



Al-Maktoum College
of Higher Education

INTRODUCTORY CERTIFICATE IN ARABIC LANGUAGE PROGRAMME HANDBOOK

Academic Year 2022/23
SCQF Level 6

Programme code: GM77 04



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1.1 WELCOME

Welcome to the Introductory 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 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 beginner level.

This course is approved and credit-rated by the Scottish Qualifications Authority (SQA). The Introductory Certificate in Arabic Language is awarded at SCQF level 6 and intended for students interested in learning Arabic language for personal enrichment; to become familiar with certain aspects of Arab culture or pursue further education in the academic fields of Arabic Studies. 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. It aims to develop all four skills of listening, speaking, reading, and writing.

The programme is composed of two compulsory units: **Arabic as a Foreign Language (SCQF 5) and Arabic as a Foreign Language (SCQF 6); and a 4-week introductory period.**

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

Introductory 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 call: 01382 908070

Arabic as a Foreign Language 5 Unit Coordinator: **Fatima Aldergazaly, Teaching Fellow in Arabic Language**

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General admin enquiries should be emailed to studentadmin@almcollege.ac.uk

1.3 AIMS AND outcomes

Arabic as a Foreign Language 5 & 6 – Aims:

- 1- To provide students with the opportunity to develop and practice oral communication skills in different settings and for diverse purposes related to the themes covered at beginner level (A1) in SCQF5 and at post beginner level (A2) in SCQF6.
- 2- To provide students with the opportunity to listen to and understand Arabic as a sympathetic participant in the native language with accuracy and in a range of contexts at beginner level (A1) in SCQF5 and at post beginner level (A2) in SCQF6.
- 3- To offer practice in reading and composing different types of written texts at beginner level (A1) in SCQF5 and at post beginner level (A2) in SCQF6.
- 4- To enable students to produce simple written Arabic sentences using some basic grammatical structures and a range of vocabulary at beginner level (A1) in SCQF5 and at post beginner level (A2) in SCQF6.

Learning Outcomes 5 & 6:

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

- 1- Read simple texts (around 200 words in SCQF5 and 250 words in SCQF6) on familiar topics and understand the main ideas with minimal use of a dictionary.
- 2- Speak about themselves and close relatives, and about their study, work, home, favourite food in SCQF5 and speak about themselves and close relatives, and about their study, work, weather, shopping, travels, and hobbies in SCQF6.
- 3- Understand speakers accustomed to dealing with learners of Arabic as a foreign language at beginner level in SCQF5 and post beginner level in SCQF6.
- 4- Write sentences or short paragraphs (around 50-80 words in SCQF5 and around 100 words in SCQF6) on topics covered during the lessons.
- 5- Be aware of some aspects of Arab culture connected to everyday life.

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
HP9F 04	Arabic as a Foreign Language 5	5	20
HP9G 04	Arabic as a Foreign Language 6	6	20

Arabic as a Foreign Language 5

This unit is designed to build a bridge between complete beginner A0 and beginner levels A1. It will enable students to broaden their communication skills in various settings and for different purposes according to the themes covered. The unit will also enable students to listen to and understand modern standard Arabic as a sympathetic participant of the native language in a range of contexts. With respect to the reading element, this unit will enable students to read texts on familiar topics and understand the main ideas with minimal help of a dictionary (**approximately 200 words**). Eventually, it will provide students with the opportunity to write short paragraphs (**approximately between 50- 80 words**) in modern standard Arabic, using some basic grammatical structures and simple vocabulary.

This unit covers Arabic alphabet, sounds, and themes such as greeting, family relations, house, food, numbers 1-20 & (20, 30, ... 100), as well as the following grammatical concepts:

- Pronouns (subjective and possessive)
- Present verb (with six pronouns I, we, you singular, he, she)
- Present verb (for future)
- Gender (feminine and masculine)
- Adverb of place
- Past tense verb (with six pronouns I, we, you singular, he, she)
- Prepositions
- Adverbs of times

The unit will also introduce students to some Arabic cultural/social aspects. Students who successfully complete this unit will be able to partake in simple discussions based on questions and answers, watch, and listen to audio / visual materials, read short paragraphs, and write sentences and short paragraphs about the above-mentioned topics, using basic Arabic grammar. The unit will be delivered in Arabic and English. Students will be encouraged to use the target language as a means of communication, if possible. 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 Moodle and the College library.

Arabic as a Foreign Language 6

Arabic as a Foreign Language at level 6 is a unit intended to build a bridge between post beginners and intermediate levels. It provides students with the opportunity to practice knowledge in Arabic of themes related to education, weather, clothing, description of places and people, travel, jobs, and professions, along with the customs and traditions of the Arab world. Practical knowledge will be developed in four key areas: reading, writing, listening, and speaking. In addition, this unit seeks to consolidate the fundamentals of Arabic grammar at post beginners' level. It is organised around interactive as well as communicative activities that will allow students to build on all skills in the most effective way.

This unit covers themes such as weather, clothing, description, traveling and shopping as well as the following grammatical concepts:

- All pronouns (subjective and possessive).
- Past verb (with all pronouns)
- Present verb (with all pronouns)
- Imperative
- Dualism
- Plurals
- Nominal and verbal sentences.

The unit will also introduce students to some Arabic social aspects. Students who successfully complete this unit will be able to partake in simple discussions based on questions and answers, watch, and listen to audio / visual materials, read short paragraphs, and write sentences and short paragraphs about the topics, using Arabic grammar at post beginner level. The unit will be delivered mainly in Arabic. English will be used if necessary or to explain some points in grammar. Students will 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. Students are also required to produce a piece of writing (150 words in SCQF5 and 175 words in SCQF6) 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).

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%

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/

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

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 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 Introductory 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 (1), Beginner's level. Noorat.

Alawiye, Imran H. (2007). *Gateway to Arabic* (Book 1). Greenford: Anglo – Arabic Graphics Ltd.

Al-Batal, M.; Brustad, K.; al-Tonsi, A., *Al-KitaabfiiTa'allum al-'Arabiyya: A Textbook for Beginning Arabic*, Part One (Georgetown University Press, Washington D.C. 2004)

Alosh, Mahdi. (2009). *AhlanwaSahlan: Letters and Sounds of the Arabic Language* (with CD and DVD). Revised by Allen Clark.

Brustad, K. Al-Batal, M. Al-Tonsi, A. Alif baa with multimedia: introduction to Arabic letters and sounds. Third Edition. Washington DC: Georgetown University Press

Louis, Samia. (2010). *Lughatuna Al-fusha* (book one). The American University in Cairo.

Schulz, Ekkehard, Krahl, Gunther & Reuschel, Wolfgang. (2000). *Standard Arabic: Elementary*. Cambridge: Cambridge University Press.

Wight wick, Jane & Gaafar Mahmoud. (2007) *Mastering Arabic1*, Second edition. Palgrave Macmillan.

Wight wick, Jane & Gaafar Mahmoud. (1998). *Arabic Verbs and Essentials of Grammar: A Practical Guide to the Mastery of Arabic*. New York: The McGraw Hill Companies.

Wehr, Hans A Dictionary of Modern Written Arabic, Herskowitz, Wiesbaden, 1994. Edited by JM

Wight wick, J., & Gaafar, M. (2005). Mastering Arabic grammar: Palgrave Macmillan.

(1999). Oxford word power 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>

For the fifth lesson about the food you can find some recipes for Arabic food on:

<https://www.fatafeat.com>

OERabic resource page <http://roots.oerabic.llc.ed.ac.uk/>

Arabic workshop <https://app.arabicworkshop.com/>

Arabic as a Foreign Language 5 & 6: (Semester 1) Unit Plan

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.

Semester 1 (SCQF5)	
Week	Content
1 (13 th - 14 th Sept.)	<ul style="list-style-type: none"> • First group of letters (ب، ت، ث، ي). (Booklet 1) • Exercises to practice pronouncing and writing them. • Focus on two pronouns I and You (أنا، أنت، أنتِ) and connect them with possessive pronouns (ي، ك، ل) using (my name: اسمي Your name: اسمك، اسمك، اسمك my/your country بلدي/ بلدك، بلدك) • Focus on practicing the previous words orally by using question particle what / ما (ما بلدك؟ / ما بلدك ...) • Practicing pronouns and previous words orally. • Second group (ا، د، ذ، ر، ز، و) • Exercises to practice pronouncing and writing them. • Focus on practicing the previous words orally by using question particle what / ما (عملك؟ / ما عملك ... مدينتك؟ / هوايتك ...)

<p>2 (20th - 21st Sept.)</p>	<ul style="list-style-type: none"> • Third group of letters (ج، ح، خ، هـ، م) • Exercises to practice pronouncing and writing them. • Practicing previous words and start using simple verbs like work, أعملُ and study أدرسُ, live أسكن. • ماذا تعملُ؟ ماذا تدرسُ؟ • أين تسكن؟ أين تسكنين؟ • Dictation • Fourth group of letters (س، ش، ص، ض) • Exercises to practice pronouncing and writing them. • Describe marital status single; Married, single, with masculine and feminine هل أنت أعزب / عزباء، متزوج متزوجة؟
<p>3 (27th – 28th Sept.)</p>	<ul style="list-style-type: none"> • Fifth group of letters (ف، ق، ك، ل) • Exercises to practice pronouncing and writing them. • Pronouns for absent he, she (هو، هي) and possessive pronouns (لها، له) using the previous words. (اسمه / اسمها، بلده، بلدها ...) • Sixth group of letters (ط، ظ، ع، غ) • Exercises to practice pronouncing and writing them. • Focus on practicing the previous words orally by using question particle how many/much. كم (عمرُك/عمرُكِ / عمرها/ عمره) • Expressing like and dislike using simple verbs like hate: أكره، and love / like: هل تحب القهوة؟ هل تحب الشاي؟ ماذا تحب؟ أحبُّ • Dictation
<p>4 (4th – 5th Oct.)</p>	<ul style="list-style-type: none"> • Writing simple sentences using words and structure learned so far. • Listening to words with similar letters to see the difference and practice it. • New pronunciation والتنوين المدّة والشدّة with some exercises. • Indefinite and definite nouns (المعرفة والنكرة) with some exercises. • The numbers (الأعداد) with exercises.

<p>5 (11th & 12 Oct.)</p>	<ul style="list-style-type: none"> • Days and month in Arabic • Greetings (<i>speaking and writing</i>) صباح الخير، مساء الخير، (Booklet 2) • Reading sentences and structures related to words studied previously and complete some exercises. • Conversation to express themselves (<i>the name, age, working or studying, place of living</i>) and the question words. • Dictation • Mock test (on Moodle)
<p>6 (18th & 19th Oct.)</p>	<ul style="list-style-type: none"> • New set of basic vocabulary (verbs & nouns) • Reading short text using the new expressions • Exercises related to the text to practice new vocabulary. • Grammar (pronouns subjective and possessive) • Grammar (exercises) • Dictation and digital literacy (type on discussion forum on Moodle) • Progress test
<p>7 (25th – 26th Oct.)</p>	<ul style="list-style-type: none"> • Conversation (students will speak about someone they know- third person) • Grammar (present verb (with six pronouns I, we, you singular, he, she) • Grammar (exercises) • Listening exercise • Writing exercise • New vocabulary about family's member: (Booklet 3) • عائلة، أب، أم، أخ، أخت، عم، خال، عمّة، خالة، جد، جدّة • Practicing new vocabulary.

<p>8 (01st -02nd Nov.)</p>	<ul style="list-style-type: none"> • Conversation (speak about their family's members) • Practicing new vocabulary related to the reading text. • Reading a short text including the new expressions about family's member. • Exercises to practise vocabulary. • Grammar (future tense in a singular case. <i>سوف أدرس، يدرس، تدرس</i>) • Grammar (exercises) • Conversation about daily routine to practise the present verb. • Grammar (gender) • Grammar exercises • Idhaafa structure & exercises
<p>9 (08th –09th Nov.)</p>	<ul style="list-style-type: none"> • Listening to a short text related to family vocabulary. • Exercises related to the text. • Conversation about family members • Writing exercises about family. • Dictation and digital literacy. • Revision + Q & A
<p>10 (15th – 16th Nov.)</p>	<ul style="list-style-type: none"> • Test 2 • Speaking (revision)
<p>11 (22nd & 23rd Nov.)</p>	<p>Writing Assignment / 1st submission</p>
<p>Christmas Break</p>	

Semester 2 (SCQF5)	
Week	Content
1 (17 th & 18 th January)	<ul style="list-style-type: none"> New vocabulary about the house and its content: (Booklet 4) بيت، غرفة، حمام، مطبخ، غرفة النوم، غرفة الجلوس، غرفة الطعام Conversation about student's house to practise the vocabulary. Dictation and exercises about house items Learning new verbs and nouns Reading a short text including the new expressions Exercises related to the text. Grammar: adverbs of place (فوق، تحت، أمام، خلف، حول، بين، قبل، بعد) Grammar: exercises Conversation to use adverbs of places. Listening to a short text related to house vocabulary. Exercises related to the text.
2 (24 th & 25 th January)	<ul style="list-style-type: none"> Grammar propositions (إلى، على، في، ب، من، عن، لـ) Grammar exercises Conversation to use propositions Writing exercises about house and location New vocabulary about food. (أكل، شرب، خضار، فاكهة، طعام، مشروبات ...) (Booklet 5) Practicing the vocabulary. Reading a short text including the new expressions Exercises related to the text. Grammar: past tense in singular form. (أكلت، أكل، ...) Grammar (exercises)
3 (31 st Jan. & 1 st Feb.)	<ul style="list-style-type: none"> Conversation to use past tense Writing exercises and Dictation Listening to short text related to food vocabulary Exercises related to the text Conversation about food. Grammar: adverbs of time: (صباحاً، مساءً، ليلاً، صيفاً، شتاءً، أمس، غداً) Grammar (exercises) Dictation Writing exercises about food
4 (7 th & 8 th Feb.)	<ul style="list-style-type: none"> Mock Exam (on Moodle) Revision + Q & A Reading & Listening Exam

5 (14 th & 15 th Feb.)	<ul style="list-style-type: none"> • Revision + Q & A • Mock Exam (on Moodle) • Writing + Grammar Exam • Speaking Exam
SCQF6	
6 (21 st & 22 nd Feb.)	<ul style="list-style-type: none"> • Academic Instructions (<i>learning aims and outcomes, Assessment criteria, support, and guidance</i>) • New vocabulary about the weather. (. مطر، ثلج، طقس، بارد، حار) • Practicing the vocabulary • Conversation about the weather • Reading short text about the weather • Exercises related to the text
7 (28 th Feb.& 1 st March)	<ul style="list-style-type: none"> • Grammar: The imperative. (اذهب، اذهبي) • Grammar (exercises) • Listening to short text related to the weather. • Exercises related to the text. • Dictation and digital literacy
8 (7 th & 8 th March)	<ul style="list-style-type: none"> • Connectors • Exercises • New vocabulary about clothes. (ملابس، لبس، ثوب، تنورة، بنطال) • Practicing the vocabulary. • Conversation about colours and clothing • Reading short text about clothes. • Exercises Conversation about clothes in the shop es related to the text. • Dictation
9 (14 th & 15 th March)	<ul style="list-style-type: none"> • Question particles. (ما، كم، من، أين، ماذا، متى، هل، كيف) • Grammar: exercises • Writing exercises about clothes. • Grammar: revision • Dictation and digital literacy • Exercises related to the text. • Connectors • Writing exercises

10 (21 st & 22 nd March)	<ul style="list-style-type: none"> • Mock test (on Moodle) • Test 3 • Speaking (revision)
Easter Break	

Arabic as a Foreign Language 5 & 6 – (Semester 3) Unit Plan:

Semester 3 <u>SCQF6</u>	
Week	Content
1 (18 th & 19 th April)	<ul style="list-style-type: none"> • New vocabulary about description and the human body. • Practicing the vocabulary. • Conversation (Descriptions) • Reading short text about description and the human body. • Exercises related to the text. • Grammar: the pronouns dual and plural (subjective and possessive) • Grammar: exercises
2 (25 th & 26 th April)	<ul style="list-style-type: none"> • Connectors • Exercises • New vocabulary about clothes. (ملابس، لبس، ثوب، تنورة، بنطال) • Practicing the vocabulary. • Conversation about colours and clothing • Reading short text about clothes. • Exercises related to the text. • Conversation about clothes in the shop • Dictation
3 (2 nd & 3 rd May.)	<ul style="list-style-type: none"> • Dictation and digital literacy • Listening to short text related to description and the human body. • Exercises related to the text. • Grammar: revision to use adjectives. • Writing exercises about description and the human body. • Conversation about description and the human body. • Dictation • Grammar: exercises to use adjectives. • Writing

<p>4</p> <p>(9th & 10th May.)</p>	<ul style="list-style-type: none"> • New vocabulary about travelling – السفر • Practicing the vocabulary. • Conversation • Reading short text about travelling – السفر • Exercises related to the text. • Grammar: the present verb with duel and plural. • Grammar: exercises • Dictation and digital literacy • Writing exercises about travelling – السفر
<p>5</p> <p>(16th & 17th May.)</p>	<ul style="list-style-type: none"> • Listening to short text related to travelling – السفر • Exercises related to the text. • Grammar: revision • Conversation about travelling – السفر • Dictation • Grammar: exercises to revise the present verb. • Writing-connectors • New vocabulary about shopping – التسوق • Practicing the vocabulary. • Conversation • Mock test (on Moodle) • Test 4
<p>6</p> <p>(23rd & 24th May.)</p>	<ul style="list-style-type: none"> • Reading short text about shopping – التسوق • Exercises related to the text. • Grammar: the past verb with duel and plural • Grammar: exercises • Dictation and digital literacy
<p>7</p> <p>(30th & 31st May)</p>	<ul style="list-style-type: none"> • Listening to short text related to shopping – التسوق • Exercises related to the text. • Writing exercises about shopping - التسوق • Conversation about shopping - التسوق • Grammar: The dual noun • Grammar: exercises • Dictation and digital literacy
<p>8</p> <p>(6th & 7th June)</p>	<ul style="list-style-type: none"> • Writing and connectors • New vocabulary • Practicing the vocabulary. • Conversation • Grammar: The plural (masculine, feminine, broken) • Grammar: exercises

9 (13 th & 14 th June)	<ul style="list-style-type: none"> • Mock Exam (on Moodle) • Reading text. (revision) • Listening text. (revision) • Reading Exam • Listening Exam
10 (20 th & 21 st June)	<ul style="list-style-type: none"> • Mock Exam (on Moodle) • Writing & Grammar (revision) • Speaking (revision). • Vocabulary (revision). • Writing & Grammar Exam • Speaking Exam
11 (27 th & 28 th June.)	Final submission of writing
Summer Break	

Appendix 2

Arabic as a Foreign Language: Social Events and Student Support:

Semester 1

Week	Activity	Date	Time
7	Chat Club or Natakallam sessions	26 th October	Class time
8	Film Night	TBC	Class time
9	Chat Club or Natakallam sessions	9 th November	Class time
Weekly by request	Arabic Clinic	Between the 12 th of September & 21 st of November	16:00 -17:00 Wednesdays on Microsoft Teams

Arabic as a Foreign Language: Social Events and Student Support:**Semester 2**

Week	Activity	Date	Time
3	Chat Club or Natakallam sessions	1 st Feb	Class time
8	Chat Club or Natakallam sessions	8 th March	Class time
Weekly by request	Arabic Clinic	Between the 16 th of Jan. & 27 th of March	16:00 -17:00 Wednesdays on Microsoft Teams

Arabic as a Foreign Language: Social Events and Student Support:**Semester 3**

Week	Activity	Date	Time
4	Chat Club or Natakallam sessions	10 th May	Class time
6	Film Night	TBC	Class time
7	Chat Club or Natakallam sessions	31 st May	Class time
Weekly by request	Arabic Clinic	Between the 17 th of April. & 26 th of June	16:00 -17:00 Wednesdays on Microsoft Teams

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Two		Grammar Grammar paper will include questions about topics covered in the class.		30 minutes	
	Tests	Test 3 (week 10)	22 nd March	30 minutes	10% of the total mark
Semester 3					
Three	Tests	Test 4 (Week 5)	17 th May	30 minutes	10% of the total mark
	Exam	Speaking The exam will be a conversation and short discussion between student and the examiner.	Week 10 19 th – 23 rd June (individual slots)	10 minutes	15% of 60
		Listening Listening to audio record related to the themes covered during the course	Week 9 14 th June	30 minutes	15% of 60
		Reading Exam paper will include Arabic text (250 words) followed by comprehension.		45 minutes	30% of 60
		Writing The written component of the exam will require students to write a paragraph (100 words) in Arabic about a topic that its vocabulary was covered in the class.	Week 10 21 st June	45 minutes	40 % of 60

Three					
		Grammar paper will include questions regarding to topics that were studied in class.		30 minutes	
	Writing Assignment	Second submission (175 words)	28 th of June	Flexible learning	10% of the total mark

Appendix 4

Arabic Language Writing Assignment – Student Feedback Cover Sheet and Criteria

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.	General Feedback:		
/9	Connective words	A range of connective words and expressions are used.	/8	Completion of the task	Deadlines and word count are met			

Unit: Arabic as a Foreign Language SCQF____ Date_____ Student Name: _____

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.
General Comment:	Final Grade: ____/100			

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.

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.

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

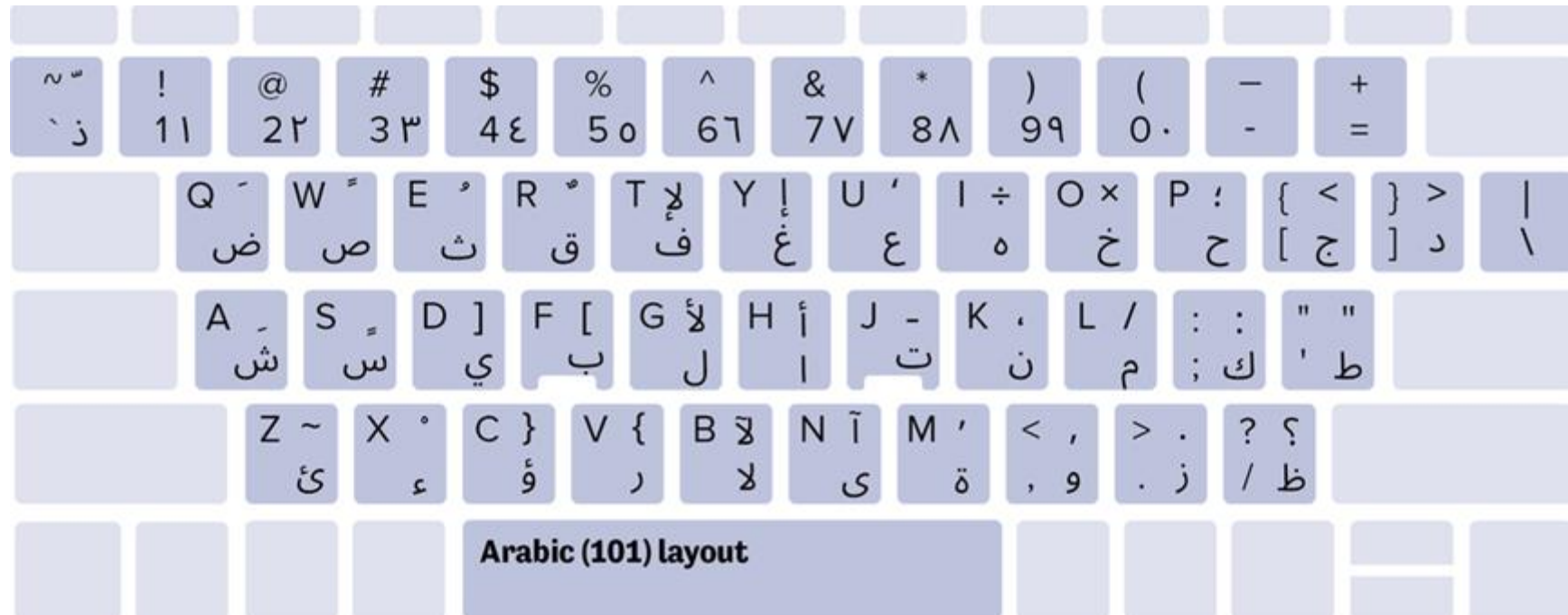


Arabic letters and symbols - Mac

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	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	ـ	R	ق	dot	ز
Shift + R	ـ	Semicolon	ك	Comma	و
Shift + X	ـ	G	ل	H	ا
Shift + wave dash Next to one	ـ	Quotation mark Next to semicolon	ط	N	ى
Shift + dot	ـ	Question mark	ظ	M	ة
Shift +K	ـ	U	ع	(Shift+ J)+ M	ة
Shift +forward slash	ـ	Y	غ	Left square bracket	ج
Shift + X	ـ	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