



Course Aims

This course is an unrestricted elective (UE) for any undergraduate student who already possess a level of proficiency in the language equivalent to LA9002. This course aims to expand students' language skills by introducing more complex grammatical structures. Through interactive and theme-based learning with the support of teaching aids and various texts, LA 9003 will strengthen your fundamentals of the Arabic language while further developing your language abilities (reading, writing, listening, and speaking) to the level of A2 (CEFR). Students will be able to understand main ideas and concepts delivered through the language, without depending on the dictionary.

Intended Learning Outcomes (ILO)

After completing **LA9003** you will be able to:

1. **Read, interpret and comprehend** simple authentic spoken, written and multimedia content (video) on topics such as traveling, visiting sick friend, and time and address comprehension questions related to these
2. **Communicate** at a beginner's level that allows you to exchange information in the past, present & imperative tense about self, feelings, likes, dislikes and experiences.
3. **Construct** simple essay and questions in response to basic everyday communicative situations.

Course Content

List of topics covered:

- Daily routine and schedule
- Describing common illness and phrases to be used when visiting sick friend
- Airport (identify signage and vocab related to airport & immigration)
- At the hotel (asking information about hotel facilities)
- In the bank (asking information about currency and exchange rates)
- Housing (describing one's home)
- Feelings
- Transportation (names of different transportations & asking for directions)
- Holidays/weather
- Telling Time
- Plural: Masculin, Feminine & Broken
- Negation
- Opposites
- Types of sentences: Nominal & Verbal
- Prepositions
- Sentence structure: Superlative & comparative
- Sentence structure: usage of "لأن"
- Intensifiers: شديد جداً
- Grammar: إسم الإشارة \ إسم موصول \ صفة \ مفعول \ فاعل \ مُبتدأ و خبر \ إضافة
- Grammar: Past Tense, Present Tense & Imperative tense for 8 main pronouns
- Grammar: Duals: Nouns & Verbs

Assessment (includes both continuous and summative assessment)

| Component | Course LO Tested | Related Programme LO or Graduate Attributes | Weighting | Team / Individual | Assessment Rubrics |
|-----------------------------------|------------------|---|-----------|-------------------|---|
| CA1: Test 1 (written) | LO 1 | Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character | 15% | Individual | N. A. |
| CA2: Listening Comprehension | LO 1, 2 | Competence, Civic-mindedness (Global Citizenry), Communication | 15% | Individual | N. A. |
| CA3: Test 2 (written) | LO 1, 3 | Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character | 30% | Individual | Appendix 1: Written expression |
| CA4: Oral Test 1 | LO 1, 2 | Competence, Civic-mindedness (Global Citizenry), Communication | 15% | Individual | Appendix 2: Reading: Fluency & Content |
| CA5: Oral Test 2 | LO 1, 2 | Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character | 15% | Individual & team | Appendix 3: Role-Play |
| CA6: Participation & e-worksheets | LO 1, 3 | Competence, Civic-mindedness (Global Citizenry), Communication, Creativity, Character | 10% | Individual & Team | Appendix 4: Class participation & E-worksheets |
| | | Total | 100% | | |

Formative feedback

Formative assessment is integrated into the classroom practice to provide feedback on the learning progress to both, students and teachers. All assessments in the course will receive feedback in a prompt and informative manner with specific reference to the Intended Learning Outcomes during or after the learning activity.

Tools used for formative assessment and learning implemented in this course are:

- **Classroom tasks:** Oral or written feedback for the tasks performed in groups or individually during each class session is given to you.
- **Oral & Written test:** Individual oral feedback on the communication and written skills are given to students after the summative assessment.

Learning and Teaching approach

| Approach | How does this approach support students in achieving the learning outcomes? |
|-----------------------------|--|
| Students as partners | Learner's motivation in learning the language through interactive activities in class, e-worksheets and peer work. In the classroom, teacher-student and student-student communication in the target language is important to facilitate learning. |
| Think-pair-share activities | You will be encouraged to participate in role-plays and debates during the tutorial to understand the topics taught. Topics will vary depending on the lesson: basic everyday communicative situations, such as travel, visiting sick friend, and in the present, past tense and imperative tense. |

Reading and References

E-Book: The world of Omar and Mariam, <http://omarmariam.irsyad.sg/>

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class and post-class activities, attend all tutorial classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course-related announcements for tutorial sessions you have missed. You are expected to participate in all tutorial discussions and activities.

(2) Absenteeism

If you miss a tutorial session, you must inform your instructor via email prior to the start of the class. Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU's approved activities supported by an excuse letter from the relevant bodies. There will be no make-up opportunities for in-class activities.

Please note that you will be awarded a zero grade if you do not attend any of your assessments. In order to be eligible for a re-test you have to inform your tutor and the Arabic Language Coordinator before the test date/time. Moreover, you need to email a digital copy of your supporting documents on the same day to the same people. Remember that these documents also have to be submitted to your school for evaluation. If they warrant an excused absence, you will be granted an alternative test date. If a re-test is granted and scheduled, you have to attend the re-test on the day and time provided; otherwise you will be awarded a zero grade.

Academic Integrity

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust, and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion, and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Planned Weekly Schedule

| Week | Topic | ILO | Readings/Activities |
|---------------------------------|--|----------|--|
| 1 | Lesson 1 - Revision of Arabic Level 2 - Introducing oneself; name, study, country. - Past & Present & Imperative Tense Conjugation - Sentence structure; question & answer | LO 1 - 3 | 1. Oral group assignment 2. Post-class Activity (e-learning) |
| 2 | Lesson 2 - Theme: Daily activity & Eating Habits - Comprehension - Plural (Masculin /Feminine) - Sentence structure: Negative “ليس” - Opposites verbs | LO 1 - 3 | 1. Oral group assignment 2. Post-class Activity (e-learning) |
| 3 | Lesson 3 - Theme: Visiting a Sick Friend - Vocab: name of illnesses - Sentence structure: Verbal Sentence I - Grammar: Preposition - Comprehension - Grammar: Convert past tense to present tense sentences - Sentence structure: Usage of “لأن” | LO 1 - 3 | Short written and aural dialogues. Interactive dialogues with students. |
| 4 | Lesson 4 - Theme: In Airport - Vocab: words related to the theme - Sentence structure: Verbal Sentence II - Grammar: Accusative - Comprehension - Telling Time | LO 1 - 3 | Short written and aural dialogues. Interactive dialogues with students. |
| 5 | Lesson 5 - Theme: At the hotel - Vocab: Currency, attractions, and capitals - Sentence structure: Nominal Sentence (أنواع الخبر) - Grammar: ظرف | LO 1 - 3 | Short written and aural dialogues. Interactive dialogues with students. |
| 6 | Lesson 6 - Theme: In The Bank - Vocab: words related to the theme - Grammar: Relative Pronouns اسم الموصول | LO 1 - 3 | Short written and aural dialogues. Interactive dialogues with students. CA1: Test 1 (written) |
| RECESS WEEK - NO LESSONS | | | |
| 7 | Lesson 7 - Theme: Dream House - Vocab: words related to the theme - Listening Compre practice - Sentence Structure: Adjectives (الصفة) | LO 1 - 3 | Short written and aural dialogues. Interactive dialogues with students. |
| 8 | Lesson 8 - Theme: Feelings | LO 1 - 3 | Short written and aural dialogues. |

| | | | |
|----|---|----------|--|
| | <ul style="list-style-type: none"> - Sentence Structure: Possessive Nouns (الإضافة) - Grammar: Intensifiers (شديد\جدا) | | <p>Interactive dialogues with students.</p> <p>CA2: Listening Comprehension</p> |
| 9 | <p>Lesson 9</p> <ul style="list-style-type: none"> - Theme: Transportation - Grammar: Demonstrative Nouns أسماء الإشارة | LO 1 - 3 | <p>Short written and aural dialogues.</p> <p>Interactive dialogues with students.</p> |
| 10 | <p>Lesson 10</p> <ul style="list-style-type: none"> - Theme: Holiday - Sentence Structure: Comparative & superlative - Revision | LO 1 - 3 | <p>Short written and aural dialogues.</p> <p>Interactive dialogues with students.</p> |
| 11 | Module Revision | LO 1 - 3 | <p>Revision activities.</p> <p>CA3: Test 2 (written)</p> |
| 12 | <p>ORAL TEST</p> <p>CA3 TEST 2 feedback + Q&A. Cultural activity</p> | | <p>CA4: Oral Test 1</p> <p>CA5: Oral Test 2</p> |

Appendix 1: Assessment Criteria for Written Expression in CA3 Test 2 (30% CA)**Total marks 100 points will be converted to 30% of the overall grade.**

1. **70 points:** Students answers correctly to the questions given in the form of: MCQ, true/false, matching, rearrange sentences, Verbs conjugation, fill in the blanks & comprehension.
2. **Essay writing:**

Content (15 points)

| | |
|------------------------|---|
| 13 – 15 points: | <ul style="list-style-type: none"> • All requested content is covered in detail. • Content goes beyond what is requested. |
| 10 -12 points: | <ul style="list-style-type: none"> • Most requested content is covered. • Most of the content are covered in detail. |
| 6 - 9 points: | <ul style="list-style-type: none"> • Most requested content is covered. • Only some parts of the content are covered in detail. |
| 1- 5 points: | <ul style="list-style-type: none"> • A few of the requested content is covered. • None or few parts of the content are covered in detail. |
| 0 points: | <ul style="list-style-type: none"> • Content is irrelevant. |

Grammar (10 points)

| | |
|-----------------------|---|
| 9 - 10 points: | <ul style="list-style-type: none"> • All grammatical content covered in class has been used successfully. |
| 7 – 8 points: | <ul style="list-style-type: none"> • All grammatical content covered in class has been used and mostly used successfully. • Few grammatical errors. • No sentence structure errors |
| 5 – 6 points: | <ul style="list-style-type: none"> • Most grammatical content covered in class has been used and mostly used successfully. • Sentence structure only in one or two |
| 2 – 4 points: | <ul style="list-style-type: none"> • Some grammatical content covered in class has been used. • Many grammatical errors. • Several sentence structures, even in basic structures. |
| 0 – 1 point: | <ul style="list-style-type: none"> • Grammatical content covered in class has been used, but many structures were avoided. • Frequent grammatical errors. • Many sentence structures, even though direct translation from English. |

Style and Structure (5 points)

| | |
|--------------------|--|
| 4-5 points: | <ul style="list-style-type: none"> • Diverse and with a variation of expression. • Logical structure. • Creative use of learnt vocabulary and learnt conjunctions. |
| 2-3 points: | <ul style="list-style-type: none"> • Variation of expression was attempted. • Mostly logical structure. • Good use of learnt vocabulary and most learnt conjunctions. |
| 0-1 points: | <ul style="list-style-type: none"> • Little variation of expression. • Somewhat logical structure. • Difficult to comprehend. • Some problems with learnt vocabulary. • Learnt conjunctions are not successfully used |

Appendix 2: Assessment Criteria for Oral Test 1 in CA4 (15% CA)
Total marks 30 points will be converted to 15% of the overall grade.

A. Fluency & Pronunciation _____ / 10 points

| excellent | | good | | satisfactory | | adequate | | inadequate | | insufficient |
|-----------|----------|----------|----------|--------------|----------|----------|----------|------------|----------|--------------|
| | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

B. Content & Quality of Questions _____ / 10 points

| excellent | | good | | satisfactory | | adequate | | inadequate | | insufficient |
|-----------|----------|----------|----------|--------------|----------|----------|----------|------------|----------|--------------|
| | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

C. Appropriateness of Responses _____ / 10 points

| excellent | | good | | satisfactory | | adequate | | inadequate | | insufficient |
|-----------|----------|----------|----------|--------------|----------|----------|----------|------------|----------|--------------|
| | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

Total: _____ / 30 points

Appendix 3: Assessment Criteria for Oral Test 2 in CA5 (15% CA)
Total marks 50 points will be converted to 15% of the overall grade.

Assessment for Individual

A. Fluency & Pronunciation _____ / 10 points

| | | | | | | | | | | |
|-----------|----------|----------|----------|--------------|----------|----------|----------|------------|----------|--------------|
| excellent | | good | | satisfactory | | adequate | | inadequate | | insufficient |
| | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

B. Correctness _____ / 10 points

| | | | | | | | | | | |
|-----------|----------|----------|----------|--------------|----------|----------|----------|------------|----------|--------------|
| excellent | | good | | satisfactory | | adequate | | inadequate | | insufficient |
| | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

C. Appropriateness of Responses _____ / 10 points

| | | | | | | | | | | |
|-----------|----------|----------|----------|--------------|----------|----------|----------|------------|----------|--------------|
| excellent | | good | | satisfactory | | adequate | | inadequate | | insufficient |
| | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

Total: _____ / 30 points

Assessment as a team

A. Content _____ / 10 points

| | | | | | | | | | | |
|-----------|----------|----------|----------|--------------|----------|----------|----------|------------|----------|--------------|
| excellent | | good | | satisfactory | | adequate | | inadequate | | insufficient |
| | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

B. Appropriateness of Responses & Collaboration _____ / 10 points

| | | | | | | | | | | |
|-----------|----------|----------|----------|--------------|----------|----------|----------|------------|----------|--------------|
| excellent | | good | | satisfactory | | adequate | | inadequate | | insufficient |
| | | | | | | | | | | |
| 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | 0 |

Total: _____ / 20 points

Appendix 4: Assessment Criteria for Participation & E-worksheets in CA6 (10% CA)

Total marks 50 points will be converted to 10% of the overall grade.

1. E-Worksheets (25 points):

Students need to complete all E-Worksheets.

- Full marks if all E-Worksheets were attempted and submitted with 80% or higher.
- 3 marks deduction for each E-Worksheet that was not attempted or submitted with 0-10 points.
- 2 marks deduction for each E-Worksheet attempted and submitted below 80%.

2. Classroom participation (25 points)

Students ought to participate actively in all classroom activities.

Active participation:

- **19-25 points** for extremely active participation (group discussion, activities, asking and answering questions). Always comes prepared to class.
- **13-18 points** for regular participation, active in group discussion and activities, yet offers answers mostly after being called upon. Usually comes prepared to class.
- **7-12 points** for adequate participation, usually active in-group discussions, yet only offers answers on being called upon. Is sometimes unprepared
- **1-6 points** for minimal participation, moderately active in-group discussions, yet only offers answers on being called upon. Is usually unprepared
- **0 points** for students who show no active participation, who do not participate in group discussions, are not prepared and have not watched several E-Lessons before class.