



**Al-Maktoum College**  
of Higher Education

# **CERTIFICATE IN ARABIC LANGUAGE PROGRAMME HANDBOOK**

**Academic Year 2022/23**  
SCQF Level 8



Programme code: GM7A 04

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## 1.1 WELCOME

Welcome to the **Certificate in Arabic Language** 2022/23 at Al Maktoum College of Higher Education. This handbook has been designed to help you get the most from this course. It aims to guide you and give you information on the aims, the learning outcomes you will achieve, what you will be studying, how you will be assessed and our approach to your learning at the intermediate level.

This course is approved and credit-rated by the Scottish Qualifications Authority (SQA). The Certificate programme is awarded at SCQF level 8. This course is designed to prepare students who want to become familiar with certain aspects of Arabic culture, history and the radical changes that are currently happening. It will also develop the communication skills of those who desire to pursue further education in the academic fields of Middle Eastern Studies, Religious/Islamic Studies, and International Relations or those who want to live and work in an Arab-speaking country and discover the people through their melodic and lyrical language.

By the end of the course, students will have a good command of the language at intermediate level used in everyday social conversations, current affairs, and job-related situations. The course includes cultural, geographical, and historical themes. The programme is composed of **two compulsory units: Arabic as a Foreign Language (SCQF7) and Arabic as a Foreign Language (SCQF8)**

We are committed to doing everything we can to make your course, studies, and time with the College an enjoyable and worthwhile experience. We hope that you will enjoy the course. We offer you our best wishes in your studies for the coming months.

**Arabic Language Team**

## 1.2 STAFF

Certificate in Arabic Language Programme Coordinator: **Dr Sara Al Tubuly, Lecturer in Arabic Language**  
Office hours: Wednesdays 1.15-3.15pm, email: [s.tubuly@almcollege.ac.uk](mailto:s.tubuly@almcollege.ac.uk) call: 01382 908070

Arabic as a Foreign Language 7 Unit Coordinator: **Dr Sara Al Tubuly, Lecturer in Arabic Language**  
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Arabic as a Foreign Language 8 Unit Coordinator: **Dr Sara Al Tubuly, Lecturer in Arabic Language**  
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General admin enquiries should be emailed to [studentadmin@almcollege.ac.uk](mailto:studentadmin@almcollege.ac.uk)

### 1.3 AIMS AND outcomes

Arabic as a Foreign Language 7 & 8 – Aims:

- 1- To provide students with the knowledge to develop and practice oral communication skills in different settings and for diverse purposes at low intermediate level (B1) in SCQF7 and at intermediate level (B1.2) in SCQF8.
- 2- To provide students with the opportunity to listen to and understand Arabic with accuracy and in a range of contexts, enabling them to develop functional-user skills at low intermediate level (B1) in SCQF7 and at intermediate level B1.2 in SCQF8.
- 3- To offer students the opportunity to practice reading and short-paragraph composition employing a variety of texts at low intermediate level (B1) in SCQF7 and at intermediate level (B1.2) in SCQF8.
- 4- To enable the students to produce simple and compound written Arabic sentences and short paragraphs using some grammatical structures and a wide range of vocabulary at low intermediate level (B1) in SCQF7 and to enable the student to produce written Arabic paragraphs using slightly complex grammatical structures and a wider range of vocabulary at intermediate level (B1.2) in SCQF8.

Arabic as a Foreign Language 7 & 8 – Learning Outcomes:

Upon completion of these units, students should be able to:

- 1- Read longer and complex texts (around 300 words in SCQF 7 and around 350 words in SCQF8) on familiar topics and understand the main ideas with minimal use of a dictionary at low intermediate level (B1) in SCQF7 and intermediate level (B1.2) in SCQF8.
- 2- Speak about themselves, their interests, their family, famous figures, occasions, and celebration, news, their country, and its culture at low intermediate level (B1) in SCQF7 and speak about their interests, history, nature, environment culture, and discuss some social topics at intermediate level (B1.2) in SCQF8.
- 3- Understand longer conversation and speakers accustomed to dealing with learners of Arabic as a foreign language at low intermediate level and understand native speakers when they speak at slow, moderate and fast pace in SCQF8.
- 4- Write longer paragraphs (around 120 words in SCQF7 and around 150 words in SCQF8) on topics covered and discussed during the lessons.
- 5- Get deeper understanding of relevant aspects of Arab culture.
- 6- Deliver presentations on selected topics using the target language in SCQF8.

### 1.4 LEARNING HOURS

Each 20-credit unit compromises 200 hours of learning. Each semester consists of 6 hours of teaching and 40 minutes of activities a week. The delivery of this unit will be based on a series of seminars, group discussions/ presentations, virtual learning and tutoring supported by the College materials, information from a reading list and online materials.

In addition to the contact hours, 6 hours of self-study and 40 minutes of preparation for the activities a week should be devoted by students to complete work assigned by the tutor, write assignments, learn, and revise vocabulary, grammar and structures as well as practicing reading, writing, speaking, and listening skills.

## 1.5 UNIT INFORMATION

Unit code	Title	SCQF level	Credits
HP9H 04	Arabic as a Foreign Language 7	7	20
HP9J 04	Arabic as a Foreign Language 8	8	20

### Arabic as a Foreign Language 7

This unit is designed to offer a wider knowledge of modern standard Arabic. It will enable students to broaden their communication skills in various settings and for different purposes as appropriate to themes such as my lives, hobbies and interests, famous figures, topics in newspapers, customs, and traditions of the Arab world. The present unit will enable students to listen to and understand modern standard Arabic that is spoken at normal speed in a range of contexts and a multitude of styles. With respect to reading, this unit will enable students not only to read longer texts but also to respond to different types of written texts. Eventually, it will provide students with the opportunity to write modern standard Arabic at paragraph level, using some complex grammatical structures along with a new range of Arabic expressions.

Students who successfully complete this course will be able to partake in pair and group discussion and perform short individual and group presentations, watch, and listen to audio / visual materials. Students will be encouraged to seek opportunities to practice the four skills outside the classroom. They will be expected to take advantage of the learning resources available at the College to practice, revise and consolidate their learning of modern standard Arabic at low intermediate level.

The practical knowledge will be developed in four key areas: reading, writing, listening, and speaking. The course is organised around interactive as well as communicative activities that will allow students to build all skills in the most effective way. The unit will be delivered mainly in Arabic. English will be used if necessary. Students will use the target language as a means of communication in the classroom, if possible.

In addition to some Arabic cultural/social aspects, this unit covers the following grammatical topics:

- 1- Negation
- 2- Categories of verbs
- 3- Verbal noun
- 4- Active and passive participle
- 5- Relative pronouns
- 6- *Inna* and its sisters.

### Arabic as a Foreign Language 8

Arabic as a Foreign Language at SCQF level 8 is a course intended to consolidate and expand the fundamentals of Arabic language acquired at intermediate level. It also offers practical knowledge in Arabic of themes pertinent to Arab world, civilizations and history, music, technology, internet, unemployment, and environment. The practical knowledge will be developed in four key areas: listening, speaking, reading, and writing. The course is organised around communicative and interactive activities that will allow students to build all skills in the most effective way.

This unit is designed to provide students with the opportunity to speak modern standard Arabic with fluency, accuracy and in a participatory fashion in a wide range of topics. It also aims to enable students

to understand the different patterns, structures and conventions that govern such a language. With regard to reading, the present unit seeks to enable students to read and understand various kinds of

authentic texts that deal with a multitude of topics. As far as writing is concerned, this unit gives students the chance to write essays with a focus on the themes / topics covered.

Students who successfully complete this course will be able to master the foregoing grammatical points as well as read and understand authentic texts related to the units, listen to, and infer meaning from audio and video materials, give short presentations on selected topics covered by the course and write simple and narrative paragraphs about some of are expected to use the target language as a means of communication in the classroom.

Students will be encouraged to seek opportunities to practise the four skills outside the classroom. They will be expected to take advantage of the learning resources available at the College to practise revise and consolidate their learning of modern standard Arabic at intermediate level.

This unit covers the following grammatical concepts:

1. *kaana* and its sisters
2. Sentence structure
3. Hamzite verbs
4. Geminate verbs
5. Jussive and Subjunctive verbs
6. Verb forms and derivations
7. Active and passive participles of derivative forms

Students who successfully complete this unit will be able to partake in discussions and conversation, watch and listen to audio / visual materials, read paragraphs, and write sentences and paragraphs (approximately 150 words) about the topics mentioned above. The unit will be delivered mainly in Arabic. English will be avoided, and students will be strongly encouraged to use the target language as a means of communication in the classroom.

## 1.6 ASSESSMENT

Assessment components will be spread over three semesters. Assessment includes two tests and mid-term exam within the first unit and two tests and final exam within the second unit. Each test will concentrate on vocabulary and grammar. The exams will include all four skills of reading, writing, speaking, and listening. Students are required to present a topic of their choice in Arabic in SCQF8 level. Students are also required to produce a piece of writing (**200 words in SCQF7 and 250 words in SCQF8**) to benefit from assessment for learning and receive feedback and feed forward on their progression. It will improve the digital writing skills as the assignment will be typed in Arabic and submitted onto Moodle. (See Appendixes writing assignment and Arabic keyboard). 10% of the final mark will be allocated to participation (class activities, homework and using Moodle) in SCQF7. Students in SCQF8 are required to present a topic of their choice in Arabic. 5% of the final mark will be allocated to participation (class activities, homework and using Moodle) in SCQF8.

## Arabic as a Foreign Language 7: Assessment Table

Assessment	Mark (100)
Participation (class and social activities, homework, and participation on using Moodle).	10%
Mid-term tests	20%
Writing assignment	10 %
Final exam	60%

### Arabic as a Foreign Language 8: Assessment Table

Assessment	Mark (100)
Participation (class and social activities, homework, and participation on using Moodle).	5%
Presentation	5%
Mid-term tests	20%
Writing assignment	10 %
Final exam	60%

## 1.7 EXTENSIONS

Student Administration will be responsible for recording any extensions which have been approved. Students must complete the Extension Request form which is available within the Student Resources section of the website [www.almcollege.ac.uk/assessment/](http://www.almcollege.ac.uk/assessment/)

The College aims to ensure fair and equal treatment in the assessment of all students and that no student is unjustly denied or unfairly granted the benefits of continuous assessment. Please consult the Summative Assessment Policy for more details. <https://www.almcollege.ac.uk/policies-documents/>

The College is aware that its aim of securing fair and equal treatment in the assessment of all students is ultimately inextricable from disability-related issues and is, therefore, anxious to ensure that proper provision/reasonable adjustment is always made. You can help the College to achieve this aim by communicating any relevant information to Student Administration [studentadmin@almcollege.ac.uk](mailto:studentadmin@almcollege.ac.uk)

In exceptional circumstances, students may request an extension to a given submission deadline. Extensions for assessed coursework are given only where there is appropriate evidence of acute or chronic ill health or serious personal issues. Please note, computer problems, extra-curricular activities and the pressure of work due to other courses are not valid reasons for requesting an extension.

## 1.8 GRADING CRITERIA

Each unit will be assessed individually. You must meet all of the minimum evidence requirements as defined in the learning outcomes. The successful achievements, approved by the Academic Standards Committee, will count in determining progression and contribute to the award.

Under no circumstances shall any candidate be permitted to submit themselves for assessment in any element more than twice. In the case of a candidate failing to complete a prescribed element of assessment on time, permission for a second assessment will only be granted if the failure is on account



of illness or other good cause. The result of that assessment will contribute towards progression and award.

The passing rate should be not less than 45% of each element of assessments. However, for students who want to progress from the Certificate in Arabic Language to the next level a pass mark of 65% is required. Students who receive a mark below 65% will be asked to take an entry test to be eligible for the following level.

The grading criteria will be used by the first and second marker to ensure that the grading is efficient and consistent across levels. Checking these criteria can help you perform better and prevent confusion about grades and learning goals. It will also help you understand what your grade/mark means. Samples of the grading criteria of the writing assignment, presentation, and writing, speaking, reading, and listening exam are available in the appendix section.

## 1.9 READING LISTS

- A.Bder, Fawzieh. (2010). *Al-Asas for teaching Arabic for Non-Native Speakers*. Part (2), Advanced Beginners level. Noorat.
- Louis, Samia. (2010). *Lughatuna Al-fusha* (book three). The American University in Cairo Press.
- Alawiye, Imran H. (2007). *Gateway to Arabic* (Book 4&5). Greenford: Anglo – Arabic Graphics Ltd.
- Schulz, Eckehard, Krah, Gunther & Reuschel, Wolfgang. (2000). *Standard Arabic: Elementary*. Cambridge: Cambridge University Press.
- Al-Sawi, Laila & Saa, Iman. (2012). *Al-Murshid*; A Guide to Modern Standard Arabic Grammar for the intermediate level. The American university in Cairo Press.
- Woidich, Manfred & Heinen-Naser, Rabha. (2011). *Al-Kitab Al-Mufid*; an Introduction to Modern Standard Arabic. The American University in Cairo Press.
- Al-Batal, M.; Brustad, K.; al-Tonsi, A., *Al-Kitaabfi Ta'allum al-'Arabiyya*: A Text Book for Beginning Arabic, Part One (Georgetown University Press, Washington D.C. 2004) units 1 – 10.
- Abu-Chacra, Faruk. 2007. *Arabic: An Essential Grammar*.
- Wightwick, Jane & Gaafar Mahmoud. (1998). *Arabic Verbs and Essentials of Grammar: A Practical Guide to the Mastery of Arabic*. New York: The McGraw Hill Companies.
- Alish, Mahdi. 2009. *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners* (with CD and DVD). 2<sup>nd</sup> Edition.
- Mace, John. (1998). *Arabic Grammar: A Reference Guide*. Edinburgh: Edinburgh University Press.
- Online Arabic Resources:
- <http://arabic.desert-sky.net/links.html>
- <http://learning.aljazeera.net/en>
- For news either for reading or listening.
- <https://www.alarabiya.net/variety.html>
- <http://www.france24.com/ar/>
- <https://www.dw.com/ar/>
- <http://www.bbc.com/arabic>

### Appendix 1

#### Arabic as a Foreign Language 7&8: Unit Plan



Each theme (booklet) will contain new vocabulary, one reading text, one listening, as well as grammar, conversation and writing activities and exercises.

**Semester 1 (SCQF7)**

Week	Content
1 12 Sept.	<ul style="list-style-type: none"> <li>• New vocabulary</li> <li>• Exercises about new vocabulary.</li> <li>• Reading (personal recounting)</li> </ul>
2 19 Sept.	<ul style="list-style-type: none"> <li>• Practicing reading vocabulary</li> <li>• Grammar (Negation) النفي</li> <li>• Speaking</li> <li>• Writing</li> </ul>
3 26 Sept.	<ul style="list-style-type: none"> <li>• Listening (why did you decide to learn Arabic?) لماذا قررت أن تدرس اللغة العربية</li> <li>• Practicing listening vocabulary</li> <li>• Grammar (exercises)</li> </ul>
4 3 Oct.	<ul style="list-style-type: none"> <li>• Writing (connectors)</li> <li>• Speaking</li> <li>• Grammar (defective verb / الفعل المعتل والصحيح)</li> <li>• Grammar (exercise)</li> </ul>
5 10 Oct.	<ul style="list-style-type: none"> <li>• New vocabulary (About hobbies)</li> <li>• Exercises about new vocabulary.</li> <li>• Speaking</li> <li>• Presentation</li> </ul>
6 17 Oct.	<b>Test 1</b> <ul style="list-style-type: none"> <li>• Reading (The Hobbies - الهوايات)</li> <li>• Reading (The Hobbies - الهوايات)</li> <li>• Practicing reading vocabulary</li> <li>• Writing (connectors)</li> </ul>
7 24 Oct.	<ul style="list-style-type: none"> <li>• Listening (Hobbies)</li> <li>• Listening (hobbies)</li> <li>• Practicing listening vocabulary</li> <li>• Speaking</li> <li>• Presentation</li> </ul>

8 31 Oct.	<ul style="list-style-type: none"> <li>• New vocabulary (Popular traditions – التقاليد الشعبية)</li> <li>• Exercises about new vocabulary.</li> <li>• Speaking</li> <li>• Grammar (verbal nouns – المصدر)</li> </ul>
9 7 Nov.	<ul style="list-style-type: none"> <li>• Reading (Al-Hakawati - الحكواتي)</li> <li>• Reading (Al-Hakawati - الحكواتي)</li> <li>• Practicing reading vocabulary</li> <li>• Writing (connectors)</li> </ul>
10 14 Nov.	<b>Test 2</b> <ul style="list-style-type: none"> <li>• Listening (New year's celebration - احتفالات)</li> <li>• Practicing listening vocabulary</li> <li>• Speaking</li> <li>• Writing</li> <li>• Presentation</li> </ul>
21 Nov.	<b>Writing Assignment: 1<sup>st</sup> Submission</b>
	<b>Christmas Break</b>
	<b><u>Semester 2 (SCQF7)</u></b>
Week	
1 16 <sup>th</sup> Jan.	<ul style="list-style-type: none"> <li>• Grammar: active and passive participle (اسم الفاعل و اسم المفعول)</li> <li>• Grammar (exercise)</li> <li>• Speaking</li> <li>• Presentation</li> <li>• Writing (connector)</li> </ul>
2 23 Jan.	<ul style="list-style-type: none"> <li>• New vocabulary (Personality - الشخصيات)</li> <li>• Exercises about new vocabulary.</li> <li>• Grammar (relative pronouns – الأسماء الموصولة)</li> </ul>
3 30 Jan	<ul style="list-style-type: none"> <li>• Reading Famous figure (شخصية من العالم العربي)</li> <li>• Reading famous figure (شخصية من العالم العربي)</li> <li>• Practicing reading vocabulary</li> </ul>
4 6 Feb.	<b>Reading Exam</b> <b>Listening Exam</b> <ul style="list-style-type: none"> <li>• Listening Personality (Al-Tayeb Saleh – الطيّب صالح)</li> </ul>

	<ul style="list-style-type: none"> <li>• Listening Personality (Al-Tayeb Saleh – الطيّب صالح)</li> <li>• Practicing listening vocabulary</li> <li>• Writing (connectors)</li> </ul>
Exam	
5 13 Feb.	<b>Writing and Grammar Exam</b> <b>Speaking Exam</b> <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> <li>• Grammar (revision)</li> <li>• Presentation</li> </ul>
	<b>SCQF 8</b>
6 20 Feb	<ul style="list-style-type: none"> <li>• New vocabulary about Media</li> <li>• Exercises about new vocabulary.</li> <li>• Grammar (assertive particle/ إنَّ وأخواتها)</li> </ul>
7 27 Feb	<ul style="list-style-type: none"> <li>• Reading (The newspaper – الجريدة)</li> <li>• Reading (The newspaper – الجريدة)</li> <li>• Practicing reading vocabulary</li> <li>• Speaking</li> <li>• Writing (connectors)</li> </ul>
8 6 March	<ul style="list-style-type: none"> <li>• Listening (News headlines – عناوين الأخبار)</li> <li>• Listening (News headlines – عناوين الأخبار)</li> <li>• Practicing listening vocabulary</li> <li>• Speaking</li> <li>• Grammar (exercises)</li> </ul>
9 13 March	<ul style="list-style-type: none"> <li>• New vocabulary about describing countries</li> <li>• Exercises about new vocabulary.</li> <li>• Reading (The Arab world – العالم العربيّ)</li> <li>• Reading (The Arab world – العالم العربيّ)</li> <li>• Practicing reading vocabulary</li> <li>• Grammar (sentence structure – نوع الجملة)</li> <li>• Writing</li> </ul>
10 20 March	<b>Test 3</b> <ul style="list-style-type: none"> <li>• Reading (The Arab world – العالم العربيّ)</li> <li>• Practicing reading vocabulary</li> <li>• Writing (connectors)</li> </ul>

	<ul style="list-style-type: none"> <li>• Speaking</li> <li>• Grammar (exercises)</li> </ul>
	<b>Easter Break</b>
<b>Week</b>	<b>Semester 3 (SCQF8)</b>
1 17 April	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Practicing listening vocabulary</li> <li>• Writing (connectors)</li> <li>• Speaking</li> <li>• Grammar (exercises)</li> </ul>
2 24 April	<ul style="list-style-type: none"> <li>• Reading (تاريخ وحضارات)</li> <li>• Practicing reading vocabulary</li> <li>• Writing (connectors)</li> <li>• Presentation</li> <li>• Writing</li> </ul>
3 1 May	<ul style="list-style-type: none"> <li>• Grammar (كان وأخواتها)</li> <li>• Grammar (exercises)</li> <li>• Listening</li> <li>• Practicing listening vocabulary</li> <li>• Speaking</li> <li>• Presentation</li> </ul>
4 8 May	<ul style="list-style-type: none"> <li>• Reading (التكنولوجيا)</li> <li>• Practicing reading vocabulary</li> <li>• Grammar – (إسناد الفعل المجهول)</li> <li>• Writing (connectors)</li> <li>• Writing</li> </ul>
5 15 May	<b>Test 4</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Practicing listening vocabulary</li> <li>• Speaking</li> <li>• Grammar (إسناد الفعل المضارع)</li> <li>• Presentation</li> </ul>
6 22 May	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Practicing listening vocabulary</li> <li>• Speaking</li> <li>• Grammar (إسناد الفعل المضارع)</li> <li>• Presentation</li> </ul>

7 29 May	<ul style="list-style-type: none"> <li>• Reading الطبيعية</li> <li>• Practicing reading vocabulary</li> <li>• Grammar (verb forms and derivative forms Masdars-المصادر من الأفعال فوق-الثلاثية)</li> <li>• Grammar (verb forms and derivative forms Masdars-المصادر من الأفعال فوق الثلاثية)</li> <li>• Writing</li> <li>• Presentation</li> </ul>
8 5 June	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Practicing listening vocabulary</li> <li>• Speaking</li> <li>• Grammar (exercises)</li> </ul>
9 12 June	<p><b>Reading Exam</b> <b>Listening Exam</b></p> <ul style="list-style-type: none"> <li>• Grammar (active and passive participles of derivative forms- اسم الفاعل واسم المفعول (من الأفعال فوق الثلاثية)</li> <li>• Grammar (active and passive participles of derivative forms- اسم الفاعل واسم المفعول (من الأفعال فوق الثلاثية)</li> <li>• Revision</li> </ul>
10 19 June	<p><b>Writing and Grammar Exam</b> <b>Speaking Exam</b></p> <ul style="list-style-type: none"> <li>• Grammar (jussive and subjunctive – الفعل المضارع المنصوب والمجزوم)</li> <li>• Revision</li> </ul>
26 June	<b>Final Submission of Writing assignment</b>
	<b>Summer Break</b>

**Social Events and Student Support: (Semester 1)**

Week	Activity	Date	Time
7 24 Oct.	Chat Club or Natakallam sessions	27 <sup>th</sup> October	Class time
8 31 Oct.	Film Night	TBC	Class time
9 7 Nov.	Chat Club or Natakallam sessions	10 <sup>th</sup> November	Class time
Weekly by request	Arabic Clinic	Between 12 <sup>th</sup> of September & 14 <sup>th</sup> of November	13:00 – 14:00 Thursdays

**Social Events and Student Support: (Semester 2)**

Week	Activity	Date	Time
3 30 Jan.	Chat Club or Natakallam sessions	2 <sup>nd</sup> Feb	Class time
8 6 March	Chat Club or Natakallam sessions	9 <sup>th</sup> March	Class time
Weekly by request	Arabic Clinic	Between 16 <sup>th</sup> of Jan & 20 <sup>th</sup> of March	13:00 – 14:00 Thursdays

**Social Events and Student Support: (Semester 3)**

Week	Activity	Date	Time
4 8 <sup>th</sup> May.	Chat Club or Natakallam sessions	11 <sup>th</sup> May	Class time
6 22 May.	Film Night	TBC	Class time
7 29 May.	Chat Club or Natakallam sessions	1 <sup>st</sup> June	Class time
Weekly by request	Arabic Clinic	Between 17 <sup>th</sup> of April & 19 <sup>th</sup> of June	13:00 – 14:00 Thursdays

**Presentation information to be completed in class:**

Date	Name	Suggested topics



### Appendix 3

#### Arabic as a Foreign Language 7&8: Assessment Details and Deadlines

Semester	Assessment		Date	Time allocation	Marks
One	Tests	Test 1 (Week 6)	20 <sup>th</sup> October	30 min	10% of the total mark
		Test 2 (week 10)	17 <sup>th</sup> November	30 min	10% of the total mark
	Writing Assignment	First submission (300 – 350 words)	23rd November	Flexible learning	10% of the total mark
Semester					
Two	Exam	Speaking  The exam will be a conversation and short discussion between student and the examiner.	Week 5  13 <sup>th</sup> – 16 <sup>th</sup> Feb (individual slots)	10 minutes	15% of 60
		Listening  Listening to audio record related to the themes covered during the course		30 minutes	15% of 60
		Reading  Exam paper will include Arabic  Text (around 400 words) followed by comprehension questions.	Week 4  9 <sup>th</sup> Feb	45 minutes	30% of 60

		<p>Writing</p> <p>The written component of the exam will require students to write a paragraph (175 words) in Arabic about a topic that its vocabulary was covered in the class.</p>	Week 5 16 <sup>th</sup> Feb	45 minutes	40 % of 60
		<p>Grammar</p> <p>Grammar paper will include questions about topics covered in the class.</p>		30 minutes	
<b>Two</b>	Tests	Test 3 (week 10)	23 <sup>rd</sup> March	30 minutes	10% of the total mark
<b>Semester 3</b>					
<b>Three</b>	Tests	Test 4 (Week 5)	18 <sup>th</sup> May	30 minutes	10% of the total mark
	Exam	<p>Speaking</p> <p>The exam will be a conversation and short discussion between student and the examiner.</p>	<p>Week 10</p> <p>19<sup>th</sup> – 23<sup>rd</sup> June (individual slots)</p>	10 minutes	15% of 60
		<p>Listening</p> <p>Listening to audio record related to the themes covered during the course</p>	Week 9 15 <sup>th</sup> June	30 minutes	15% of 60
		<p>Reading</p> <p>Exam paper will include Arabic text (500-550 words) followed by comprehension.</p>		45 minutes	30% of 60

Three					
		<p>Writing</p> <p>The written component of the exam will require students to write a paragraph (200 words) in Arabic about a topic that its vocabulary was covered in the class.</p>	<p>Week 10</p> <p>22<sup>nd</sup> June</p>	45 minutes	40 % of 60
		Grammar paper will include questions regarding to topics that were studied in class.		30 minutes	
	Writing Assignment	Second submission (400 – 450 words	28 <sup>th</sup> of June	Flexible learning	10% of the total mark

Appendix 4

Arabic Language Writing Assignment – Student Feedback Cover Sheet and Criteria

Unit: Arabic as a Foreign Language SCQF\_\_\_ Date\_\_\_\_\_ Student Name: \_\_\_\_\_

Grade /100		/45	/40			/15		
Language Skills			Communication skills and task fulfilment			Language related skills		
/9	Vocabulary	Appropriate vocabulary is used	/8	Content and Style	Appropriate opening and concluding phrases are used. Relevant information is conveyed in the body of assignment.	/5	Originality	Writing in the target language using one's own words is clear.
/9	Spelling	Accurate spelling and punctuation are used.	/8	Coherence of Ideas	Ideas are consistently linked. Coherence of ideas and information or argumentation are effective.	/5	Digital literacy skills	The ability to use the Arabic keyboard sufficiently and learn how to use Arabic diacritics and forms of letters is demonstrated.
/9	Grammar	Grammatical features are accurate such as tenses, particles etc.	/8	Accuracy	Free errors or minor errors work that do not affect the overall structure are presented.	/5	Research and self-study skills	The ability of note taking, and research effectively in other sources such as library or/and online sources and ability to manage their own learning are demonstrated.
/9	Structures	The structure of sentences is correct and well-shaped such as the agreement between words and word order.	/8	Organization	Well organised and logical structure with no irrelevant information can be seen.	<b>General Feedback:</b>		
/9	Connective words	A range of connective words and expressions are used.	/8	Completion of the task	Deadlines and word count are met			

Appendix 5

Arabic Language Writing Exam – Student Feedback Cover Sheet and Criteria

Unit: Arabic as a Foreign Language SCQF\_\_

Exam Date\_\_

Student ID number\_\_

Final /70	mark:	/15	/15	/15	/15	/10	
		<i>Vocabulary and connective words</i>	<i>Content and style</i>	<i>Consistency and coherence of Ideas</i>	<i>Grammatical structure</i>	<i>Writing (Including spelling and punctuation)</i>	
11-15		Excellent to very good use of a range of vocabulary, structures, expression, idioms, and connective words.	Excellent to very good content demonstrates an original style, thoughts, and analysis.	Ideas are consistently linked. Coherence of ideas and argumentation are effective. Overall is a very good structure.	Excellent to very good level of grammatical accuracy with minor errors that may be compensated by demonstrating accuracy in other areas.	7-10	Free errors or infrequent spelling errors that would not affect the overall writing.
6-10		Good to a competent use of vocabulary, structures, expression and connective words.	Good to competent level with most of the part with a good argument but with some lapses in the clarity of the discussion.	Some ideas are linked. Argumentation is simple and it is not always effective.	Good to a competent level of grammatical accuracy with errors but basic errors might slightly affect the clarity of meaning.	4-6	Several spelling errors slightly affect the overall writing. The punctuation and the organisation of the writing was relatively acceptable.
0-5		Frequent errors in the use of vocabulary, structures, expression, and lack of connective words. The language might be affected by the interference of the first language.	Limited or no attempt to develop an effective content and misunderstanding of the task.	Little attempt to link ideas or ideas are not linked and /or absent all together. No clear coherence and it represents a random structure.	Inaccurate use or very limited level of grammatical accuracy with frequent errors affect the clarity of the meaning.	-0-3	Communication is affected by excessive errors in spelling and punctuation and organisation of the writing.

Appendix 6

**Arabic Presentation Assessment Form – Student Feedback Cover Sheet and Criteria**

**Unit:** Arabic as a Foreign Language SCQF \_\_\_\_ **Date** \_\_\_\_\_ **Student Name:** \_\_\_\_\_

/15	/40	/15	/15	/15
<i>Presence and Delivery</i>	<i>Language Skills</i>	<i>Visual Aids</i>	<i>Content</i>	<i>Organization</i>
Speaker maintains eye contact with audience and use body language appropriately.	Appropriate vocabulary is used to discuss the topic and making a clear meaning.	Appropriate visual aids are used such as slides, handouts, video, audio etc.	The topic chosen and the language used are appropriate to the level of the unit.	Length of presentation is within the assigned time limits.
Speaker is able to answer questions and interact effectively with the audience using the target language.	Accurate grammatical structure is used during the presentation with a mix of simple and complex sentences.	Visual aids are useful and helped the presenter to deliver the talk in the target language.	The presenter introduces the topic clearly to the audience using the target language.	Information is presented in a logical sequence.
Delivery of the presentation using the target language is controlled and smooth.	Effective pronunciation features are used. The speech is understandable with appropriate rhythm and intonation.	The written text is in the target language only and it is readable and clear.	The body included is relevant to the overall message/purpose.	Overall presentation including any visual aids are well prepared and well organised.
Presentation is spoken but not read.	Speech is delivered without noticeable pauses, hesitation or slowness.	Visual aids used are related to the talk.	There is conclusion summarizing the presentation.	Presenter tries to develop interesting argument and stimulate discussion afterwards by presenting different opinions, unknown facts, provide a comparison etc.
Overall impression, the presentation is interesting and pleasant to listen to.	A range of connectives and discourse markers are used with a consistency of ideas.	Visual aids used are effective and not distracting.	Personal opinions are given when appropriate using effective phrases.	Appropriate amount of material is prepared.
<b>General Comment:</b>	<b>Final Grade: ____/100</b>			

Appendix 7

Lecturer/ Tutor's name and Signature: \_\_\_\_\_

Arabic Language Speaking Exam – Student Feedback Cover Sheet and Criteria

Unit: Arabic as a Foreign Language SCQF\_\_\_\_ Exam Date\_\_\_\_\_ Student Name: \_\_\_\_\_

Final mark:  /100	/20	/20	/20	/20	/20
	<i>Pronunciation and Accuracy</i>	<i>Fluency</i>	<i>Coherence of Ideas</i>	<i>Grammatical Range</i>	<i>Lexical Resources: Vocabulary</i>
17-20	Uses some effective pronunciation features and can be generally understood.	Speaks at length without noticeable effort sometimes with some self-correction.	Uses a range of connectives and discourse markers appropriately with a consistency of ideas.	Uses a mix of simple and complex sentences with accurate structures.	Has vocabulary to discuss topics and make meaning clear.
13-16	Shows some effective use of pronunciation features with mixed control; it is not always sustained.	Usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going.	Uses connectives and discourse markers but not always appropriately with some consistency of ideas.	Uses a limited range of complex structures, but these usually contain errors.	Uses vocabulary with limited flexibility and manages to talk about familiar and unfamiliar topics.
9-12	Generally, be understood but mispronunciation of individual words or sounds reduces clarity at times.	Produces simple speech fluently, complex communication causes fluency problems.	May over-use certain connectives and discourse markers and slight inconsistency of ideas.	Produces basic sentence forms and correct simple sentences.	Can only convey the basic meaning with limited vocabulary.
5-8	Uses limited range of pronunciation features.	Cannot response without noticeable pauses and speak slowly.	Shows repetition use of simple connectives and breakdowns in coherence.	Produces basic sentences forms with some errors.	Uses simple vocabulary to convey personal information.
0-4	Mispronunciations are frequent and cause some difficulty for the listener.	Pauses lengthy before utterances.	Unable to convey the main message.	Cannot produce the basic sentence structures.	Produces isolated words.



## Appendix 8

### Arabic Language Reading and Listening Skill – Student Feedback Cover Sheet and Criteria

Unit: Arabic as a Foreign Language SCQF\_\_\_\_ Date\_\_\_\_\_ Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Grade	Reading Skill	Listening Skill
90-100	Very extensive understanding of the text and ability to understand all the main points and details, with no errors. The student understood with ease the full meaning of the text, including any information related to specialised and unfamiliar/familiar structures. S/he demonstrated an excellent understanding of information in all cases.	Exceptional standard of understanding of speech even when it is not clearly spoken and when relationships are only implied and not signalled clearly.
80-89	Outstanding understanding of the text and ability to obtain nearly all the main points and details, almost error-free. The student understood the full meaning of the text, including most information related to specialised and/or familiar topics. S/he demonstrated an outstanding understanding of information in most cases.	Outstanding ability to comprehend extended speech and follow complex lines of argument. Student can understand news and current affairs segments without problems
70-79	Excellent understanding of the text and ability to understand the main points and details in most cases. The student understood most of the meaning of the text, including the most relevant information related to specialised and unfamiliar topics. S/he demonstrated an excellent understanding of information.	Excellent level of comprehension of a range of audio input of standard speech, provided the topic is familiar. Student can understand the idea and successfully listen for details.
60-69	Good understanding of the text and ability to understand the main points and details. The student understood the idea, including some details related to specialised and unfamiliar topics. S/he misinterpreted some relevant ideas and/or information. S/he demonstrated a good understanding of information, although there were some errors when understanding some relevant language.	A very good level of comprehension of standard speech is displayed. The student possesses a broad vocabulary and understanding of structures. The student can understand the main points of a range of topics of personal and professional interest.
50-59	Satisfactory understanding of the text and ability to understand some of the main points and details. The student understood the idea but failed to interpret many details related to unfamiliar topics. S/he misread relevant ideas and/or information frequently, though this did not affect the overall understanding of the text.	An overall acceptable level of comprehension is demonstrated. Students' comprehension is appropriate to understand a range of spoken interactions.
40-49	Poor understanding of the text and ability to understand the main points. The student understood the idea overall but failed to interpret some main points.	Poor comprehension of many phrases in the target language. The student can understand limited points in clear and simple messages but struggles to comprehend phrases/sentences made at normal speed.
0-39	General misunderstanding of the text and lack of ability to understand even the main general points. The student was unable to grasp the idea and failed to interpret most relevant information.	Lack of ability to comprehend most sentences, even when people speak slowly, but overall listening comprehension is severely weak.

## Appendix 9

### Writing Assignment

Writing assignment would help students to benefit from assessment for learning by receiving feedback and feedforward on their progression. It will also help students to improve their digital writing skills as the assignment will be typed in Arabic and submitted on Moodle. This approach will foster several skills, such as critical thinking and self-awareness and this task is a combination of formative and summative assessment.

**Writing assignment: (10%) = 100 marks: Grade will be given after the final submission.**

**The first submission will be uploaded onto Moodle on week 11 (Semester 1).**

**The second submission will be uploaded onto Moodle on week 11 (semester 3).**

#### **Instructions:**

1. The topic will be chosen by the tutor.
2. Choose a title for your writing.
3. Use word document.
4. Select simplified Arabic font for your text.
5. Select 16 -17 as font size for the text and 18-20 for the title.
6. Align your content with the right margin. (Align right).
7. Select the text to read from right to left. (Right to left text direction).
8. Include **cover letter** in Arabic with unit title, task, your name, and date in bold and centre your content as below.
9. Write acknowledgement if you use dictionary or support.
10. Change your file to PDF. Word document is also acceptable.
11. Upload your file onto Moodle.

# المستوى ----- لمادة اللغة العربية

## الكتابة

أحمد محمود

٢٠ أكتوبر ٢٠٢٠

### Arabic Keyboard: How to install Arabic keyboard in PC/laptop

- Get your **Arabic keyboard installed into your phone/computer or laptop.**
- Click on "Start" in the bottom left corner and select "Settings." Choose "Control Panel," then "Regional and Language Options."
- Click "Languages," a tab at the top of the window, and enable "Install files for complex script and right to left languages."
- Click "Details" under the "Text services and input languages" tab.
- Click "Add" located next to "Installed Services" when the window pops up, then select "Arabic (Egypt or Saudi)" and "Arabic (101)" from the list of languages. Click "OK" twice when you are finished.

## Arabic Keyboard Mac White background



## Arabic Keyboard Mac Black background



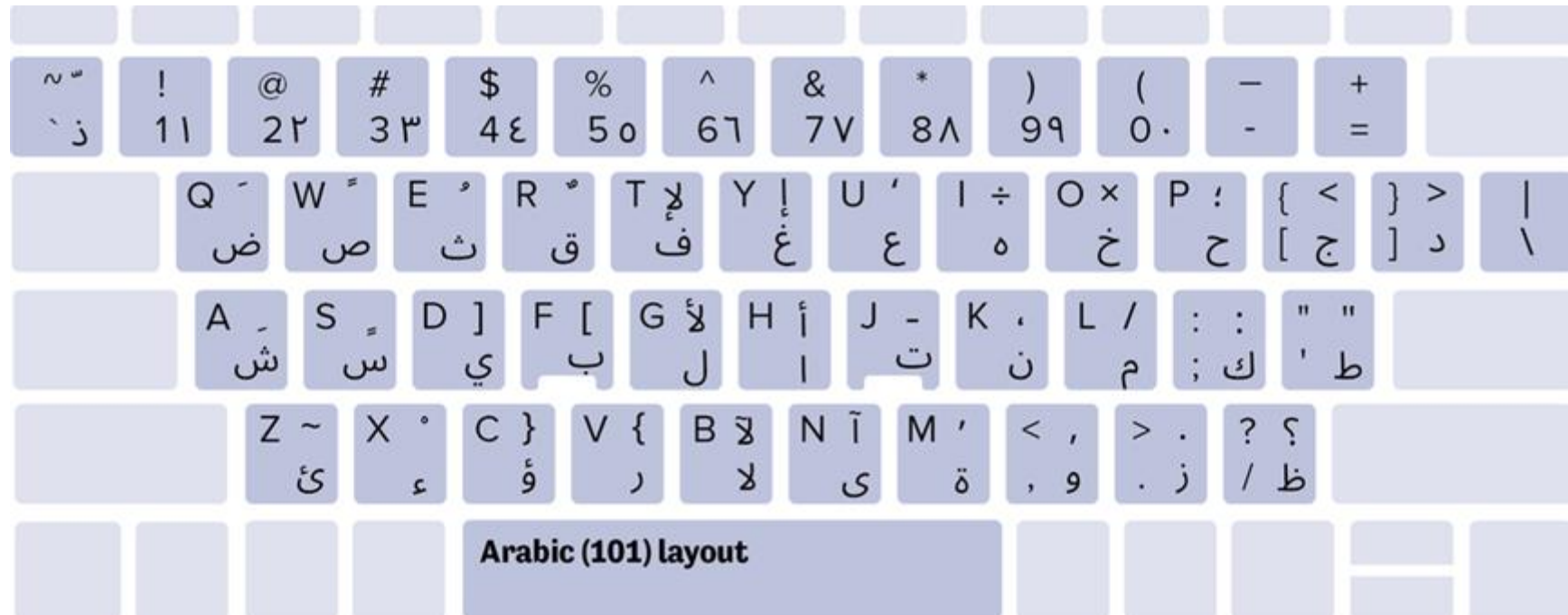
## Arabic letters and symbols - Mac

English	Arabic	English	Arabic	English	Arabic
Shift + B	أ	O	خ	F	ب
Shift + N	إ	I	هـ	J	ت
Shift + M	ؤ	L	م	E	ث
Shift + C	ئ	S	س	K	ن
Shift + Q	ـ	A	ش	D	ي
Shift + T	ـ	W	ص	V	د
Shift + E	ـ	Q	ض	C	ذ
Shift + W	ـ	T	ف	N	ر

Shift + R	ز	R	ق	B	ز
Shift + Y	و	Semicolon	ك	M	و
Shift + U	ا	G	ل	H	ا
Shift + I	ى	X	ط	Shift+D	ى
Right angle bracket	ة	Z	ظ	Right square bracket	ة
Left angle bracket	ة	U	ع	(Shift+ J)+ right square bracket	ة
Shift +forward slash	ج	Y	غ	Left square bracket	ج
Shift +V	ح	Shift +H	آ	P	ح



## Arabic keyboards – Windows White background



## Arabic keyboards – Windows Black background



## Arabic letters and symbols - Windows

English	Arabic	English	Arabic	English	Arabic
Shift + H	أ	O	خ	F	ب
Shift + Y	إ	I	هـ	J	ت
Shift + C	ؤ	L	م	E	ث
Shift + Z	ئ	S	س	K	ن
Shift + Q	ـ	A	ش	D	ي
Shift + E	ـ	W	ص	Right square bracket	د
Shift + A	ـ	Q	ض	Wave dash (next to one)	ذ
Shift + W	ـ	T	ف	V	ر

Shift + S	— =	R	ق	dot	ز
Shift + R	— ۱۸	Semicolon	ك	Comma	و
Shift + X	° —	G	ل	H	ا
Shift + wave dash Next to one	ˆ —	Quotation mark Next to semicolon	ط	N	ى
Shift + dot	•	Question mark	ظ	M	ة
Shift +K	‘	U	ع	(Shift+ J)+ M	ة
Shift +forward slash	؟	Y	غ	Left square bracket	ج
Shift + X	ء	Shift +N	آ	P	ح

## Scale of levels:

### Scottish Credit and Qualifications Framework (SCQF) versus Common European Framework of Reference (CEFR)

Scottish Credit and Qualifications Framework (SCQF)	Common European Framework Reference (CEFR)	Levels
SCQF5	A1	Complete beginners
SCQF6	A2	Beginners
SCQF7	B1	Low intermediate
SCQF8	B2	Intermediate
SCQF9	B2.1	Upper intermediate/low advanced
SCQF10	C1	Advanced