



Al-Maktoum College  
of Higher Education

# DIPLOMA IN ARABIC LANGUAGE PROGRAMME HANDBOOK

Academic Year 2022/23  
SCQF Level 10

Programme code: GM79 04





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## 1.1 WELCOME

Welcome to the **Diploma 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 upper intermediate level.

This programme is approved and credit-rated by the Scottish Qualifications Authority (SQA) and is awarded at SCQF level 10. This course is intended for students who are eager to learn certain aspects of Arab culture and society at upper intermediate/advanced level. It will provide students with a deeper knowledge of Arab/Middle Eastern society as well as current affairs. The philosophy of this programme is to teach Arabic as a living language to a diverse body of students with a wide variety of academic and professional needs. Therefore, it aims to develop all four skills, namely listening, speaking, reading, and writing

By the end of the course, students will have a good command of the language at upper intermediate/advanced 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 (SCQF9) and Arabic as a Foreign Language (SCQF10)**

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

Diploma 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 9 Unit Coordinator: **Dr Sara Al Tubuly, Lecturer in Arabic Language**  
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Arabic as a Foreign Language 10 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 9 & 10 – Aims:

- 1- To provide the students with the knowledge to develop and practice oral communication skills in different settings and for diverse purposes at upper intermediate/advanced level.
- 2- To provide the students with the opportunity to listen to and understand Arabic with accuracy and in a range of contexts, enabling them to develop appropriate skills.
- 3- To offer students the opportunity to practice reading texts employing a variety of texts at upper intermediate/advanced level.
- 4- To enable the students to produce written Arabic paragraphs using grammatical structures and a wide range of vocabulary at upper intermediate/advanced level.
- 5- To provide students with the knowledge to develop and practice oral communication skills in different settings and for diverse purposes at upper intermediate/advanced level.
- 6- 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.
- 7- To offer students the opportunity to practice reading employing a variety of texts.
- 8- To enable the students to produce written Arabic paragraphs using complex grammatical structures and a wide range of vocabulary.

Arabic as a Foreign Language 9 & 10 – Learning Outcomes:

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

- 1- Read texts (around 400 words in SCQF 9) on relatively complex topics and understand the main ideas with minimal use of a dictionary.
- 2- Speak about a variety of topics critically and using the language functionally and constructively.
- 3- Understand speakers discussing familiar and unfamiliar topics.
- 4- Write relatively long texts on topics covered during the lessons.
- 5- Get an exposure to relevant aspects of Arab culture connected to sociology, history, arts and literature.
- 6- Read complex texts (around 500-550 words in SCQF 10) and understand the main ideas with minimal use of a dictionary.
- 7- Speak about a variety of topics critically and using the language functionally and constructively.
- 8- Understand speakers discussing unfamiliar/familiar topics.
- 9- Write relatively long texts (no less than 200 words) on topics covered during the lessons.
- 10- Get an exposure to relevant aspects of deep culture connected to sociology, history, arts and literature

## 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 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.

Students will develop their language skills through reading, listening, writing, and speaking tasks related to the theme introduced. They will learn the language through a naturalistic and communicative approach.

## 1.5 UNIT INFORMATION

Unit code	Title	SCQF level	Credits
HP9K 04	Arabic as a Foreign Language 9	9	20
HP9L 04	Arabic as a Foreign Language 10	10	20
	<b>Overall credit rating - 10</b>		

### Arabic as a Foreign Language 9

Arabic as a Foreign Language at level 9 is a unit intended to provide an opportunity for students to demonstrate the skills in speaking necessary to understand and communicate in Arabic and comprehend the language confidently, effectively, precisely and appropriately; enable them to understand most of the details of spoken language of various kinds (lectures, conversations, radio and television broadcasts etc.) at the upper intermediate/advanced level; train students to become critical readers of a range of

authentic texts/articles (literary, journalistic etc.) dealing with a variety of topics; and provide them with the opportunity to compose descriptive, discursive and narrative essays about various topics using complex and diverse language.

Besides the writing, listening, and speaking skills, this unit also covers such themes as the history and geography, social issues, and development such as child labour, violence against children, women's rights, and addiction, as well as insight into art and culture such as the art of caricature, music and media. as well as the following grammatical points:

- 1- Weak verbs – الفعل المعتل
- 2- Transitive & intransitive verbs الفعل اللازم و المتعدي
- 3- Passive voice المبني للمجهول
- 4- Specification التمييز
- 5- Accusative of purpose المفعول لأجله
- 6- Cognate accusative المفعول المطلق
- 7- Numerals (from 11 to 19) الأعداد الفردية و المركبة

Students who successfully complete this unit will be able to partake in discussions and conversation, watch and listen to audio / visual materials, read original articles, reports, and write paragraphs (approximately 150 - 175 words) about the topics mentioned above. The unit will be delivered mainly in Arabic. Students will use the target language as a mean of communication in the classroom.

Students who complete this course will be able to infer meaning from lectures, and broadcasts on such themes, give short presentations / talks about some of them, read and understand texts written in modern standard Arabic on them, write at some length about selected topics related to them as well as master the grammar comprised in such a course. The course will be delivered in Arabic. Students 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 upper intermediate / advanced level.

## Arabic as a Foreign Language 10

Arabic as a Foreign Language at SCQF level 10 is a course intended to provide an opportunity for students to demonstrate the skills in speaking necessary to understand and communicate in Arabic and comprehend the language confidently, effectively, precisely and appropriately; enable them to understand most of the details of spoken language of various kinds (lectures, conversations, radio and television broadcasts etc.) at the advanced level; train students to become critical readers of a range of authentic texts/articles (literary, journalistic etc.) dealing with a variety of topics; and provide them with the opportunity to compose descriptive, discursive and narrative essays about various topics using complex and diverse language.

This unit covers themes such as history, social topics (Migration, teaching in Arab universities, Arabic Language, cinema, etc.), literature (a short story) as well as the following grammatical points:

- 1- أسلوب الشرط غير الجازم-
- 2- التوكيد
- 3- ألفاظ العقود و الوصف بالعدد
- 4- أسلوب الشرط الجازم-
- 5- اسم التفضيل
- 6- الاستثناء
- 7- أفعال المقاربة-

Students who successfully complete this unit will be able to partake in discussions and conversation, watch and listen to audio / visual materials, read original articles, reports, and write paragraphs (approximately 175 -200 words) about the topics mentioned above, using advanced Arabic grammar. The unit will be delivered mainly in Arabic. Students will use the target language as a means of communication in the classroom.

### Unit Description:

Besides the reading, writing, speaking, and listening skills which are taught through an integrated approach, this unit covers a range of themes such as social and educational issues and economic and political problems faced the Arab world. This unit is designed to offer students the knowledge of Arabic at advanced level in a range of topics such as migration, brain drain, education in Arab world, comparison between Standard Arabic and regional dialects, Arabic cinema, media and films, slavery in the current century and Arabic literature. It will provide them with the necessary skills to converse

effectively and appropriately during discussions, lectures, interviews, and debates. Of equal importance for this unit is to enable students to listen and understand discussions and debates in lectures and forums and commentaries presented orally in Arabic. The present unit also seeks to enable students to read and comprehend original Arabic materials dealing with a range of social, political and economic issues. In addition, the course seeks to consolidate the fundamentals of Arabic grammar at advanced level. The course is organised around communicative and interactive activities that will allow students to build all skills in the most effective way.

### Module plan:

Each module will be taught according to the following steps:

- 1- The students will read one text at home using the reading strategies introduced in class, and they will then discuss the same text in class with the teacher. In class they will then focus on the new vocabulary and carry out several exercises related to the text. The same procedure will be followed for the listening activities.
- 2- One hour every week will be devoted to speaking and conversation, during which the students will have the opportunity to practice the new vocabulary of the week.

- 3- Two hours will be devoted to writing activities. In the first hour the lesson will focus on connectors as well as relevant writing skills such as summary, comparison, expressing opinions. In the second hour the students will practice their writing skills in class.
- 4- Each unit will devote one or two lessons to new grammar structures. The teacher will introduce and explain the new structures and the students will practice them during the speaking and writing hours.
- 5- Students will take quick quizzes aimed at assessing their progress.
- 6- Students will present a topic in Arabic language; the topic will be chosen by students and agree with the teacher.
- 7- Students will be assigned homework/independent work to complete vocabulary exercises, additional reading texts with comprehension questions, listening exercises with comprehension questions, grammar exercises and writing task for each theme.
- 8- Other online tools such as Quizlet, Qwiqr, Mentimeter, Kahoot, Moodle Quizzes, Moodle discussion forums will be used where possible.

## 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. Students are also required to produce a piece of writing (300-350 words in SCQF9 and 400-450 words in SCQF10) 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). 5% of the final mark will be allocated to participation (class activities, homework and using Moodle).

### Arabic as a Foreign Language 9 and 10: Assessment Table

Assessment	Mark (100)
Participation (class and social activities, homework, and participation on using Moodle).	5%
Presentation	5%
Two 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 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)
- Alawiye, Imran H. (2007). *Gateway to Arabic* (Book 2). Greenford: Anglo – Arabic Graphics Ltd.
- Al-Batal, M.; Brustad, K.; al-Tonsi, A., *Al-KitaabfiiTa'allum al-'Arabiyya: A Text Book for Beginning Arabic, Part 2* (Georgetown University Press, Washington D.C. 2004)
- Alish, Mahdi. (2009). *AhlanwaSahlan: Letters and Sounds of the Arabic Language* (with CD and DVD). Revised by Allen Clark.
- Louis, Samia. (2010). *Lughatuna Al-fusha* (book one). The American University in Cairo.
- Wehr, Hans A Dictionary of Modern Written Arabic, Harassowitz, Wiesbaden, 1994. Edited by JM
- (1999). Oxford wordpower dictionary for Arabic-speaking learners of English.: Oxford University Press. OR
- (2010). Oxford Essential Arabic Dictionary. Oxford: Oxford University Press.
- Online Arabic Resources: <http://arabic.desert-sky.net/links.html>
- OERabic resource page <http://roots.oerabic.llc.ed.ac.uk/>
- Arabic workshop <https://app.arabicworkshop.com/>
- Online Arabic Resources: <http://arabic.desert-sky.net/links.html>



- <http://raseef22.com/>
- <https://goo.gl/fVyUam>
- <http://www.france24.com/ar/>
- <https://www.alarabiya.net/variety.html?cref=navdesk>
- <http://www.aljazeera.net/news/miscellaneous>
- <http://learning.aljazeera.net/arabic>
- <http://www.bbc.com/arabic/artandculture>
- <http://www.bbc.com/arabic/topics/e45cb5f8-3c87-4ebd-ac1c-058e9be22862>
- [http://www.bbc.com/arabic/tvandradio/2011/01/000000\\_liveradio](http://www.bbc.com/arabic/tvandradio/2011/01/000000_liveradio)
- <http://www.alaan.tv/programs/news-and-info>
- <http://arabic.cnn.com/entertainment>

## Arabic as a Foreign Language 9 &amp; 10: Unit Plan

Semester 1 (SCQF9)	
Week	Content
1 12 Sept.	<ul style="list-style-type: none"> <li>•Revision – Conversation</li> <li>•Set of vocabulary related to the theme (Booklet 1) عمالة الأطفال</li> <li>•Practice using vocabulary in context</li> <li>•Conversation – debate &amp; discussion</li> <li>•Grammar transitive - intransitive verbs – (الفعل اللازم والمتعدّي إلى مفعولين)</li> <li>• Writing (connectors) – using them in context</li> </ul>
2 19 Sept.	<ul style="list-style-type: none"> <li>•Reading text</li> <li>•Practicing listening vocabulary</li> <li>•Listening exercise</li> <li>•Speaking - warming up exercise.</li> <li>•Grammar (Passive voice – الفعل المبني للمجهول)</li> </ul>
3 26 Sept.	<ul style="list-style-type: none"> <li>•Set of vocabulary related to theme 2</li> <li>•Practice using vocabulary in context</li> <li>•Grammar (numerals – العدد البسيط)</li> <li>• Writing (connectors) – using them in context</li> </ul>
4 3 Oct.	<ul style="list-style-type: none"> <li>•Reading text &amp; comprehension questions</li> <li>•Writing task</li> <li>•Grammar revision</li> <li>•Conversation – watch and discuss.</li> <li>•Presentation</li> </ul>
5 10 Oct.	<ul style="list-style-type: none"> <li>•Practice listening vocabulary</li> <li>•Listening exercise</li> <li>•Grammar</li> <li>• Exercises - numbers</li> <li>•Presentation</li> </ul>
6 17 Oct.	<p><b>Test 1</b></p> <ul style="list-style-type: none"> <li>• New vocabulary – (Booklet 3) المرأة بين الشرق والغرب</li> <li>• Put vocabulary in Context.</li> <li>•Practice using vocabulary in context</li> <li>•Speaking skills – debate session</li> </ul>

7 24 Oct.	<ul style="list-style-type: none"> <li>• Reading text with comprehension questions</li> <li>• Writing (connectors and expressions)</li> <li>• Writing exercises</li> <li>• Presentation</li> </ul>
8 31 Oct.	<ul style="list-style-type: none"> <li>• Grammar (specification – التمييز)</li> <li>• Grammar exercises</li> <li>• Listening exercise &amp; stimulate discussion</li> <li>• Listening exercises</li> </ul>
9 7 Nov.	<ul style="list-style-type: none"> <li>• Practice new vocabulary (Addiction – الإدمان) (Booklet 4)</li> <li>• Put vocabulary in context</li> <li>• Grammar (Accusative of purpose – المفعول لأجله)</li> <li>• Grammar exercises</li> </ul>
10 14 Nov.	<b>Test 2</b> <ul style="list-style-type: none"> <li>• Reading text related to the theme</li> <li>• Comprehension</li> <li>• Speaking skills</li> <li>• Revision (Grammar)</li> </ul>
21 Nov.	<b>Writing Assignment: 1<sup>st</sup> Submission</b>
	<b>Christmas Break</b>
	<b><u>Semester 2 (SCQF9)</u></b>
Week	
1 16 <sup>th</sup> Jan.	<ul style="list-style-type: none"> <li>• Writing (phrases, expressions, connectors)</li> <li>• Writing exercises</li> <li>• Listening task &amp; discussion</li> <li>• Listening exercises</li> <li>• Speaking: report news</li> </ul>
2 23 Jan.	<ul style="list-style-type: none"> <li>• New vocabulary (Caricature – فن الكاريكاتير) (Booklet 5)</li> <li>• Learn vocabulary in context</li> <li>• Learn connectors, structures</li> <li>• Writing exercise</li> <li>• Presentation</li> <li>• Speaking: questions and answers</li> </ul>
3 30 Jan	<ul style="list-style-type: none"> <li>• Reading text</li> <li>• Comprehension questions</li> <li>• Grammar - cognate accusative – المفعول المطلق</li> </ul>

	<ul style="list-style-type: none"> <li>• Grammar exercises</li> <li>• Practicing listening vocabulary</li> </ul>
4 6 Feb.	<b>Reading Exam</b> <b>Listening Exam</b> <ul style="list-style-type: none"> <li>• Listening task &amp; discussion (exercises)</li> <li>• Listening exercise</li> <li>• Presentation</li> <li>• Speaking: watch to stimulate the discussion.</li> </ul>
Exam	
5 13 Feb.	<b>Writing and Grammar Exam</b> <b>Speaking Exam</b> <ul style="list-style-type: none"> <li>• Reading (Literature; a short story) – Activity</li> <li>• Learn new vocabulary</li> <li>• Grammar (numeral – العدد المركّب)</li> <li>• Grammar exercises</li> <li>• Discussion about the story</li> <li>• Write a summary about the story</li> <li>• Structures &amp; connectors</li> </ul>
	<b>SCQF 10</b>
6 20 Feb	<ul style="list-style-type: none"> <li>• Reading (<b>Booklet 6</b>)</li> <li>• Practicing vocabulary</li> <li>• Discussing the text</li> <li>• Grammar (أسلوب الشرط غير الجازم)</li> <li>• Grammar exercises</li> <li>• Speaking – open conversation</li> <li>• Discussion</li> </ul>
7 27 Feb	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Practicing listening vocabulary</li> <li>• Grammar (exercises)</li> <li>• Writing connectors</li> <li>• Writing</li> <li>• Open discussion</li> </ul>
8 6 March	<ul style="list-style-type: none"> <li>• Reading (<b>Booklet 7</b>)</li> <li>• Practicing reading vocabulary</li> <li>• Discussing the text</li> </ul>
9 13 March	<ul style="list-style-type: none"> <li>• Grammar (أسلوب الشرط الجازم)</li> <li>• Grammar exercises</li> <li>• Writing (connectors)</li> <li>• Open conversation</li> <li>• Writing</li> <li>• Presentation</li> </ul>

10 20 March	<b>Test 3</b> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Practicing listening vocabulary</li> <li>• Discussing the text</li> <li>• Grammar exercises</li> <li>• Speaking</li> </ul>
	<b>Easter Break</b>
<b>Week</b>	<b>Semester 3 (SCQF10)</b>
1 17 April	<ul style="list-style-type: none"> <li>• Reading (<b>Booklet 8</b>)</li> <li>• Reading</li> <li>• Practicing reading vocabulary</li> </ul>
2 24 April	<ul style="list-style-type: none"> <li>• Grammar (ألفاظ العقود والعدد المعطوف)</li> <li>• Grammar exercises</li> <li>• Listening</li> <li>• Discussing the listening text</li> <li>• Practicing listening vocabulary</li> </ul>
3 1 May	<ul style="list-style-type: none"> <li>• Grammar (exercises)</li> <li>• Speaking</li> <li>• Writing</li> <li>• Extra reading</li> <li>• Presentation</li> </ul>
4 8 May	<ul style="list-style-type: none"> <li>• Reading (<b>Booklet 9</b>)</li> <li>• Discussing the text</li> <li>• Practicing reading vocabulary</li> </ul>
5 15 May	<b>Test 4</b> <ul style="list-style-type: none"> <li>• Grammar (الاستثناء)</li> <li>• Grammar exercises</li> <li>• Writing (connectors)</li> <li>• Open conversation</li> <li>• Writing</li> </ul>
6 22 May	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Discussing the text</li> <li>• Practicing listening vocabulary</li> </ul>
7 29 May	<ul style="list-style-type: none"> <li>• Grammar (التوكيد)</li> <li>• Speaking</li> </ul>



	<ul style="list-style-type: none"> <li>• Writing</li> <li>• Presentation</li> </ul>
8 5 June	<ul style="list-style-type: none"> <li>• Reading story</li> <li>• Practicing reading vocabulary</li> <li>• Grammar (اسم التفضيل)</li> <li>• Grammar exercises</li> <li>• Writing (connectors)</li> </ul>
9 12 June	<b>Reading Exam</b> <b>Listening Exam</b> <ul style="list-style-type: none"> <li>• Grammar (أفعال المقاربة)</li> <li>• Grammar exercises</li> <li>• Revision</li> <li>• Presentation</li> </ul>
10 19 June	<b>Writing and Grammar Exam</b> <b>Speaking Exam</b> <ul style="list-style-type: none"> <li>• connectors - revision</li> <li>• Writing (connectors)</li> <li>• Revision</li> <li>• Presentation</li> </ul>
26 June	<b>Final Submission of Writing assignment</b>
	<b>Summer Break</b>

This unit will cover complete modules. Each module will contain new vocabulary, one reading text, one listening, as well as grammar, conversation and writing activities and exercises.

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

Week	Activity	Date	Time
7 24 Oct.	Chat Club or Natakallam sessions	26 <sup>th</sup> October	Class time
8 31 Oct.	Film Night	TBC	Class time
9 7 Nov.	Chat Club or Natakallam sessions	9 <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	1 <sup>st</sup> Feb	Class time
8 6 March	Chat Club or Natakallam sessions	8 <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	10 <sup>th</sup> May	Class time
6 22 May.	Film Night	TBC	Class time
7 29 May.	Chat Club or Natakallam sessions	31 <sup>st</sup> May	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

## Arabic as a Foreign Language 9&amp;10: Assessment Details and Deadlines

Semester	Assessment		Date	Time allocation	Marks
One	Tests	Test 1 (Week 6)	19 <sup>th</sup> October	30 min	10% of the total mark
		Test 2 (week 10)	16 <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  8 <sup>th</sup> Feb	45 minutes	30% of 60

Two		<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 15 <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	
		Tests	Test 3 (week 10)	22 <sup>nd</sup> March	30 minutes
Semester 3					
Three	Tests	Test 4 (Week 5)	17 <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>	Week 10 19 <sup>th</sup> – 23rd June (individual slots)	10 minutes	15% of 60
		<p>Listening</p> <p>Listening to audio record related to the themes covered during the course</p>	Week 9 14 <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>21<sup>st</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	Organisation	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 mark: /70	/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 will 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.**

1. The first submission will be uploaded onto Moodle on **week 11 (semester 1)**.
2. The second submission will be uploaded onto Moodle on **week 11 (semester 3)**.

#### **Instruction:**

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



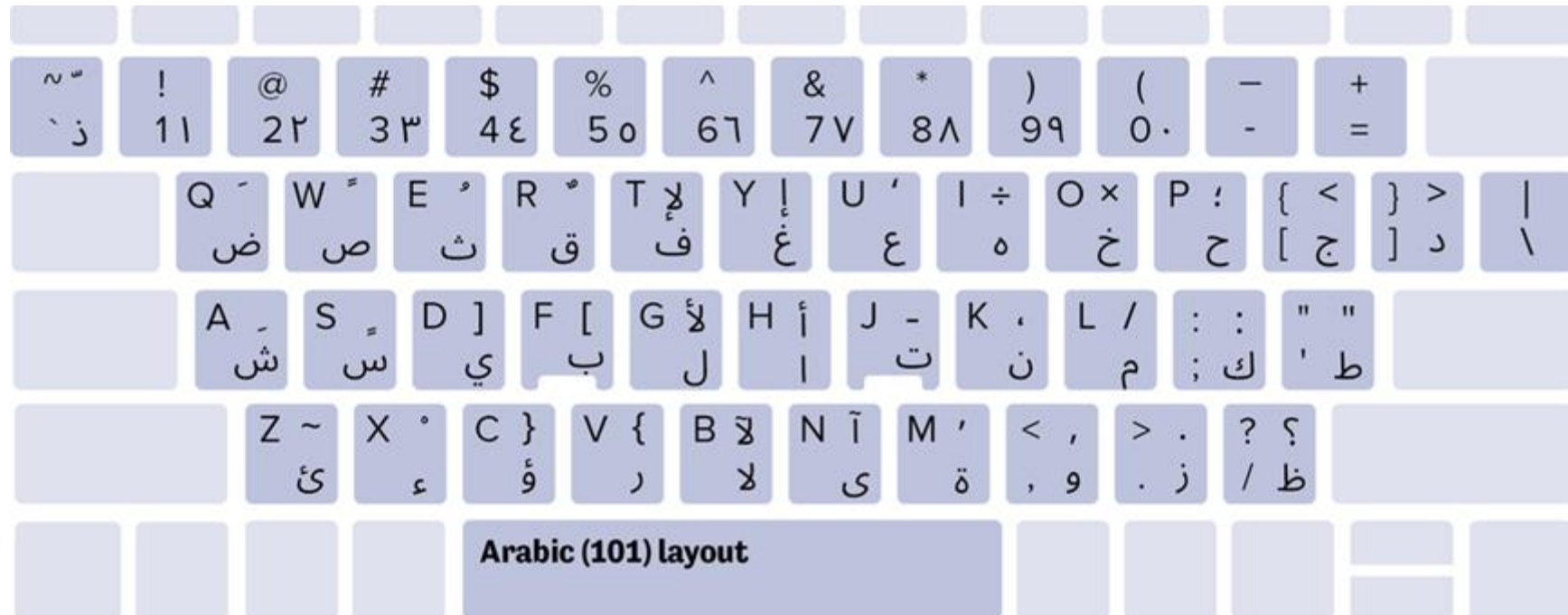
## Arabic letters and symbols - Mac

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