



Course Aims

This course is an unrestricted elective (UE) for any undergraduate student who has sat for the 'O' Level Arabic 3180 and 1135 examinations or any equivalent Arabic Language assessment. You will develop an understanding of spoken and written forms of the Arabic Language at a CEFR B2.1 level. This will enable you to communicate confidently and clearly in the Arabic language. Your lessons will reinforce previous knowledge and develop higher levels in the four language skills. You will gain confidence and fluency in speaking Arabic in authentic settings, as well as develop reading, writing, and listening skills required for further study, work, and travel. This module also aims to further your intellectual and personal development by encouraging positive attitudes to language learning and to other cultures. As such, it will provide you with greater insights into the culture and civilisation of the Arab world.

Intended Learning Outcomes (ILO)

By the end of this course, you should be able to:

1. Follow narratives, descriptions, directions, and instructions in standard Arabic dealing with predictable everyday matters.
2. Read and interpret the language accurately from a variety of registers.
3. Communicate at an advanced level with good pronunciation and intonation
4. Identify key ideas and supporting details in written texts and respond appropriately.
5. Express key ideas and emotions in letters, notes, and short messages

Course Content

Themes	Grammar
1. الأخبار News	1. اسم الفاعل Active Participle
2. T.V, Cinema & Film تلفزيون، سينما وأفلام	2. اسم المفعول Passive Participle
3. كُنْ صَدِيقًا لِلْبَيْئَةِ Our Environment, Act Green	3. اسم الزمان & المكان
4. طَلَبُ الْعَمَلِ: الْعَمَلُ بِدَوَامٍ جُزْئِيٍّ وَالْعَمَلُ فِي الْعَطَلَاتِ Job Application: Part time vs Holiday work	4. مصدر Infinitive / Verbal Noun
5. العمل التطوع Volunteering	5. كان وأخواتها The Verb Kanaa
6. 1001 Nights الف وليلة وليلة	6. إن وأخواتها The Particle inna
7. Standard Arabic & Dialect قضيّة الفصحى والعامية	7. التمييز An Accusative of specification & comparison & measurement
8. الصحة: كوفيد-19 Health: Covid-19	8. الحال Haal Accusative
9. Technological : Advances: Pros & Cons التكنولوجية	9. أنواع المفاعيل Types of passive participle
	10. أوزان الفعل Types of Verbs Forms

Assessment (continuous)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual	Assessment Rubrics
1. CA1: Test 1 (written)	LO 3 & 4	Competence, Civic mindedness (Global Citizenry), Communication, Creativity, Character	15%	Individual	N. A.
2. CA2: Listening Comprehension	LO 1	Competence, Civic mindedness (Global Citizenry), Communication	15%	Individual	N. A.
3. CA3: Test 2 (written)	LO 3 & 4	Competence, Civic mindedness (Global Citizenry), Communication, Creativity, Character	20%	Individual	Appendix 1: Written expression
4. CA4: Oral 1	LO 2 & 3	Competence, Civic mindedness (Global Citizenry), Communication	20%	Individual	Appendix 2: Understanding of Content & Picture description
5. CA 5: Oral 2 Presentation	LO 2 & 3	Competence, Civic mindedness (Global Citizenry), Communication, Creativity, Character	20%	Individual & team	Appendix 3: Presentation
7. CA6: Participation	LO 1,2, 3 & 4	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 assessment:** 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 you 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.
Task-based learning	A refinement of the communicative approach focuses on the completion of specific tasks through which language is taught and learned. Language learners use the language that they know to complete a variety of assignments, acquiring new structures, forms, and vocabulary as necessary.

Reading and References

- The New GCSE Arabic Companion
- الكتاب في تعلم العربية
- Arabic GCSE صديقك العربية

Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar 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 seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

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.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

Academic Integrity

Good academic work depends on honesty and ethical behaviour. 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.

Course Instructors

Instructor	Office Location	Phone	Email
Mariyam Bee	HSS-04-39	65927533	amariyambee@ntu.edu.sg Arabic@ntu.edu.sg

Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1	No Lessons		
Week 2	<p>Lesson 1 Orientation: Introduction to Higher Arabic Theme: الأخبار News - Comprehension & discussion Grammar: اسم الفاعل & اسم المفعول Sentence Structure: في حين من حيث بالرغم من - على الرغم من (ف...فإن) مع أن ومع ذلك وفوق هذا (ذلك) كله - Culture: Intro to Arabic Dialects</p>	LO 1 - 4	- Orientation - Short texts and dialogue.
Week 3	<p>Lesson 2 Theme: تلفزيون، سينما وأفلام T.V, Cinema & Film - Comprehension - Gathering Information from audiovisual resources - Sentence Structure: من المستحيل (أن) لا علاقة لـ بـ بكامل..(الإضافة) بينما لا (تفعل)...وإلا (ف) - Grammar: كان وأخواتها & إن وأخواتها - Culture: العامية: الخليج</p>	LO 1 - 4	- Short texts and dialogue. - Interactive dialogues with students - Language games
Week 4	<p>Lesson 3 Theme: كُن صديقًا للبيئة Our Environment, Act Green - Comprehension & discussion - Grammar: الحال & التمييز - Sentence Structure: 1. لا بد (من) أن (+المضارع المنصوب) لا بد من (+المصدر) 2. (ف...م) مثلا 3. أيامها 4. على الأقل – على الأكثر 5. لولا...ل(ما) ... (+فعل الماضي) -Culture: العامية: مصر</p>	LO 1 - 4	- Short texts and dialogue. - Interactive dialogues with students - Language games
Week 5	<p>Lesson 4 Theme: طلبُ العمل: العمل بدوام جزئي والعمل في العطلات Job Application: Part time vs Holiday work - Comprehension & discussion - Sentence Structure: سواء سواء (+كان\الماضي)...أو لم من الطراز الأول فضلا عن في (كل) أنحاء العالم في الحقيقة الأمر على أن بمثابة (+اسم في إضافة) (if not for...then...) - Grammar: الحال - Culture: العامية: السودان</p>	LO 1 - 4	- Short texts and dialogue. - Interactive dialogues with students - Revision activities.

Week 6	Lesson 5 Theme: Volunteering العمل التطوع - Comprehension & discussion - Grammar: أنواع المفاعيل - Sentence Structure: انتهز الفرصة لـ \ خصوصاً وأنّ \ لالم\ ليس... فحسب (فقط) بل..أيضاً(كذلك) \ مجرد (+اسم في إضافة) \ وان (كان)	LO 1 - 4	
Week 7	Lesson 6 Theme: 1001 Nights الف وليلة وليلة - Comprehension & discussion - Grammar: اسم الزمان & المكان CA 1 (written)	LO 1 – 4	- Short texts and dialogue. - Interactive dialogues with students - Language games CA 1 (written)
Recess Week			
Week 8	Lesson 7 Theme: قضية الفصحى والعامية - Comprehension & discussion - Grammar: مصدر - Sentence Structure: خَطر على بال (ه) (أن-أنّ) \ الأ حاجة لبيان أنّ المعلوم أنّ من المعروف أنّ أولوا على قدر الإمكان \ بقدر الإمكان \ من جهة... ومن جهة اخرى - Culture: مصر: العامية	LO 1 – 4	- Short texts and dialogue. - Interactive dialogues with students
Week 9	Lesson 8 Theme: Health: Covid-19 - Comprehension & discussion - Grammar: 1 أوزان الفعل - Sentence Structure: جاء بـ \ أفعال + بـ \ لا - سوى \ في يوم من الأيام \ فيما بعد \ كما أنّ (جملة اسمية) - Culture: Arabs traditional practices (Hijama) CA 2 (Listening Comprehension)	LO 1 – 4	- Short texts and dialogue. - Interactive dialogues with students CA 2 (Listening Compre)
Week 10	Lesson 9 Theme: Technological Advances: Pros & Cons - Comprehension & discussion - Grammar: 2 أوزان الفعل Culture: العامية	LO 1 - 4	- Short texts and dialogue. - Interactive dialogues with students
Week 11	Lesson 10 Module Revision CA 3 (written)	LO 1 - 4	Revision activities.
Week 12	CA4: Oral 1: Individual CA5: Oral 2: Presentation	LO 1,3,4	CA4: Oral: Reading: 1) Reading Comprehension 2) Picture Description CA5: Oral Test 2: Presentation
Week 13	CA 3 feedback + Q&A. Cultural activity	LO 1 & 2	

Appendix 1: Assessment Criteria for Written Expression in CA3 Test (20% CA)
Total marks 100 points will be converted to 30% of the overall grade.

Content (10 points)

13 – 15 points:	<ul style="list-style-type: none"> All requested content is covered in detail. Content goes beyond what is requested.
6-12 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"> Most 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 (5 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 & 3: Assessment Criteria for Oral 1 in CA 4 & Oral 2 in CA 5 (20% CA)
Total marks 30 points will be converted to 20% 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