Non-human plurals are grammatically feminine singular;

Proper name - إسم العلم

Pronouns: Personal, Demonstrative, Attached and Interrogative;

The Nominal sentence: Subject and Predicate;

Prepositions and their proper usage;

The Verbs: basic formation and use of the Perfect tense, the Imperfect and Imperative tenses of sound verbs.

Cultural Content

Students should be aware of cultural diversity and of the different countries that constitute the Arab world.

Students should learn to:

- identify the geographical names of all the Arabic speaking countries and their capitals;
- recognise visible representations of cultural identity eg.: map of the Arab countries, landmarks, flags, traditional costumes and national celebrations.

Form 2

Listening

Students are expected to recognise, understand and respond sufficiently to spoken or recorded texts in Arabic in very familiar subject-matter fields.

Students should learn to:

- listen to and distinguish the features of pronunciation, intonation in statements, questions and exclamations;
- respond to questions, instructions and requests through aural texts;
- distinguish the different purposes of familiar spoken language by identifying eg.: greetings, interactions and farewells;
- understand a variety of concrete topics such as personal, family and matters of general interest through description of persons and places, and narration about current, past and future events.

Speaking

Students are to use common familiar phrases and short simple sentences in typical everyday situations.

Students should learn to:

- understand, imitate and use correct pronunciation, intonation and stress e.g.:
والله ! / ياسلام ! / الله أعلم / أسيف .
- ask and answer predictable questions, make and respond to requests or instructions;
- combine and link sentences into paragraph-length discourse.

Reading

Students should be able to read correctly with expression, locate and understand the main ideas and details in written material and can respond to questions or key words about a written text.

Students should learn to:

- summarize, sort and locate some of the topics selected from a variety of texts on familiar subjects;
- use teacher cues, visual stimuli, word lists and charts to support comprehension of a written text;

- find key words and phrases in a text.

Writing

Students are expected to have sufficient control of the writing systems to meet limited, written practical needs and use learnt models to produce a written text.

Students should learn to:

- make use of supports such as charts, dictionaries, vocabulary from textbooks to enhance their ideas;
- write full sentences about pictures, organise information, select and label pictures;
- meet immediate personal needs to produce written texts such as short notes, greeting cards, invitations, phone messages or short personal letters.

Grammatical Content

Students are expected to have a knowledge and understanding of the following grammar and linguistic structures in order to communicate effectively:

Adjectives:	Agreement of Adjectives and their placing; In the three cases: nominative, accusative, genitive agreement in gender, number and use (including use of before names of relatives: <i>Nisba</i>); Colours and shapes.
Nouns:	Types of plurals; The Sound plurals.
Pronouns:	The Relative.
The Verbal Sentence:	Word order: verb, subject, direct object.
Proper nouns:	Names of countries (Arab and non-Arab); Nationalities.
Verb:	The Future tense.

Cultural Content

Students are expected to distinguish cultural practices in Arabic-speaking countries.

Students should learn to:

- identify ways in which people express their culture, eg. music, food, games, celebrations, poetry, stories or proverbs;
- recognise the typical customs and traditions in social interaction, eg. types of greetings and gestures like shaking hands, or kissing on both cheeks.

Form 3

Listening

Students extrapolate essential ideas and obtain information from texts of concrete type, general subjects and special fields of competence.

Students are expected to learn to:

- use appropriate intonation, pronunciation, stress and rhythm when speaking;
- follow and understand with some confidence the essentials of a conversation and an aural text without the help of a visual cue;
- develop strategies to handle unfamiliar language in aural texts or speeches by focussing on the key ideas, identifying the audience, the main roles and purpose of the context.

Speaking

Students are expected to analyse and organise information so as to communicate effectively in most formal and informal conversations.

Students should learn to:

- express themselves in various conversation situations such as interrogative statement, surprise and wonder forms;
- interact and respond appropriately on familiar topics, practical and social situations. Eg.: seeking clarification, requesting repetition and confirming عفووا، من فضلك، نعم.
- use the language clearly and relatively naturally to elaborate on concepts and make ideas easily understandable to native speakers.

Reading

Students organize and respond to key ideas from written texts in familiar subject-matter contexts.

Students should learn to:

- identify the purpose, context and main ideas of a text in order to respond to questions;
- make use of accessible resources to assist in comprehending a written text. Eg.: printed dictionaries, on-line dictionaries or glossaries;
- understand the difference of language functions as hypothesizing, argumentation, clarification, description of events, feelings, factual and imaginative writing.

Writing

Students are expected to write texts to express own ideas or to present information in Arabic.

Students should learn to:

- apply learnt grammar rules and make use of accessible vocabulary to compose own texts;
- compile, organize and convey information in a sequence of sentences, with one or two main points and sub-clauses;
- refer to written models and available resources including ICT to produce new original texts.

Grammatical Content

Nouns: Common Broken Plurals.

Adjectives: Colours and Defects.

Prepositions: the possessive and construct state (*Idāfa*).

Nominal Sentences: sentences with **كان** and its common sisters and with **إنّ** and its common sisters.

Verbs: basic rules of the subjunctive and the jussive.

Verbal sentences: Negative sentences (all forms);

Pronoun suffixes and the verb.

Proper nouns: familiar personal Arab names.

Cultural Content

Students show understanding of different cultural values and practices within Arabic-speaking communities.

Students should learn to:

- compare aspects of traditional and contemporary lifestyles including gender roles;
- appreciate the leading roles and biographies of famous Arab personalities from Morocco, Algeria, Tunisia, Libya, Egypt and Sudan.

Form 4

Listening

Students are expected to show understanding of the main ideas and other details in spoken texts.

Students should learn to:

- understand reference to past, present and future events;
- identify roles and relationships between participants in texts;
- distinguish and identify specific information in texts such as conversations, interviews, messages and true or false statements.

Speaking

Students should be able to maintain communication in familiar situations.

Students should learn to:

- initiate, conduct and conclude a conversation by handling the choice of structure, format and vocabulary in the conversation to show that the purpose of the communication has been achieved;
- maintain verbal and non-verbal links with a conversational partner in familiar contexts;
- make use of ICT to plan, produce and conduct their own tailor-made communication structures or interviews.

Reading

Students are expected to understand the key ideas and other details in written texts.

Students should learn to:

- skim and scan texts to predict meaning even of unknown words and phrases by utilizing information drawn from the context;
- analyze and identify the text structure, the purpose in texts and distinguish between the main ideas and other secondary details;
- deduce and identify roles and relationships between characters in text.

Writing

Students are to make use and apply a range of linguistic structures to express their ideas in writing.

Students should learn to:

- produce simple essays on topics of interest;
- summarize, report and give opinion about accumulated factual information on familiar routine and non-routine matters within their field;
- use available resources including a bilingual dictionary and ICT to access model texts and vocabulary to plan, organize and construct their own written texts;
- vocalize correctly according to the Arabic grammar rules a given text.

Grammatical Content

Verbs: Formation and use of common Triliteral verbs and some examples of the Quadriliteral verbs;
The Perfect tense;
The Imperfect and Imperative tenses;
The usage of the Subjunctive and the Jussive.

Adverbs of Time and Place and their usage. Eg.:

(المفعول فيه ؛ ظرف : تنبّهت صباحا ، سافر برًا وبحرا)

The Calendar: Christian months and Muslim months

Cultural Content

Students should understand the interdependence of language and culture.

Students should learn to:

- recognize the importance of culture and cultural awareness in learning a language;
- appreciate the leading roles and biographies of famous Arab personalities from Palestine, Jordan, Lebanon, Syria and Iraq.

Form 5

Listening

Students should be able to understand all forms and styles of speech on unfamiliar, general or professional topics by being able to select, identify and analyze information and ideas in spoken texts.

Students should learn to:

- understand the main points in the media and in conversations among educated native speakers both globally and in detail; generally comprehends regionalisms and dialects;
- understand and identify the purpose of the spoken language specifically tailored for various types of audiences, including that intended for persuasion, representation, entertainment or information;
- make linguistic choices to achieve communication goals. Eg.: Can readily follow unpredictable turns of thought in both formal and informal speech on any subject matter directed to the general listener.

Speaking

Students are expected to use the language with accuracy and fluency by incorporating different structures and features to convey own ideas without undue difficulty.

Students should learn to:

- respond well to a wide range of question types and can maintain an interaction by developing more elaborate responses to communicate effectively with all types of audiences;
- select and manipulate linguistic structures, formats and vocabulary to achieve specific communication purposes;
- express nuances and make culturally appropriate references.

Reading

Students are expected to select, and analyze information or ideas in written texts and demonstrate competence in reading all styles and forms of the written language.

Students should learn to:

- understand and infer the set of grammatical rules encountered in the various reading texts;
- read fluently with accurate intonation and pronunciation similar to that of a native speaker;
- understand almost all cultural references and can relate a specific text to other written materials within the culture. Eg.: *جامعة الدول العربية ، تحية واحترام وبعد*

Writing

Students are expected to be able to select, summarize and report to convey information and give their opinions about accumulated factual information on familiar and unfamiliar matters which include narrative, descriptive and argumentative styles of writing.

Students should learn to:

- demonstrate competence in formulating private letters, job-related texts and essays;
- organise, select and incorporate extended texts, convey meaning effectively and use stylistically appropriate prose, structures and formats;
- develop skills to access additional information to expand and enhance their written communicative skill, including authentic texts in print and online, so as to manipulate data to produce specific texts such as e-mails or multimedia presentations in Arabic;
- translate from English into Arabic and vice versa short written texts in idiomatic Arabic.

Grammatical Content

The Verb: Essential weak verbs, eg.: قال ، رمى
Essential doubled verbs, eg.: عدّ ، شدّ
Essential *hamzated* verbs, eg.: قرأ ، رأى
The Passive Voice.

Conjunctions: Comparative and Superlative.

Numbers: Cardinal and Ordinal numbers; fractions; expressions of time, date, age, telephone numbers, prices, weights and measures.

Nouns: of place and time, eg.: منزل، مخزن، مشرق، موعد، ميلاد

Cultural Content

Students should identify ways in which culture is reflected in language usage.

Students should learn to:

- become familiar with some idioms and proverbs that are popular in the Arabic language;
- appreciate the roles and contribution of famous Arab personalities from Kuwait, Saudi Arabia, Yemen and Bahrain.

6.4 Recommended Text Books for students taking Arabic in Form 1 (Option 1)

FORM 1

Title of Book	Publisher	Lessons or Topics
<i>The 100 Word Audio Pack, Arabic</i> , Wightwick J. & Gaafar M.	G-and-W Publishing, Oxfordshire, 1999	All the topics, with CD
<i>My Little World</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2006	All the topics
<i>Talk with Me</i> , Al-Hilali I., Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 1: Me, my family and my home. All topics from p. 22 to p. 35. Use CD.
<i>Short Stories</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 1: Me, my family and my home. Stories 1 and 2 from p. 6 to p. 13. Use CD.

FORM 2

Title of Book	Publisher	Lessons or Topics
<i>Chatterbox</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2008	All the topics
<i>Talk with Me</i> , Al-Hilali I., Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 2: My School. All topics from p. 38 to p. 51. Use CD.
<i>Short Stories</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 1 and Part 2: Stories 3, 4 and 5 from p. 14 to p. 30. Use CD.

FORM 3

Title of Book	Publisher	Lessons or Topics
<i>Carnival Bk. 1</i> , Mahir M.	MM Books, Surrey, 2008	Units: 1, 3, 4, 5 & 6. Use CD.
<i>Carnival Bk. 1, Workbook</i> , Mahir M.	MM Books, Surrey, 2008	Selection of the related drills.
<i>Talk with Me</i> , Al-Hilali I., Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 3: My friends and Leisure. All topics from p. 54 to p. 67. Use CD.
<i>Short Stories</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 2: My School. Stories 6 and 7 from p. 31 to p. 39. Use CD.

FORM 4

Title of Book	Publisher	Lessons or Topics
<i>Your Arabic Friend</i> , Mahir G.	MM Books, Surrey, 2008	Unit 1: House, Home & Daily Routine. Lessons 1 to 4 from p. 10 to p. 36. Unit 2: Social Activities, Fitness & Health. Lessons: 5 (p. 42), 7 (p. 59), 8 (p.65) & 9 (p. 78) Unit 3: Education, Training & Employment. Lesson 10 from p. 98 to p.110. Use CD.
<i>Talk with Me</i> , Al-Hilali I., Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 4: My Neighbourhood & Town. Lessons: 22, 23, 24 & 25 from p. 70 to p. 77. Use CD.
<i>Short Stories</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 3: My Friends & Leisure. Stories: 9 (p. 46) & 11 (p. 56). Use CD.

FORM 5

Title of Book	Publisher	Lessons or Topics
<i>Your Arabic Friend</i> , Mahir G.	MM Books, Surrey, 2008	Unit 3: Education, Training & Employment. Lessons: 11 (p. 111) & 12 (p. 120). Unit 4: In the U.K. & Abroad. Lessons: 14 (p. 142), 16 (p.160), 17 (p.165), 18 (p. 178), 19 (p.192) & 20 (p.199). Use CD.
<i>Talk with Me</i> , Al-Hilali I., Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 4: My Neighbourhood & Town. Lessons: 26 (p. 78) & 27 (p. 80). Use CD.
<i>Short Stories</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 3: My Friends & Leisure. Story 12 (p. 61). Part 4: My Neighbourhood & Town. Stories: 13 (p.68) & 15 (p. 78). Use CD.

6.5 Organisation of the Syllabus Content for students taking Arabic in Form 3 (1st Year)

A small percentage of students choose Arabic as another option in Form 3 instead of Form 1. This is referred to as Option 2 for the chosen language, which provides for three contact hours per week for the students with their teacher. If these students intend to sit for the SEC Examination of the University of Malta and the local Annual examinations in their final course of study then the first three scales of the CEFR are still applicable for summative assessment.

Form 3, 1st Year

Listening

The following learning outcomes are to be pursued.

Students must learn the importance of pronunciation and intonation and to listen attentively to the correct phonetics of the alphabet with the appropriate symbol.

Students should learn to:

- identify the sounds of the letters of the alphabet, letter combinations, intonation and simple stress patterns in single words and phrases;
- match sounds to printed words;
- understand the importance of listening for key words to assist understanding;
- recognise the difference between the short and the long vowels;
- identify known words and phrases in conversations, aural short texts and social greetings;
- understand that an action they are hearing about occurred in the past or in the present or in the imperative moods.

Speaking

Students start using basic Arabic short answers and phrases to interact in everyday activities.

Students should learn to:

- develop pronunciation and intonation skills by reciting and repeating words or phrases in context;
- express phrases of agreement and disagreement, likes and dislikes;
- produce minimal responses and participate in social exchanges with classmates, teacher and in role-plays;
- understand, imitate and use correct pronunciation, intonation and stress;
- ask and answer predictable questions, make and respond to requests or instructions;
- express and ask the time, the date, the day and the cost of items for sale.

Reading

Students are to use their knowledge of the Arabic alphabet, and diacritical symbols to read and understand words and phrases in Arabic.

Students should learn to:

- identify letters and diacritical symbols in print in Arabic, eg.: on flashcards, charts, packaging labels, CD-ROM software etc.;
- identify, distinguish and understand the different meanings of the vocabulary conveyed by the sounds and diacritical marks of Arabic e.g.:

هذا رَجُلٌ طويل
هذه رَجُلٌ طويلة
بِرْكَاةِ الله
بِرْكَاةِ المدرسة

- understand the relationship between the printed text and the corresponding images, and identify the main points of a given text;
- recognise the diacritical marks of the language in print, demonstrate understanding when reading labels, signs or public notices eg.:

ممنوع الدخول
للمشاه فقط

- recognise and pronounce the letters of the alphabet and distinguish between emphatic and non-emphatic letters eg.:
- use teacher cues, visual stimuli, word lists and charts to support comprehension of a written text.

كَلْب / قَلْب

Writing

At this early stage students are to practise writing of the Arabic alphabets and be able to recognise all the letters and diacritical symbols correctly.

Students should learn to:

- reproduce correctly all the letters of the Arabic alphabet, words or phrases by copying;
- use the punctuation marks and other symbols in Arabic;
- develop writing skills in context eg.: matching words with images, labelling objects and produce keywords in greeting cards such as

كل عام وأنتم بخير
ميلاد مجيد

- make use of charts, lists, internet or interactive CD-ROMS to access vocabulary and to enhance communication of ideas;
- write full sentences about pictures, organise information, select and label pictures;

- use scaffolds to experiment with new vocabulary and language to produce their own texts eg: short notes, greeting cards, phone messages and e-mails.

Grammatical Content

Students are expected to have a knowledge and understanding of the following grammar and linguistic structures in order to communicate effectively:

The Arabic alphabet in *Naskhi* style (the Sun and the Moon letters, hand-written and printed texts of different types);

The numerals: *Hindi* and Arabic styles (0 to 50);

Use of *Hamza* (initial, medial, final position), the *ta' marbuta*, *shadda*, *madda* and other standard orthographic devices;

Knowledge of vowelings such as nunation and all the short vowels, to assist in comprehension of spoken and written text;

The Definite and Indefinite article;

Nouns: in the three cases: nominative, accusative and genitive;

Definite and Indefinite;

Masculine and feminine;

Singular, Dual and Plural;

Also notable exceptions to the prevalent rule: eg. Non-human plurals are grammatically feminine singular;

Proper name - *إسم العلم*

Parts of Speech;

Colours, Shapes and Defects Description;

Pronouns: Personal, Demonstrative, Attached and Interrogative;

The Nominal sentence: Subject and Predicate;

Prepositions and their proper usage;

The Possessive and Construct State (*Idāfa*);

The Verbs: basic formation and use of the Perfect tense, the Imperfect and Imperative tenses of sound verbs;

The verbal sentence;

The Negative (all forms);

Pronoun Suffixes to the verb.

Cultural Content

Students are expected to become familiar with the different names of the countries that constitute the Arab world and the Arab nationalities.

Students should learn to:

- identify the geographical names of all the Arabic speaking countries and their capitals;
- appreciate the leading roles and biographies of famous Arab personalities from Morocco, Algeria, Tunisia, Libya, Egypt and Sudan.

Form 4, 2nd Year

Listening

Students recognise and understand how paralanguage assists meaning in aural texts or spoken language.

Students should learn to:

- identify and recognise intonation, pronunciation, stress, pitch, volume, gestures and rhythm to support understanding;
- follow and understand with some confidence the essentials of a conversation and an aural text without the help of a visual cue;
- develop strategies to handle unfamiliar language in aural texts or speeches by focussing on the key ideas, identifying the audience, the main roles and purpose of the context;
- distinguish references to past, present and future events;
- demonstrate comprehension of simple, factual information of an aural text by answering questions related to the aural text;
- follow and respond to instructions or requests given in Arabic, one step at a time, to carry out a specific activity.

Speaking

Students begin to experiment with the innovative language choices to meet their individual communicative needs in a more effective and precise way within familiar contexts.

Students should learn to:

- express themselves in various conversation situations such as interrogative statement, surprise and wonder forms;
- interact and respond appropriately on familiar topics, practical and social situations. Eg.: seeking clarification, requesting repetition and confirming عفووا، من فضلك، نعم.
- use the language clearly and relatively naturally to elaborate on concepts and make ideas easily understandable to native speakers;
- initiate, conduct and conclude a conversation by handling the choice of structure, format and vocabulary in the conversation to show that the purpose of the communication has been achieved;
- maintain verbal and non-verbal links with a conversational partner in familiar contexts;
- demonstrate correct usage of both affirmative and negative statements including idiomatic expressions.

Reading

Students should be able to read correctly with expression, locate and understand the main ideas and details in written material and can respond to questions or key words about a written text.

Students should learn to:

- summarize, sort and locate some of the topics selected from a variety of texts on familiar subjects;
- use teacher cues, visual stimuli, word lists and charts to support comprehension of a written text;
- find key words and phrases in a text;
- identify the purpose, context and main ideas of a text in order to respond to questions;
- make use of accessible resources to assist in comprehending a written text. Eg.: printed dictionaries, on-line dictionaries or glossaries;
- understand the difference of language functions such as hypothesizing, argumentation, clarification, description of events, feelings, factual and imaginative writing.

Writing

Students are expected to have sufficient control of the writing systems to meet written practical needs and use learnt models to produce a written text.

Students should learn to:

- apply learnt grammar rules and make use of accessible vocabulary to compose own texts;
- compile, organize and convey information in a sequence of sentences, with one or two main points and sub-clauses;
- refer to written scaffolds and available resources including ICT to produce new original short paragraphs;
- write simple essays of about 80 words on topics of interest;
- vocalize correctly according to the Arabic grammar rules a given text;
- translate from English into Arabic and vice versa short written texts in idiomatic Arabic.

Grammatical Content

Students are expected to have a knowledge and understanding of the following grammar and linguistic structures in order to communicate effectively:

Adjectives: Agreement of Adjectives and their placing;

In the three cases: nominative, accusative, genitive agreement in gender, number and use (including use of before names of relatives: *Nisba*);

Nouns: Types of plurals and their usage: The Sound plurals and the common Broken Plurals;
Pronouns: The Relative;
Verbs: The Future tense;
The calendar: Christian months and Muslim months;
Nominal Sentences: sentences with **كان** and its common sisters and with **إنّ** and its common sisters.

Cultural Content

Students are expected to understand the diversity of cultural values and practices.

Students should learn to:

- appreciate the leading roles and biographies of famous Arab personalities from Palestine, Jordan, Lebanon, Syria and Iraq;
- become familiar with some idioms and proverbs that are popular in the Arabic language.

Form 5, 3rd Year

Listening

Students are expected to show understanding of the main ideas and other details in spoken texts of concrete type, general subjects and special fields of competence.

Students should learn to:

- identify roles and relationships between participants in texts;
- distinguish and identify specific information in texts such as conversations, interviews, messages and true or false statements;
- understand the main points in the media and in conversations among educated native speakers both globally and in detail; generally comprehends regionalisms and dialects;
- understand and identify the purpose of the spoken language specifically tailored for various types of audiences, including that intended for persuasion, representation, entertainment or information;
- demonstrate understanding of aural simple short stories in Arabic.

Speaking

Students are expected to be able to maintain and initiate conversations in familiar and unfamiliar situations.

Students should learn to:

- respond well to a wide range of question types and can maintain an interaction by developing more elaborate responses to communicate effectively with all types of audiences;
- select and manipulate linguistic structures, formats and vocabulary to achieve specific communication purposes;
- express nuances and make culturally appropriate references;
- make use of ICT to plan, produce and conduct their own tailor-made communication structures or interviews;
- answer correctly questions set on an aural or written text dealing with general and familiar topics.

Reading

Students are expected to be acquainted with the basic metalinguistic terms to reflect on the process of how they arrive at a given written form or structure. They are to demonstrate competence in reading all styles and forms of the written language.

Students should learn to:

- skim and scan texts to predict meaning even of unknown words and phrases by utilizing information drawn from the context;
- analyze and identify the text structure, the purpose in texts and distinguish between the main ideas and other secondary details;
- deduce and identify roles and relationships between characters in text.
- understand and infer the set of grammatical rules encountered in the various reading texts;
- read fluently with accurate intonation and pronunciation similar to that of a native speaker;
- understand almost all cultural references and can relate a specific text to other written materials within the culture. Eg.: جامعة الدول العربية ، تحية واحترام وبعد

Writing

Students are to make use and apply a range of linguistic structures to express their ideas in writing. They are expected to select, report and translate in a correct way to convey information or the appropriate meaning of both familiar and unfamiliar matters which include narrative, descriptive and argumentative styles of writing.

Students should learn to:

- produce essays of 150 words on topics of interest;
- summarize, report and give opinion about accumulated factual information on familiar routine and non-routine matters within their field;
- use available resources including a bilingual dictionary and ICT to access model texts and vocabulary to plan, organize and construct their own written texts;

- demonstrate competence in formulating private letters, job-related texts and essays;
- organise, select and incorporate extended texts, convey meaning effectively and use stylistically appropriate prose, structures and formats;
- develop skills to access additional information to expand and enhance their written communicative skill, including authentic texts in print and online, so as to manipulate data to produce specific texts such as e-mails or multimedia presentations in Arabic.

Grammatical Content

Students are expected to have a knowledge and understanding of the following grammar and linguistic structures in order to communicate effectively:

- The Verb: Essential weak verbs, eg.: قال ، رمى
Essential doubled verbs, eg.: عدّ ، شدّ
Essential *hamzated* verbs, eg.: قرأ ، رأى
The Passive Voice;
- Verbs: Formation and use of common Triliteral verbs and some examples of the Quadriliteral verbs;
The Perfect tense;
The Imperfect and Imperative tenses;

Conjunctions: Comparative and Superlative.

Numbers: Cardinal and Ordinal numbers; fractions; expressions of time, date, age, telephone numbers, prices, weights and measures.

Nouns: of place and time, eg.: منزل، مخزن، مشرق، موعد، ميلاد

Adverbs of Time and Place and their usage.Eg.:

(المفعول فيه ؛ ظرف : تنبّهت صباحا ، سافر برّا وبحرا)

Cultural Content

Students are expected to acquire an awareness of the different Arab countries by locating them on a map and recognize the contributions of great Arab personalities to society.

Students should learn to:

- appreciate the roles and contribution of famous Arab personalities from Kuwait, Saudi Arabia, Yemen and Bahrain.

6.6 Recommended Text Books for students taking Arabic in Form 3 (Option 2)

Form 3

Title of Book	Publisher	Lessons or Topics
<i>The 100 Word Audio Pack, Arabic</i> , Wightwick J. & Gaafar M.	G-and-W Publishing, Oxfordshire, 1999	All the topics, with CD.
<i>Chatterbox</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2008	All the topics.
<i>Talk with Me</i> , Al-Hilali I., Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 1: Me, my family and my home. All topics from p. 22 to p. 35. Use CD.
<i>Short Stories</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 1: Me, my family and my home. Stories 1, 2 & 3 from p. 6 to p. 18. Use CD.

Form 4 (Option 2)

Title of Book	Publisher	Lessons or Topics
<i>Your Arabic Friend</i> , Mahir G.	MM Books, Surrey, 2008	Unit 1: House, Home & Daily Routine. Lessons 1 to 4 from p. 10 to p. 36. Unit 2: Social Activities, Fitness & Health. Lessons: 5 (p. 42), 7 (p. 59), 8 (p.65) & 9 (p. 78) Unit 3: Education, Training & Employment. Lesson 10 (p. 98). Use CD.
<i>Talk with Me</i> , Al-Hilali I., Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 2: My School. All lessons from p. 38 to p. 51. Use CD.
<i>Short Stories</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 2: My School. Stories 5, 6 and 7 from p. 26 to p. 39. Use CD.

Form 5 (Option 2)

Title of Book	Publisher	Lessons or Topics
<i>Your Arabic Friend</i> , Mahir G.	MM Books, Surrey, 2008	Unit 3: Education, Training & Employment. Lesson 11 p. (111). Unit 4: In the U.K. & Abroad. Lessons: 14 (p. 142), 16 (p.160), 17 (p.165), 18 (p. 178), 19 (p.192) & 20 (p.199). Use CD.
<i>Talk with Me</i> , Al-Hilali I., Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 3: My Friends and Leisure. Lessons: 16 (p. 56), 18 (p. 60), 19 (p.62) & 20 (p. 64). Part 4: My Neighbourhood & Town. Lessons: 23 (p. 72) & 28 (p. 82). Use CD.
<i>Short Stories</i> , Mahir G. & Mahir M.	MM Books, Surrey, 2006	Part 3: My Friends & Leisure. Story 12 (p. 61). Part 4: My Neighbourhood & Town. Stories 13 (p. 68) & 15 (p. 78). Use CD.

6.7 Other Recommended Text Books and Resources

Besides the required basic textbooks listed above, teachers of Arabic may wish to make use of some of the following textbooks or parts of them for differentiated levels of teaching:

Alosh Mahdi, *Ahlan wa Sahlan, Functional Modern Standard Arabic for Beginners*, Yale University Press, New Haven, 2000.

Schulz E., Krahl G., Reuschel W., *Standard Arabic, An elementary-intermediate course*, Cambridge University Press, 2000.

يوسف الحمادي و محمود الناقة و محمد عواد و حسن السحّري و ادريس زايد و جعفر ميرغني،
الكتاب الاساسي في تعليم اللغة العربية لغير الناطقين بها، المنظمة العربية للتربية والثقافة والعلوم،
تونس، 1983.

Interactive CD- ROMs

Alif Ba Ta & Yaseen, Arabic for Beginners by A. Brockett, Darlington 1996.

Learn Arabic – Essential words and phrases for absolute beginners, Eurotalk Interactive, London, 2000.

Learn Arabic – Improve your listening and speaking skills, Eurotalk Interactive, London, 2000.

Useful Internet Sites

The websites given below represent a selection of the large number available. The list should not be regarded as recommended or exhaustive. It is suggested that interested teachers and students should pursue their own research to find suitable websites.

<http://www.bbc.co.uk>

<http://lexicorient.com/babel/arabic>

<http://www.madinaharabic.com/>

<http://www.arabic-language.org/arabic/dictionary.asp>

6.8 Students with learning difficulties

Students with learning difficulties may best fulfill the Arabic Language Syllabus by undertaking only some of the learning outcomes that are most adequate for their individual needs, interests and abilities. Teachers of Arabic are expected to select and

adapt the appropriate outcomes, targets and content from those listed in this syllabus to assist these students to access the outcomes and attain the level desired. When planning a programme for students with learning difficulties, teachers of Arabic are to focus on the students' special needs. The designed programme by the teacher for these students must be school-based.

Assessment for students with learning difficulties should be formative and continuous during the course of the academic year. With formative assessment, students receive information about their performance so that they can learn more effectively. However, if summative assessment is mandatory, then all Half Yearly and Annual Examinations should be school-based and designed according to the students' particular requirements.

7. ARABIC RUBRICS

The key words and phrases used across the examination papers are listed below. The rubrics may be used either as herewith given or elements of them may be used combined. It is recommended that students are familiar with these Arabic rubrics.

INSTRUCTIONS

- أجب / أجبني عن جميع الأسئلة
- أجب / أجبني على الأسئلة التالية
- اقرأ / اقرئي ثم أجب / أجبني عن الأسئلة
- ترجم / ترجمي إلى اللغة المالطية أو اللغة الانجليزية أو اللغة العربية
- عبّر / عبّري عن الصورة بجملتين مناسبتين
- عبّر / عبّري عن الصورة الآتية بجمل تامة حسب المثال
- عبّر / عبّري عن أحد الموضوعات بما لا يقل 150 كلمة
- إختر / إخترني الصورة / العبارة / الكلمة المناسبة
- انظر / انظري إلى الصورة امامك
- أكتب / أكتبي عشر جمل في أحد الموضوعات التالية
- أكتب / أكتبي رسالة / بطاقة بريدية/ مقالة / الكلمة المناسبة
- كوّن جملا من مجموعات الكلمات الآتية
- استعمل / استعملي الكلمات / التعبيرات التالية
- أشرح / أشرحي معنى العبارات / الكلمات التالية
- أكمل / أكملني

أكمل / أكملني كما في النموذج
أكمل / أكملني الجمل الآتية باختيار الكلمات المناسبة
اتم / اتمي الجمل التالية
ضع علامة / إشار ✓ أمام الجمل الصحيحة
أملئ الفراغ بالكلمة المناسبة
رتب الجمل التالية
صف
فسّر
اذكر / اذكرني

OTHER WORDS AND PHRASES

نصّ فهم المسموع
نصّ فهم المكتوب
القراءة
الإملاء
المحادثة
الإنشاء
الترجمة
مامعنى ...؟
مالفكرة الأساسية...؟
مالذي قصده الكاتب من قوله...؟

8. ASSESSMENT

The content of this syllabus is designed to enable students to attain the different targets in the Level Descriptors established by the Directorate for Quality and Standards in Education. A copy of the Level Descriptors for Arabic is found in this syllabus under Section 9.

8.1 Standards

This Arabic language syllabus is a standards-referenced framework that describes the expected learning outcomes for the students based on the CEFR. Besides the outlined content and learning outcomes in the syllabus and the Level Descriptors to show the expected standards, exemplar tasks samples would help to elaborate the standards.

Standards are to be used as a reference guide to inform all teaching and learning done in class. The set standards in the Arabic language syllabus will help teachers and students to monitor the language skills, the set targets, achievement and make reliable judgement to improve teaching and learning strategies for students' progress. Assessment will be twofold: formative and summative.

Formative assessment is designed to enhance teaching and improve learning. Formative type of assessment gives students opportunities to produce work that leads to development of their knowledge, understanding and skills, where priority to the quality of work over quantity is given. It is the students' performance and not the student which has to be assessed.

An essential feature of formative assessment is the establishment of criteria, which are then transmitted to the students at the same time they are given a specific task. Teachers are expected to decide how and when to assess students' achievements by planning the work students will do and by using a range of appropriate assessment strategies including self-assessment and peer assessment.

Teachers of Arabic are required to provide their students with various and differentiated tasks in the context of everyday classroom activities, together with planned assessment procedures to justify their learning and achievements.

It is of utmost importance that during the course of the academic year, teachers are to keep a record of students' performances enabling them

- to help students know and recognise the standards they are aiming for;
- to discuss the ongoing process of the student at all times of the year;
- to provide feedback that helps students understand the next steps in learning and plan how to achieve them as well as
- to render this into an equivalent mark to accompany the summative assessment of the Half Yearly and Annual Examinations or as otherwise requested during the academic year when schools may wish to report differentially on the levels of

knowledge, understanding and skills demonstrated by students, especially if the Annual Examinations prepared by the E.A.U. need to be school-based for certain students with special education needs.

There are two summative evaluations during the course of each academic year: the Half-Yearly Examinations in February and the Annual Examinations in June.

8.2 Assessment Strategies

Teachers of Arabic should make use of different assessment strategies to make sure that information is being recorded regarding the knowledge and understanding that are being acquired, and that the skills are being developed by their students. Assessment strategies should be according to the learning outcomes being addressed, be manageable in number and be encouraging of the learning process.

Assessment is fundamental for students' learning advancement. With the evidence that is recorded or collected from the students' work, teachers of Arabic should be able to make balanced judgements when reporting about their students' performance. Since assessment is formative and summative, the following assessment schemes should be applied during the course of the academic year:

- 1) *Listening, Speaking and Reading.* These skills should be carried out throughout the academic year. Teachers of Arabic are expected to keep records of students' marks and level obtained in their class registers.

Listening (15%). Assessment activities for this skill may include dictations, listening comprehension texts, songs with lyrics, television programmes, radio programmes and educational DVDs. The dictation and the listening comprehension tasks are to be set in test conditions for summative assessment purpose.

Speaking (15%). Assessment activities for this skill may include conversations in groups, role-plays, one to one, prepared or impromptu oral presentations, interviews, culture or artwork presentations, displays and dramatic sketches in Arabic. The one to one conversation task is to be set in a test condition for summative assessment purpose.

Reading (20%) Assessment activities for this skill may include reading aloud or in silence stories, rhymed prose, poems and other informative or literary texts. Reading aloud should help the students to practice pronunciation and intonation and to answer questions orally on a given text.

- 2) *Writing (50%)* Assessment activities for this skill may consist of any writing task such as essays, translations, written comprehension texts, letters, electronic messages, multimedia presentations, texts for vocalization, grammar drills, editing and collecting data in Arabic from the internet or other sources, and compiling data for culture projects or assignments.

9. LEVEL DESCRIPTORS

LISTENING

Level 1

Learners should:

- be able to identify the sounds which represent the letters of the alphabet
- be able to recognize the difference between the short and the long vowels
- be able to demonstrate comprehension of simple words and familiar expressions

Level 2

Learners should:

- be able to clearly recognize and distinguish between the short and long vowels, the *shadda*, the *madda* and the *hamza* from other similar sounds of the Arabic alphabet
- be able to recognize differences in intonation models
- be able to show basic understanding of familiar vocabulary in unfamiliar contexts.

Level 3

Learners should:

- show the ability to understand recorded texts from textbooks
- be able to recognize different attitudes and emotions
- be able to understand short, concrete texts in standard speech

Level 4

Learners should:

- be able to understand short conversations between two or several participants who refer to themes and or situations already tackled
- be able to extrapolate essential ideas and obtain information from short texts of concrete type and familiar topics
- be able to follow and understand with some confidence a simple conversation without the help of a visual cue

Level 5

Learners should:

- be able to understand reference to past, present and future events
- be able to follow narratives, descriptions and instructions in standard Arabic on familiar matters regularly encountered in work, school, leisure etc.
- be able to infer the main ideas of announcements from radio, TV or traveling situations

Level 6

Learners should:

- be able to develop awareness of connotation
- be able to grasp the main points of radio or TV programmes, current affairs or topics of personal interest

- learn to distinguish between formal and informal registers

Level 7

Learners should:

- be able to recognize judgments and opinions
- be aware of the varieties of the spoken language
- understand and follow the main points of several radio, TV programmes, current affairs or topics of professional interest

Level 8

Learners should:

- be able to understand fully and follow extended dialogue in talk shows on radio, TV programmes on DVD or at the theatres
- be familiar with various regional dialects of the Arab world
- be able to understand short literary forms like poems, songs or short stories based on directed explanation

SPEAKING

Level 1

Learners should:

- be able to reproduce the sounds of the letters of the alphabet clearly and correctly
- be able to pronounce correctly similar sounding phonemes and are able to discern between the long and the short vowels
- be able to use simple words and phrases to communicate about themes already tackled in class

Level 2

Learners should:

- be able to reproduce the phonetic and intonation patterns correctly including the short and the long vowels
- be able to produce minimal responses (mainly one word replies or short phrases)
- have a limited comprehension of basic questions and limited responses reliant on the teacher's structured questions, cues and their textbooks

Level 3

Learners should:

- be able to express their thoughts in simple conversation using familiar words and sentences
- be able to hold short conversations through role-play on themes and situations already dealt with
- be acquainted with formal and informal styles of speech and key expressions in Arabic

Level 4

Learners should:

- be able to express themselves in various conversation situations such as interrogative statement, surprise and wonder forms
- be able to communicate adequately within a range of social situations using appropriate register according the Arab way of life
- be able to interpret pictures in order to narrate a series of events

Level 5

Learners should:

- be able to take follow up questions but may have to ask for repetition if the speech was rapid
- be able to respond well to familiar, straightforward questions but experience problems with more complex forms
- be able to deal with open questions but rarely expands further

Level 6

Learners should:

- be able to handle with some confidence telephone conversations in the parameters of topics already dealt with
- be able to convey opinions without undue difficulty
- be able to plan and conduct interviews

Level 7

Learners should:

- be able to handle with confidence telephone conversations and face-to-face conversations of unfamiliar topics and situations
- be able to respond well to a wide range of question types although occasional prompting is required
- take initiative and develop more elaborate responses

Level 8

Learners should:

- be able to respond well to a wide range of question types; extremely responsive – expand and develop relevant interchange on own initiative
- be able to describe and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options
- be able to give a prepared straightforward presentation on a familiar topic within their field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision

READING

Level 1

Learners should:

- be able to recognize and pronounce the letters of the alphabet which are very similar in shape and sound; and distinguish between emphatic/guttural and non-emphatic/non-guttural letters
- be able to recognize the short vowels on the words when reading them
- be able to match the text to the images and identify the main points of the text

Level 2

Learners should:

- be able to read with some fluency the simple sentences presented in their textbooks
- be able to identify and note the main points of information in a text
- be able to recognize different parts of speech, word roots, prefixes, suffixes and verb tenses

Level 3

Learners should:

- be able to read correctly and with expression; ending every sentence with a *sukun*
- be able to summarize some of the topics selected from a variety of texts
- be able to sound clearly the desinential inflection of every word except where a pause or stop is necessary

Level 4

Learners should:

- be able to read Arabic *Naskh* script with accuracy and fluency
- understand the description of events, feelings and wishes
- be able to handle dictionaries and other reference materials appropriately

Level 5

Learners should:

- be able to read texts that are written in *Ruq'a* Arabic script
- understand texts that consist of everyday or job related language
- be able to understand the difference between factual and imaginative writing

Level 6

Learners should:

- be able to use effectively a bilingual dictionary and the necessary abbreviations
- start understanding their expectancy grammar through reading activities
- be able to guess the meanings of unknown words and phrases by utilizing information drawn from the context

Level 7

Learners should:

- be able to understand and infer the set grammatical rules encountered in the various reading texts

- be able to read intensively a variety of texts of a suitable level, including reportage and exposition
- be able to correlate the titles with the main points of newspaper articles and magazines

Level 8

Learners should:

- be able to understand with ease medium length articles from newspapers or magazines
- be able to read intensively a variety of texts, including argumentative passages
- be able to recognize culturally loaded use of language

WRITING

Level 1

Learners should:

- be able to write the Arabic alphabet correctly in their various shapes and forms at the initial, medial and final position in their connected form and also in the isolated form
- be acquainted with writing from right to left using the *Naskh* script
- be familiar with the punctuation marks used, the *nunation*, the *shadda*, the *madda* and the short vowel signs

Level 2

Learners should:

- be able to write correctly words and sentences from right to left from their textbooks and that are dictated to them
- be able to write simple, memorized words and phrases about familiar pictures or sequence of pictures
- complete a simple form with personal details

Level 3

Learners should:

- be able to reproduce a variety of sentences they have learnt and memorized from their textbooks
- be able to write full sentences about pictures after being discussed in class
- are able to write correct answers to questions of comprehension texts

Level 4

Learners should:

- be able to write in Arabic *Naskh* script with accuracy and introduced to the *Ruq'a* style
- be able to write straightforward connected texts on a variety of subjects related to their fields of interest

- be able to draw up a set of questions in order to extract information from other sources

Level 5

Learners should:

- be able to write short simple essays on topics of interest
- be able to summarize, report and give opinion about accumulated factual information on familiar routine and non-routine matters within their field with some confidence
- be able to express basic ideas and emotions in letters, notes and short messages

Level 6

Learners should:

- be able to produce greetings cards or invitations
- be able to write and change sentences into the negative by using all the set types of negative in Arabic
- use a bilingual dictionary to experiment with the new language, to extend their writing skills and to review their writing for accuracy especially in translations

Level 7

Learners should:

- be able to fill in complex forms and to write personal letters
- be able to express their own ideas and compose descriptive, argumentative and narrative essays about various topics
- be able to apply and infer correctly the set grammatical rules for texts for vocalization, essays and passages for translation

Level 8

Learners should:

- be able to write a job application, a CV and reply to an advertisement
- be able to translate with confidence various written texts from the native language into Arabic and vice-versa
- be able to write a brief review of a film, short story or a documentary

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