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## CHARTER FOR ARABIC

### Introduction

#### This charter is based upon

- The Common European Framework of Reference for Languages.
- It outlines the characteristics of the Arabic syllabus at Sciences Po, primarily designed for non-Arabic-speaking students. The course is designed for students whose objective is not to become Arabists (specialists in Arab language and culture), but to use Arabic in a functional way in their future professional lives, in a variety of contexts.

#### This charter has three objectives

- To assist teachers in the design and implementation of both teaching and evaluation methods.
- To enable students who have not previously taken Arabic courses at Sciences Po to determine their own language level with a view to enrolling for the course.
- To enable students already studying Arabic at Sciences Po to gain a clear idea of the skills previously attained and those to be attained in the future.

<b>The European framework</b>
A1 "introductory or discovery level"
A2 "intermediate or survival level"
B1 "threshold level"
B2 "advanced level"
C1 "advanced level or effective operational proficiency"
C2 "mastery or proficiency level"

In addition to the principal methodological instructions, for each level the following are provided below:

**The objectives to be attained** as defined by the Common European Framework of Reference for Languages, in the following skill areas:

- Understanding (listening and reading comprehension).
- Spoken expression (communication and interaction, spoken production).
- Written expression.

The Common European Framework is the standard adopted for all languages taught at Sciences Po.

**Linguistic tools** (these should be used to attain the above skills, and should not be studied for themselves or out of context).

#### **Pedagogical materials**

### Which variety of Arabic is taught at Sciences Po?

The Arabic taught at Sciences Po is Modern Standard Arabic (MSA), also known as "Literary Arabic", the national and official language throughout the Arab world. It is in particular the language of writing (press, literature, correspondence, signage, etc.) and, in some cases, oral communication (radio, television, lectures, conferences, political speeches).

However, Arabic speakers use dialects in everyday life, and these dialects cover more or less extensive geographical areas. One fact is certain: every Arabic speaker's mother tongue is their own regional dialect; children access the register of literary Arabic once they are in school. However, literary Arabic and spoken Arabic not only coexist, but mutually enrich one another, to produce, through a process of reciprocal exchange, what linguists call "Middle Arabic".

This linguistic reality makes it a necessity that the learning of literary Arabic must be "supplemented sooner or later by an introduction to one of the dialects that occupy the field of spontaneous oral communication and everyday conversation. A solid acquisition of the foundations of Modern Standard Arabic underpins the rapid learning of regional dialects." (Luc-Willy Deheuvels, *Manuel d'arabe moderne*, vol.1).

## An introduction to vernacular Arabic

It is therefore both logical and indispensable to introduce a small amount of dialectal Arabic from level B1 onwards. The aim is not to provide instruction in any particular dialect. No teacher alone can claim to have a perfect mastery of all Arabic dialects; this aspect of teaching will therefore provide an introduction to whichever spoken dialect the teacher is most familiar with. The teacher will offer an overview of the dialect through common formulas, short and simple conversations between native speakers, songs, etc. In this way, students will be able to observe the differences (phonetic, lexical, grammatical) between the vernacular language and literary Arabic. The teacher will also highlight the points of convergence. In addition, the teacher will elicit contributions from those students in the class with a working knowledge of colloquial Arabic, thus highlighting the richness and diversity of dialects.

## Key methodological guidelines

### Learning the writing system

- So as to avoid confusion between letters that are very similar in form and different in pronunciation, the alphabet will not be taught in the traditional order. For this particular aspect of learning, we will not follow the *Manuel d'arabe moderne* by Luc-Willy Deheuvels, although this textbook is widely used elsewhere (see page 9).
- Once all the letters have been learnt, students will learn to recognise them in traditional alphabetical order.
- Care will be taken from a very early stage to ensure that students' writing is correct, legible and fluid.

### Phonetic correction

- From level A1 onwards, particular attention will be paid to phonetic correction: care will be taken to ensure that students are able to correctly voice the Arabic phonemes that are unfamiliar to them, and that they are able to clearly distinguish similar-sounding phonemes.

### Reading

- Teaching will cover reading in Arabic without short vowel marks.
- For reading aloud, the use of final short vowels (especially case marking) will be lightened. This practice will also apply to spoken expression.

### Linguistic tools (grammar)

The linguistic tools should be used to acquire the different skills and should not be studied in a theoretical way, for themselves alone or out of context. In other words:

- An Arabic lesson should not be a grammar lesson.
- A grammar concept cannot be dealt with exhaustively.
- Exercises such as vocalisation of sentences or texts should be used with considerable moderation and discernment.

### Class procedure

- Arabic classes should focus on practical communication.
- They should be dynamic, consisting of distinct parts and varied activities, incorporating the different skills to be acquired.
- On an occasional basis and where the context permits, classes should also explore aspects of civilisation and culture.

### Pedagogical materials

- The *Manuel d'arabe moderne* volume 1 + CD, by Luc-Willy Deheuvels is the main teaching reference for levels A1, A2 and B1, along with the additional resources supplied for this textbook, available on the shared group "Sciences Po Arabic Teachers". For levels A1, A2 & B1, the textbook *Ahdâf* (vol. 1 and 2) by Brigitte Tinnocard-Tahhan and Frédérique Guglielmi-Foda is a very useful addition.
- The *Manuel d'arabe moderne* volume 2 + CD, by Luc-Willy Deheuvels is the main teaching reference for the following levels, along with the additional resources supplied for this textbook, available on the shared group "Sciences Po Arabic Teachers".
- Other pedagogical materials should of course be used to supplement and enhance the use of this textbook: see the paragraph "Pedagogical materials" below for each level, from A1 to C1/C2.

### Evaluation and validation

- Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.
- **Proficiency in oral expression** is assessed in each class, through the various exercises and activities practised in-class. This is also the case for **reading aloud**.
- **For the other skills:** listening comprehension (+ phonetic correction for beginners), reading comprehension, written expression (+ grammar correction for beginners) and linguistic skills (grammar, conjugation), **in addition to regular homework exercises and short tests in the classroom**

- **Two comprehensive assessments will be carried out during the semester, lasting from 90 minutes to 2 hours, depending on the case.** Each skill (apart from spoken expression) will be given equal attention.
- These two assessments will take place during a class. The length of time they take may seem long but should not be considered a waste of time. Students will undertake a variety of exercises, making it possible to ascertain whether the objectives have been attained and whether the concepts studied have been acquired.
  - **1st mid-semester assessment.** The results are used to assess each student's progress mid-term and to alert them to any shortcomings, while providing advice on how to remedy them.
  - **2nd assessment in the penultimate (11th) week of the semester - this end of semester assessment is standardised for all groups at the same level (for levels A1, A2, B1 and B2).** In other words, all students at the same level take the same test. This standardised test is designed with reference to the language charter of the level concerned and the lessons in the *Manuel d'arabe moderne* specified for this level.
- **The short, brief written assessments** carried out during the semester and the regular work given to do outside of class, will be taken into account in the final grade awarded at the end of the semester. **They will be corrected and evaluated (excellent, good, average, below average), but will not be awarded a specific grade.**
- **The final grade for the semester** is the average of the two comprehensive assessments mentioned above + the grade given to spoken expression evaluated in each class. The adjustment variables taken into account for this final average grade (which may be higher or lower) are: the short, brief written assessments + homework done + student engagement + punctuality and attendance.
- At Sciences Po, students are considered to have successfully completed a language class and are awarded **the credits** corresponding to the class upon **receiving a minimum final grade of 10/20**. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.
- For languages, **each level is normally scheduled to last one semester**. This means that a student is expected to move on to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.
- In the final class of the semester, **teachers notify students of their final grade as well as whether or not they may advance to the next level**. Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.
- Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### LEVEL A1

#### The objectives to attain for each skill

##### Listening comprehension

At the end of this level, I can understand:

- Simple terms and basic expressions if the speaker speaks slowly and clearly.
- The simple instructions and explanations given to me in class.
- Simple questions relating to everyday words and expressions.
- Everyday words and expressions (my identity, my environment, my country).
- A simple dialogue related to the above.
- Common greetings and expressions of politeness.

At the end of this level, when listening I can understand:

- The sounds specific to Arabic.
- The opposition of long and short vowels.
- Assimilation or non-assimilation of the article (sun letters / moon letters).

##### Reading comprehension

At the end of this level, I can read and understand:

- Words, sentences, short and simple texts (e.g. dialogues) if the words are familiar and the expressions basic.

At the end of this level, I can identify and read:

- Words known to me in an authentic document (newspaper title, advertisement).
- Some predictable forms of words (patterns): fâ'il, fa'îl, maf'ûl, maf'al.

##### Spoken expression

At the end of this level, I can communicate and interact:

- By exchanging basic information on familiar topics, provided that the speaker speaks slowly and is willing to rephrase sentences if necessary.
- By responding to simple questions beginning with: who (man), what (mâ, mâdhâ), where ('ayna), how (kayfa), when (matâ), do/does (hal).
- By formulating simple questions myself (using the question words above).

At the end of this level, I can (re)produce:

- The sounds of the Arabic language correctly (and associate them with the corresponding letters).
- Common greetings and expressions of politeness.
- Simple sentences to introduce myself, my surroundings and my activities; to describe a representative image of familiar people or a familiar environment.

##### Written expression

At the end of this level, I can reproduce and write down when dictated:

- All the letters of the alphabet in their different forms.

- Syllables, words, simple sentences.

At the end of this level, I can correctly order and complete:

- A simple sentence, a short text, with words known to me.

At the end of this level, I can produce a written response to:

- Simple questions (studied verbally); fill in a form (hotel or airport).

## Linguistic tools

### Alphabet and spelling

- All the letters of the alphabet: correct and fluid writing.
- The definite article (moon letters / sun letters).
- Pronunciation diacritics (shadda, wasla).
- Long and short vowels.
- Tâ' marbûta-tâ' maftûha ; 'alif maqsûra ; 'alif mamdûda.
- Punctuation marks.

### Syntax

#### Nouns, prepositions, particles

- Definite - indefinite.
- Masculine and feminine.
- The singular, some plurals, possibly the dual (in context).
- Proximal demonstrative pronouns (hâdha, hâdhihi).
- Singular and plural isolated pronouns.
- Prepositions of place.
- Genitive annexation / idâfa (in context).
- The monoliteral particles (= use a single letter): li, bi, sa, wa.
- Interrogatives: who (man), what (mâ, mâdhâ), where ('ayna), how (kayfa), when (matâ), do/does (hal).

#### Verbal sentences

- The verb - the subject; the verb - the subject - the complement.
- Case endings (+ writing the indefinite accusative case ending).

#### Nominal sentences (in context and in a manner that is more implicit than theoretical)

- The muftada' and the khabar.

### Morphology

- Conjugation of the imperfective and negation with "lâ", the near and distant future.
- The imperative in the classroom setting.
- Adjectives of relation / nisba.
- Some active and passive participles in context (fâ'il, maf'ûl), some adjectives and nouns using the fa' il pattern.
- Introduction to the concepts of pattern and root.



## Pedagogical materials

- *Manuel d'arabe moderne*, volume 1 + CD, de Luc-Willy Deheuvels (Langues & Mondes, ed. l'Asiathèque, Paris): lessons 1 to 5. The linguistic tools mentioned in the previous paragraph corresponding to those contained in these 5 lessons.
- For learning the writing system: there are several teaching aids that correspond with the instructions on page 4 related to this aspect of learning. An example is: *L'Écriture arabe en 50 fiches* by Christine Canamas and Michel Neyreneuf (letters file + exercise file + recordings), accessible free of charge at: <http://www.langue-arabe.fr/spip.php?article766>
- Other pedagogical materials (texts, images, videos) for the dynamic acquisition of everyday vocabulary not included in the textbook. For level A1, the textbook *Ahdâf* (vol. 1) by Brigitte Tinnocard-Tahhan and Frédérique Guglielmi-Foda is a very useful addition.

Examples:

- The classroom environment (book, exercise book, table, chair, door, window).
- Prepositions of place (in, in front of, behind, on, over, under, next to, between).
- Members of the immediate family.
- Adjectives (big/small; long/short; near/far; new/old; thick/thin; hot/cold).
- Adjectives ending in “ân” common to literary and vernacular Arabic to say "I am hungry, I am thirsty, I am satisfied, I am tired, I am angry, I am happy".
- Place names (restaurant, library, theatre, stadium, airport, station).
- Numbers (in spoken form, as commonly used by all Arabic speakers).

## Evaluation and validation

- Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.
- **Proficiency in oral expression** is assessed in each class, through the various exercises and activities practised in-class. This is also the case for **reading aloud**.
- **For the other skills**: listening comprehension (+ phonetic correction for beginners), reading comprehension, written expression (+ grammar correction for beginners) and linguistic skills (grammar, conjugation), **in addition to regular homework exercises and short tests in the classroom**
  - **Two comprehensive assessments will be carried out during the semester, lasting from 90 minutes to 2 hours, depending on the case.** Each skill (apart from spoken expression) will be attributed equal attention.
  - These two assessments will take place during a class. The length of time they take may seem long but should not be considered a waste of time. Students will undertake a variety of exercises, making it possible to ascertain whether the objectives have been attained and whether the concepts studied have been acquired.

- **1st mid-semester assessment.** The results are used to assess each student's progress mid-term and to alert them to any shortcomings, while providing advice on how to remedy them.
- **2nd assessment in the penultimate (11th) week of the semester - this end of semester assessment is standardised for all groups at the same level (for levels A1, A2, B1 and B2).** In other words, all students at the same level take the same test. This standardised test is designed with reference to the language charter of the level concerned and the lessons in the *Manuel d'arabe moderne* specified for this level.
- **The short, brief written assessments** carried out during the semester and the regular work given to do outside of class, will be taken into account in the final grade awarded at the end of the semester. **They will be corrected and evaluated (excellent, good, average, below average), but will not be awarded a specific grade.**
- **The final grade** for the semester is the average of the two comprehensive assessments mentioned above + the grade given to spoken expression evaluated in each class. The adjustment variables taken into account for this final average grade (which may be higher or lower) are: the short, brief written assessments + homework done + student engagement + punctuality and attendance.
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- **In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level.** Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.
- Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### LEVEL A2

#### The objectives to attain for each skill

##### Listening comprehension

At the end of this level, I can understand:

- A brief spoken intervention if it is clear and simple.
- Instructions given in class, familiar expressions from everyday life enabling practical needs to be met or a task to be performed.
- A simple description of a person or situation.
- A dialogue which draws upon vocabulary and expressions studied in class.
- A short advert with accessible vocabulary.

##### Reading comprehension

At the end of this level, I can read and understand:

- Short and simple texts (dialogue, narrative or description) if I am familiar with the words and expressions.
- A short and simple personal letter.

At the end of this level, I can identify and read:

- Information contained in everyday documents such as: leaflets, menus, short advertisements, timetables, road signs, store signs, food labels.

At the end of this level, I can read aloud:

- A short text (already studied or similar), showing a good understanding and respecting the opposition of long / short vowels and intonation.

##### Spoken expression

At the end of this level, I can communicate and interact:

- By establishing social contact: introductions, greetings and thanks.
- By discussing familiar topics, without being able to hold an everyday conversation.
- By making myself understood in a simple conversation, even if I do not understand everything that is said to me.
- By formulating simple and everyday statements in dialect.

At the end of this level, I can produce:

- Sentences to provide information about myself in a more complete way (first name and surname, age, date of birth, address, telephone number, nationality); to talk about my immediate circle of friends and family, my hobbies and interests.
- Statements to express cause (li'anna), desire ('arâda-yurîdu).

##### Written expression

At the end of this level, I can reproduce and write down when dictated:

- A series of sentences independent of one another or a short text.

At the end of this level, I can correctly order and complete:

- A short text with words I am familiar with.

At the end of this level, I can produce a written response to:

- Simple written questions about a document studied, an image or on a form.

At the end of this level, I can write:

- A caption or title for a text or image.
- Questions based upon a document.
- Notes, short and simple messages; a very brief personal letter (e.g. a thank you letter).

## Linguistic tools

The concepts that have already been touched upon in the previous level will be examined in more detail.

### Spelling

- Writing the preposition "li" before the definite article, and with bound pronouns.
- Writing first person bound pronouns (î/nî; after 'alif maqsûra).
- Writing the prepositions 'ilâ and 'alâ followed by a bound pronoun.
- Writing nouns ending with 'alif maqsûra.
- Writing third person bound pronouns preceded by "i" or "y".

### Syntax

#### Nouns, prepositions, particles

- Genitive annexation / idâfa.
- Attributive adjectives.
- Genitive annexation / idâfa + attributive adjectives.
- Sound masculine and feminine plurals.
- Some broken plurals.
- Plural agreement (verbal sentence with a plural noun designating a human being; with a plural noun designating a non-human or inanimate object).
- The declension of words ending with 'alif maqsûra.
- The singular, plural and dual bound pronouns (attached to a noun, a preposition, a verb).
- The expression of possession (li, 'and).
- The question words: hal/'a; 'ayy.

#### Nominal sentences (in context and in a manner that is more implicit than theoretical)

- The muftada' and the khabar.

### Morphology

- The concepts of pattern and root.
- Verbs in some derived forms: II, V, IV, VI, VIII and X.
- The conjugation of the perfect / al-mâdfî + negation with "mâ".
- The imperative in context.
- Place names.

### Pedagogical materials

- *Manuel d'arabe moderne*, volume 1 + CD, by Luc-Willy Deheuvels (Langues & Mondes, ed. l'Asiathèque, Paris): lessons 6 to 10. The spelling, morphology and syntax concepts mentioned in the previous paragraph correspond to those contained in these 5 lessons.
- Other pedagogical materials (texts, images, videos) for the dynamic acquisition of everyday vocabulary not included in the textbook. For level A2, the textbook *Ahdâf* (vol. 1 and 2) by Brigitte Tinnocard-Tahhan and Frédérique Guglielmi-Foda is a very useful addition.

Examples:

- Family members in a more comprehensive manner than at the previous level.
- Food and drink; fruit and vegetables.
- Clothing (basic items); the rooms of a house.
- Days of the week; numbers (in spoken form).
- Limâdhâ?/li'anna.

### Evaluation and validation

- Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.
- **Proficiency in oral expression** is assessed in each class, through the various exercises and activities practised in-class. This is also the case for **reading aloud**.
- **For the other skills:** listening comprehension (+ phonetic correction for beginners), reading comprehension, written expression (+ grammar correction for beginners) and linguistic skills (grammar, conjugation), **in addition to regular homework exercises and short tests in the classroom**
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- **The short, brief written assessments** carried out during the semester and the regular work given to do outside of class, will be taken into account in the final grade awarded at the end of the semester. **They will be corrected and evaluated (excellent, good, average, below average), but will not be awarded a specific grade.**
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- Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### LEVEL B1

#### The objectives to attain for each skill

##### Listening comprehension

At the end of this level, I can follow and understand:

- The essential points of a spoken contribution in plain and standard language on topics that have been studied in class or are familiar; a recorded text on a known topic.
- The main ideas of radio and television programmes on current affairs or on subjects of personal or professional interest if the speakers talk in a relatively slow and distinct manner; a weather report, an advertising message.
- Common formulas, simple statements in dialect.

##### Reading comprehension

At the end of this level, I can read and understand:

- Texts written in everyday language, in relation to the topics studied.
- Short press releases or short articles on current events.
- Advertisements.

At the end of this level, I can read and identify:

- The salient information in a text.

##### Spoken expression

At the end of this level, I can communicate and interact:

- By expressing myself in a simple way on various subjects, particularly in an Arab cultural environment.
- By discussing topics of personal or professional interest.

At the end of this level, I can, despite hesitation and mistakes:

- Produce spoken language to deal with the majority of situations likely to occur during a trip to an Arabic-speaking country; take part in a conversation, without preparation, on a range of familiar and everyday subjects (identity, family, activities, personal projects, current affairs); use the appropriate language to express desire.
- Summarise a document (text, recording, video), outlining the nature and content of the document.
- Recount the simple narrative of an event.
- Formulate common expressions and simple statements in dialect.

##### Written expression

At the end of this level, despite making some mistakes, I can write:

- An articulate and coherent text on a familiar subject: a summary of a text, a simple account of an event, a short message of an informative nature, a simple personal letter, a description.
- Notes in the form of a list of points.

## Linguistic tools

The concepts that have already been touched upon in the previous level will be examined in more detail.

### Syntax

- Nominal sentences (in a more systematic way than at the preceding levels).
- The negation of nominal sentences: the verb *laysa*.
- Sentences with the verb *kâna*.
- Relative clauses.
- Stative (*hâl*).
- Conjunctions followed by the accusative: 'inna, 'anna, 'illâ anna, li'anna, wa-lakinna, la'alla.
- Proximal and distal demonstratives, singular and plural.

### Morphology

- Verbs in the derived forms: III, VII, IX.
- The active and passive participles of verbs in Form I and derived verbs: singular and plural.
- The masdar of verbs in Form I and derived verbs.
- Summary of the derived forms + general meaning of these forms.
- Introduction to research in a bilingual dictionary.
- Hollow verbs ('ajouaf).
- The use of the verb *kâna-yakûnu*: imperfect, pluperfect, future perfect.
- The subjunctive + the particles ('an, li, lan).
- Names of trades / professions.
- Quadrilateral verbs: reduplicated onomatopoeia or onomatopoeia of foreign origin.

## Pedagogical materials

- *Manuel d'arabe moderne*, volume 1 + CD, by Luc-Willy Deheuvels (Langues & Mondes, ed. l'Asiathèque, Paris): lessons 11 to 15. The concepts of morphology and syntax mentioned in the previous paragraph correspond to those contained in these 5 lessons.
- All other materials (texts, images, videos) for the dynamic acquisition of vocabulary and common everyday not included in the textbook. For level B1, the textbook *Ahdâf* (vol. 1 and 2) by Brigitte Tinnocard-Tahhan and Frédérique Guglielmi-Foda is a very useful addition.

Examples:

- The expression of desire, willingness ('arâda-yurîdu, 'ahabba-yuhibbu 'an); of necessity and obligation (lâ budda 'an; yajibu 'an).
- The expression of intention (hâwala-yuhâwîlu 'an); of possibility, of eventuality (yumkinu 'an, min al mumkin 'an); of fear (khâfa-yakhâfu 'an).
- The expression of observation, of certitude (min al ma'rûf 'anna, al sahîh 'anna, min al 'akîd 'anna, lâ shakka 'anna); of thought, of belief (zanna-yazunnu 'anna, 'i'taqada-ya'taqidu 'anna).
- Vocabulary related to division of time: week, month, year, seasons.



- Vocabulary concerning life in the city / life in the countryside.
- Dictionnaire bilingue, *As-Sabîl*, Daniel Reig, ed. Larousse, Paris.

## Evaluation and validation

- Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.
- Proficiency in oral expression is assessed in each class, through the various exercises and activities practised in-class. This is also the case for **reading aloud**.
- **For the other skills:** listening comprehension (+ phonetic correction for beginners), reading comprehension, written expression (+ grammar correction for beginners) and linguistic skills (grammar, conjugation), **in addition to regular homework exercises and short tests in the classroom**
  - **Two comprehensive assessments will be carried out during the semester, lasting from 90 minutes to 2 hours, depending on the case.** Each skill (apart from spoken expression) will be attributed equal attention.
  - These two assessments will take place during a class. The length of time they take may seem long but should not be considered a waste of time. Students will undertake a variety of exercises, making it possible to ascertain whether the objectives have been attained and whether the concepts studied have been acquired.
    - **1st mid-semester assessment.** The results are used to assess each student's progress mid-term and to alert them to any shortcomings, while providing advice on how to remedy them.
    - **2nd assessment in the penultimate (11th) week of the semester - this end of semester assessment is standardised for all groups at the same level (for levels A1, A2, B1 and B2).** In other words, all students at the same level take the same test. This standardised test is designed with reference to the language charter of the level concerned and the lessons in the *Manuel d'arabe moderne* specified for this level.
- The short, brief written assessments carried out during the semester and the regular work given to do outside of class, will be taken into account in the final grade awarded at the end of the semester. **They will be corrected and evaluated (excellent, good, average, below average), but will not be awarded a specific grade.**
- The **final grade** for the semester is the average of the two comprehensive assessments mentioned above + the grade given to spoken expression evaluated in each class. The adjustment variables taken into account for this final average grade (which may be higher or lower) are: the short, brief written assessments + homework done + student engagement + punctuality and attendance.
- At Sciences Po, students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.

- For languages, **each level is normally scheduled to last one semester**. This means that a student is expected to move on to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.
- In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level. Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.
- Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### LEVEL B2

#### The objectives to attain for each skill

##### Listening comprehension

At the end of this level, I can follow and understand:

- Announcements and everyday messages spoken at a normal speed.

At the end of this level, I can follow and understand with some effort:

- A good part of what is said in a long conversation.
- An animated conversation between native speakers.
- The main ideas of a television or radio programme, a documentary, identify the point of view and the mood of the speaker.
- The main ideas of a relatively complex presentation provided that the topic is fairly familiar to me and the outline of the presentation is indicated by explicit markers.
- Elements of a discussion in dialectal Arabic.

##### Reading comprehension

At the end of this level, I can read and understand:

- Relatively complex texts, written in modern language (press, literature, other) with the help of a dictionary.

At the end of this level, I am sensitive to the difference in the register of language:

- Between texts or linguistic situations of a different nature: press reports/analytical articles; an economic / literary topic; a conversation between students / television debate between politicians, etc.

##### Spoken expression

At the end of this level, I can communicate and interact, despite hesitation and mistakes:

- By participating in relatively long conversations with native speakers, by stating my point of view and feelings.
- By interviewing a person or by being interviewed.
- By having a simple discussion in dialect.

At the end of this level, I can, despite hesitation and mistakes, produce:

- A clear and well-argued presentation.
- A clear and detailed description on a known subject.
- The narrative of a story or of an event in a more detailed and elaborate way than at the previous level, expressing feelings or a personal opinion.
- Elementary statements for practical needs in dialectal Arabic.

##### Written expression

At the end of this level, despite making some mistakes, I can write:

- Summaries (text, information, film, presentation).
- Detailed texts on subjects related to my interests, giving the reasons for or against a particular opinion.

- A synthesis of various documents dealing with the same subject.

### Linguistic tools

The concepts that have already been touched upon in the previous level will be examined in more detail.

#### Syntax

- Conditional sentences.
- Exceptive sentences.
- Exclamatory sentences.

#### Morphology

- The jussive (al-majzûm).
- The imperative.
- Assimilated verbs (al-mithâl).
- Final weak (defective) verbs (al-nâqis).
- Doubled verbs (al-muda‘af / al-‘asamm).
- Diptotes.

Other concepts in syntax and in morphology will be studied in context, according to the teaching materials used. The aim is not to study Arabic grammar in a systematic and exhaustive manner, but rather to clarify certain points according to needs.

### Pedagogical materials

At this level, teachers can combine different teaching materials:

- *Manuel d'arabe moderne*, volume 2 + CD, by Luc-Willy Deheuvelds (Langues & Mondes, ed. l'Asiathèque, Paris): lessons 16 to 20. The concepts of morphology and syntax mentioned in the previous paragraph correspond to those contained in these 5 lessons.
- *Le mot et l'idée*, Rita Moucannas-Mazen, éd. Ophrys, Paris.
- *Lexique raisonné de l'arabe littéral*, Nejmeddine Khalfallah, ed. Studyrama, Paris.
- *Al Moukhtarat*, quarterly learning magazine in Arabic + CD for each issue (contains substantial thematic files), ed. Institut du Monde Arabe, Paris.
- Authentic documents taken from Arab press and media.
- *L'Art de rédiger en arabe moderne*, Fayza Al Qassem, Georges Bohas, Mahmoud Fakhoury, ed. Institut des langues anciennes at the ENS-Lyon.

The above list is non-exhaustive and is provided solely for guidance.

For grammar:

- *Grammaire active de l'arabe* (presentation of rules, exercises and corrections), Michel Neyreneuf and Ghalib Al-Hakkak (ed. Le Livre de poche, Les Langues modernes collection, Paris).

For vocabulary:

- *Dictionnaire bilingue, As-Sabîl*, Daniel Reig, ed. Larousse, Paris.

## Evaluation and validation

- Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.
- Proficiency in oral expression is assessed in each class, through the various exercises and activities practised in-class. This is also the case for **reading aloud**.
- **For the other skills:** listening comprehension (+ phonetic correction for beginners), reading comprehension, written expression (+ grammar correction for beginners) and linguistic skills (grammar, conjugation), **in addition to regular homework exercises and short tests in the classroom**
  - **Two comprehensive assessments will be carried out during the semester, lasting from 90 minutes to 2 hours, depending on the case.** Each skill (apart from spoken expression) will be attributed equal attention.
  - These two assessments will take place during a class. The length of time they take may seem long but should not be considered a waste of time. Students will undertake a variety of exercises, making it possible to ascertain whether the objectives have been attained and whether the concepts studied have been acquired.
    - **1st mid-semester assessment.** The results are used to assess each student's progress mid-term and to alert them to any shortcomings, while providing advice on how to remedy them.
    - **2nd assessment in the penultimate (11th) week of the semester - this end of semester assessment is standardised for all groups at the same level (for levels A1, A2, B1 and B2).** In other words, all students at the same level take the same test. This standardised test is designed with reference to the language charter of the level concerned and the lessons in the *Manuel d'arabe moderne* specified for this level.
- **The short, brief written assessments** carried out during the semester and the regular work given to do outside of class, will be taken into account in the final grade awarded at the end of the semester. **They will be corrected and evaluated (excellent, good, average, below average), but will not be awarded a specific grade.**
- The final grade for the semester is the average of the two comprehensive assessments mentioned above + the grade given to spoken expression evaluated in each class. The adjustment variables taken into account for this final average grade (which may be higher or lower) are: the short, brief written assessments + homework done + student engagement + punctuality and attendance.
- At Sciences Po, students are considered to have successfully completed a language class and are awarded **the credits** corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he or she will not have passed and will not be awarded the corresponding credits.
- For languages, **each level is normally scheduled to last one semester.** This means that a student is expected to move on to the next level from one semester to the next. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to redo a level. Indeed, a student can obtain his or her credits and still have gaps to fill in a

particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

- **In the final class of the semester, teachers notify students of their final grade as well as whether or not they may advance to the next level.** Teachers have the final say as to their students' level at the end of the class and this is not open to negotiation.
- Teachers submit their grades online as well as their qualitative assessments. These assessments should be as clear, precise and articulate as possible in order to avoid possible appeals from certain students.

### LEVEL C1

#### The objectives to attain for each skill

##### Listening comprehension

At the end of this level, I can follow and understand:

- A long speech even if it is not clearly structured.
- Television programmes, news bulletins and films without too much effort.
- A debate between two or more people.

At the end of this level, I can understand a dialect with greater ease.

##### Reading comprehension

At the end of this level, I can read and understand:

- Long and complex texts of different genres (press, literature, essays) with the help of a dictionary if necessary.

##### Spoken expression

At the end of this level, I can communicate and interact despite some hesitation and mistakes:

- By participating in conversations on relatively complex or abstract subjects with native speakers.
- Accurately formulating ideas or opinions during a discussion with others.
- By participating in a discussion on everyday topics in dialect.

At the end of this level, I can, without searching for my words:

- Express myself spontaneously and fluently.
- Use language flexibly and effectively for social and professional purposes.
- Express my ideas with precision on the occasion of a presentation or a discussion on a complex subject.
- Formulate statements more easily on simple subjects in dialectal Arabic.

##### Written expression

At the end of this level, without making too many mistakes, I can write:

- Well-structured texts (summary, description or analysis) on complex subjects.
- A synthesis of various documents dealing with the same subject.

#### Linguistic tools

The syntax and morphology concepts that have already been studied at previous levels will be revisited and explored further where required.

Other new concepts will be studied in context, according to the teaching materials used. The aim is not to study Arabic grammar in a systematic and exhaustive manner, but rather to clarify certain points according to needs.

### Pedagogical materials

At this level, teachers can combine different teaching materials:

- *Manuel d'arabe moderne*, volume 2 + CD, by Luc-Willy Deheuvels (Langues & Mondes, ed. l'Asiathèque, Paris): lessons 21 to 30.
- *Al Moukhtarat*, learning magazine in Arabic + CD (contains substantial thematic files), ed. Institut du Monde Arabe, Paris.
- Authentic documents taken from Arab written press and/or audiovisual media.
- Extracts from contemporary literary works and essays in the social sciences.
- *L'Art de rédiger en arabe moderne*, Fayza Al Qassem, Georges Bohas, Mahmoud Fakhoury, ed. Institut des langues anciennes at the ENS-Lyon.

The above list is non-exhaustive and is provided solely for guidance.

Some references for literary texts:

- *Nouvelles du Monde arabe* (selection and annotations by Jean-Michel Ledain and Mohammed Zouaghi): The notes are exclusively in Arabic. Ed. Le Livre de Poche, Les Langues modernes.
- *Nouvelles du Maghreb* (selection and annotations by Ahmed El Madini): The notes are exclusively in Arabic. Ed. Le Livre de Poche, Les Langues modernes.
- *Nouvelles arabes du Maghreb*, bilingual Arabic-French + bilingual notes (translation and notes by Boutros Hallaq and Yves Gonzalez-Quijano). Ed. Presses Pocket.
- *Nouvelles policières du monde abbasside*, bilingual Arabic-French + bilingual notes (translation and notes by Katia Zakharia). Ed. Langues pour tous, Pocket.

For grammar:

- *Grammaire active de l'arabe* can be used (presentation of rules, exercises and corrections), Michel Neyreneuf and Ghalib Al-Hakkak (ed. Le Livre de poche, Les Langues modernes collection, Paris).

For vocabulary:

- Dictionnaire bilingue, *As-Sabîl*, Daniel Reig, ed. Larousse, Paris.

### Evaluation and validation

- Evaluation is carried out on an ongoing basis throughout the semester. This means that regular work is required of the students and is tested. There is therefore no final examination.
- Proficiency in oral expression is assessed in each class, through the various exercises and activities practised in-class. This is also the case for **reading aloud**.
- **For the other skills:** listening comprehension (+ phonetic correction for beginners), reading comprehension, written expression (+ grammar correction for beginners) and linguistic skills



(grammar, conjugation), **in addition to regular homework exercises and short tests in the classroom**

- **Two comprehensive assessments will be carried out during the semester, lasting from 90 minutes to 2 hours, depending on the case.** Each skill (apart from spoken expression) will be attributed equal attention.
- These two assessments will take place during a class. The length of time they take may seem long but should not be considered a waste of time. Students will undertake a variety of exercises, making it possible to ascertain whether the objectives have been attained and whether the concepts studied have been acquired.
  - **1st mid-semester assessment.** The results are used to assess each student's progress mid-term and to alert them to any shortcomings, while providing advice on how to remedy them.
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- **The short and brief written assessments carried out during the semester, as well as the regular work given to do outside of class,** will be taken into account in the final grade awarded at the end of the semester. **They will be corrected and evaluated (excellent, good, average, below average), but will not be awarded a specific grade.**
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