Considerations and Guiding Questions f o r U n d e r l i n e d : S u b m i t t i n g I n s t i t u t i o n s

Arabic Beginning and Intermediate Courses

Introduction

The purpose of training is to help you, as the lead panelists, reach consensus on what all panels should look for while reviewing the first four courses in the language sequence from programs across the Ohio's public institutions of higher education. To gain equivalency, all essential learning outcomes must be satisfactorily met. Once we, as a group, have reached a common understanding, you, in turn, will capacitate the members of your individual panels.

In preparation for our face-to-face meeting in Columbus, please familiarize yourself with the endorsed learning outcomes and course alignment guides for beginning and intermediate courses, posted at this link. Once you have done so, think about your responses to the considerations and guiding questions that follow, below. These will help us get the conversation started, but we rely on you to bring other suggestions to the table.

Considerations and Guiding Questions

As we progress from Beginning Course I through the other courses to reach consensus, a similar pattern should emerge, although the time spent on each of the modes and the nature of tasks may change as students gain more linguistic abilities. For example, there could be more student-led discussions and peer review of writing in the Intermediate courses, whereas guided discussions and writing may be more the norm in beginning courses.

In classroom-instructed language learning, it is helpful to think about a continuum from skill-getting to skill-using for each new concept. While we as faculty may be focused on forms, vocabulary, and grammar, it is imperative that students combine these elements to accomplish real-world tasks. The alignment guides provide many concrete examples of how students' functional ability should grow as they communicate about and demonstrate understanding of more and more topics, themes, and contexts. Therefore, the learning outcome descriptions in each submission (through the electronic submission form, Course Equivalency Management System) need to clearly explain the nature of assessments and learning experiences that allow students to demonstrate that they can do something with what   they have learned.

There are two heuristics in education that provide useful lenses for us as we engage in the review process. The first is an equation that reads "curriculum=assessment + instruction." The endorsed learning outcomes undergird the curriculum side of the equation. Careful consideration must be given to both the assessments outlined by institutions and the nature of learning experiences. For example, if addressing the Interpersonal learning outcomes, we should see assessments, such as

impromptu role playing or conversations, and learning activities that might include pair and small-group work, videoconferencing, or instant messaging as these align with the functions of the learning outcomes. These balance the equation.

The second is a framework you may already be familiar with known as "understanding by design" and includes "backward planning" (Wiggins and McTigh). It is nearly impossible to botch the equation "curriculum=assessment + instruction" if one follows the three-step backward design planning process.

1. Identify desired results;
2. Determine acceptable evidence; and
3. Plan learning experiences and choose resources.

For course equivalency review purposes, we should see evidence that programs have given thoughtful consideration to such steps in their course planning. The following descriptions and questions should guide us as well.

1. **Identify desired results.**

Done! These are the learning outcomes, although it is very useful to add specifics for each course.

Specifically what will learners be able to do (e.g., meet and greet people, compare rites of passage) after each course? Refer to the alignment guides and course core learning materials (e.g., textbooks, course packets, online resources) for topics, themes, and contexts.

2. **Determine acceptable evidence.**

How will students demonstrate that they are able to communicate in culturally appropriate ways, both interpersonally and presentationally, at the targeted performance level as defined in the learning outcomes? How, too, will they demonstrate understanding of listening to/reading/viewing texts at the targeted performance level as defined in the learning outcomes?

- What evidence will you seek as reviewers?
    - Tasks and formative assessments
    - Summative assessments/projects
    It is useful to remember that all summative-type assessments do not have to occur during exam week.
- There should be a close correlation between the amount of time programs report that they address each learning outcome and the assessments they employ.
    - Would it make the most sense for our discipline to represent time as percent of the course dedicated to each mode/skill?

- In rank order from most to least, which mode would you expect students to spend the most time on at each course level?

- While part of students' grades might be based on discrete-point items (e.g., fill-in-the-blank, multiple choice, true/false), what other types of items, tasks, and projects should we look for that enable students to demonstrate that they can meet the learning outcomes (e.g., guided compositions with specific purposes and audiences, free responses to questions, impromptu dialogues likely to occur in real life based on role-playing cards, multimedia presentations of autobiographical or cultural nature)?
- Integrated Performance Assessments (ACTFL) reflect how people use language in real life. For example, one might scan a website or newspaper for movies (Interpretive); invite a friend or family member to a show, negotiating genre and the best time to get together given other commitments (Interpersonal); and then post some sort of reaction on social media (Presentational). Subsequent comments to posts could also occur (Interpersonal).
- Part of determining acceptable evidence also involves rating that evidence. The learning outcomes specify "how well" students should perform as they move from course to course. See Appendix A.

The chart, combined with other desired criteria, such as fluency or accuracy, enables faculty to develop appropriate rubrics to rate evidence.

3. **Plan learning experiences and choose materials**

Once programs determine what students should be able to do (identify outcomes) and how they are going to measure if students can do it (determine acceptable evidence), it is time to think about learning experiences, materials, and specifically what students need to know to produce and understand language. Remember that "how well" is already spelled out in the learning outcomes.

- As a review panel, what major learning experiences will we seek in submissions that enable students to function at the targeted performance level around identified themes, topics, and contexts (e.g., extracting key facts or opinions from simple, authentic texts to apply elsewhere; interacting with partners or in groups to complete a simple task; preparing short, multimedia presentations through a multiple-draft process)?
  - Consider how programs encourage students to produce language in culturally appropriate ways using the targeted range of topics/contexts, text types, and level of detail.
  - Consider how programs encourage students to interpret texts with knowledge and understanding of products, practices, and perspectives of the target culture(s).
  - See Appendix B for concrete examples.

- As a review panel, what sort of description should we seek that distinguishes the first learning outcome from the second in each mode ("also working toward")? In fact, this second learning outcome targets the first learning outcome of the next course.
  - What learning experiences will push students to produce language in more culturally appropriate ways and to demonstrate comprehension of texts with more knowledge of products, practices, and perspectives at the next higher level of proficiency?
    - How does the program ensure that students are expanding their range of topics/contexts, text types, and level of detail?
    - How does the program ensure that students are interpreting texts through more of the target culture(s) mindset?

- As a faculty review panel, we should see evidence that programs have thought about specific forms, vocabulary, and grammar that students need to know in order to meet the functional objectives of the course learning outcomes at the targeted performance level.

  - What if we only see a list of forms, vocabulary, and grammar, rather than functional specifics in the description as a whole?
  - What if the program's rigor far outpaces those specified in the performance target of the course (e.g., all regular and irregular verbs in both the descriptive past and past in Beginning II)?

Below are additional questions to ponder as we strive for consensus:

Do you see inclusion of the 5 Cs (communication, cultures, connections, comparisons, and communities)?

Do evidence and learning experiences allow for the integration of language, culture, and content?

Do evidence and learning experiences encourage students to use and understand language both within and beyond the instructional delivery setting?

Are evidence and learning experiences appropriate for the performance level and mode of the learning outcome?

Are the materials and resources appropriate for the learning outcomes?

Has an effort been made to incorporate authentic texts and materials?

Please add other suggestions for consideration and bring to the Columbus meeting.

Appendix A

Proficiency-Level Chart

NOVICE-LOW
Topics/Contexts: A few very familiar topics and highly practiced situations
Text types students can produce: Words, phrases, and short, highly practiced sentences; very simple presentations using highly practiced words, phrases, sentences, and expressions; write very basic information using highly practiced words, phrases, and very simple sentences.
Level of detail students can understand: Main idea; a very few details, cognates, and idiomatic and formulaic expressions.
Cultural appropriateness: A few gestures and formulaic expressions in highly practiced applications, emerging awareness of the most obvious cultural differences or prohibitions.

NOVICE-MID
Topics/Context: Very familiar topics and highly practiced situations
Text types students can produce: Contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations, very simple exchanges; make simple presentations using phrases and sentences that they have practiced; write short, guided messages and notes using phrases and sentences.
Level of detail students can understand: Main idea and a few details, cognates, and idiomatic and formulaic expressions in simple, short, and highly predictable texts with or without visual support.
Cultural appropriateness: May use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions. Use students' own cultural background to derive meaning from texts; may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.

NOVICE-HIGH
Topics/Context: Familiar topics and highly practiced situations
Text types students can produce: Evidence of the ability to create with language in various timeframes using contextualized words, phrases, common idiomatic expressions, and sentences; can sometimes create with language to make simple presentations using phrases and sentences and to write guided texts in a series of sentences.
Level of detail students can understand: Main idea and some details, cognates, and idiomatic and formulaic expressions.
Cultural appropriateness: Handle short, social interactions in culturally appropriate ways; use culturally appropriate gestures and formulaic expressions; show awareness of the most obvious cultural differences or prohibitions; basic writing conventions and some culturally appropriate vocabulary and expressions.

INTERMEDIATE-LOW
Topics/Context: Greater variety of familiar topics and practiced situations.
Text types students can produce: Create with language in various timeframes to

initiate, maintain, and end conversations using contextualized words, phrases, sentences, and series of sentences; continue to build their repertoire of common idiomatic expressions; can create with language in various timeframes to make simple presentations using phrases and sentences; can create with language in various timeframes to write in logically connected sentences.

Level of detail students can understand: Main idea; many details and idiomatic expressions, with or without visual support.

Cultural appropriateness: Handle short, social interactions in culturally appropriate ways; recognize and use some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions and can conform to cultural behaviors in familiar situations; show evidence of increasing knowledge of the target language culture(s) to interpret texts; use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken and written communication.

INTERMEDIATE-MID

Topics/Context: Wide variety of familiar topics and situations.

Text types students can produce: Can create with language in various timeframes to initiate, maintain, and end conversations using contextualized words, phrases, sentences, series of sentences, and connected sentences; continue to build their repertoire of idiomatic expressions; make presentations using sentences, series of sentences, and connecting sentences in a logical sequence; write short, culturally appropriate paragraphs that include a topic sentence, logically sequenced sentences, and a few supportive details.

Level of detail students can understand: Main idea and many details and idiomatic expressions, with or without visual support.

Cultural appropriateness: Handle short, social transactions in culturally appropriate ways; recognize and use some culturally appropriate vocabulary, expressions, and gestures and can conform to cultural behaviors; use their increasing knowledge of the target culture to interpret texts; use some culturally appropriate vocabulary, expressions, and gestures, and their presentations reflect some knowledge of cultural differences related to spoken and written communication.

INTERMEDIATE-HIGH

Topics/Context: Wide selection of familiar topics and situations, sometimes even when there is a simple complication.

Text types students can produce: Participate in conversations in various timeframes with ease and confidence; create with language in various timeframes to make presentations using sentences, series of sentences, and connecting sentences in a logical sequence; write culturally appropriate paragraphs that are logically sequenced and provide some supportive details.

Level of detail students can understand: Main idea, most details and idiomatic expressions; demonstrate understanding of stories and descriptions of some length in various timeframes, even when something unexpected occurs.

Cultural appropriateness: Handle social interactions in culturally appropriate ways, write culturally appropriate paragraphs.

Interpersonal Communication: Students initiate and sustain meaningful spoken, written, face-to-face or virtual communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad. Students actively negotiate meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

Beginning I	Sample Contexts, Tasks, and Topics	Sample learning experiences and evidence
Students can engage in very simple exchanges in culturally appropriate ways on very familiar topics using contextualized words, phrases, a few common idiomatic expressions, and simple sentences in highly practiced situations. a. Functional ability includes: • listing, naming, and identifying; • stating what people, places, and things are like with a few details; and • asking and answering highly predictable, formulaic questions. b. Students may use culturally appropriate gestures and formulaic expressions in highly practiced applications and may show awareness of the most obvious cultural differences or prohibitions.	Students can greet and leave people and introduce themselves and others in culturally appropriate ways.	**MEET AND GREET**. In small groups students have a conversation in which they greet, introduce each other, exchange another bit of information (e.g., where they are from, how they feel), and take leave appropriately.
	Students can ask and answer simple questions about people, places, things, and very familiar topics (e.g., likes and dislikes, course content they have learned, time and place of an event).	**AN ADVISOR MEETING.** Students exchange information with their "advisor" virtually (via videoconference or e-mail) about what they want to do for the present school term. They respond to questions to plan their schedule (e.g., mention preferred courses/times).
	Students can communicate basic information about themselves and others on topics related to everyday living (e.g., name, family members, where someone lives, what courses they are taking and when).	**STUDY ABROAD ORIENTATION.** In a simulated orientation, small groups take turns introducing themselves, mentioning their academic interests (major/minor), and describing some of the courses they are taking.

Interpretive Listening/Viewing: Students demonstrate comprehension of the main idea and relevant details in a variety of live and recorded texts ranging from messages, songs, personal anecdotes, narratives, lectures, and presentations to films, plays, videos, and information from other media sources. By using a variety of listening/viewing strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. Students reinforce and expand their knowledge across disciplines as they acquire information and distinctive viewpoints from a variety of media.

Students can demonstrate understanding of the main idea, as well as a few details, loan words, and idiomatic and formulaic expressions, in a variety of oral texts and media on very familiar topics. a. Students can use keywords and phrases to demonstrate understanding of very simple oral texts and media on very familiar topics, with or without visual support. b. Students begin to use context cues for basic comprehension. c. Students use their own cultural background to derive meaning from texts.	Students can demonstrate understanding of speakers greeting, introducing each other, telling where they are from, and saying good-bye.	**OVERHEARD CONVERSATION.** Students listen to brief conversations at an informal meeting or party and are able to understand where the speakers are from and a few other details about the speakers.
	Students can demonstrate understanding of simple conversations (e.g., family introductions, relationships, careers/jobs, where they live; academic courses, times offered, simple descriptions of instructors; daily activities, where they take place, when, and who participants are).	**NEXT TERM'S SCHEDULE.** Students listen to a conversation between an advisor and his/her advisee discussing next semester's schedule. They pick out the gist of the conversation and a few details (e.g., when and where courses are offered, the general material covered, who is teaching the courses).
	Students can demonstrate understanding of simple discussions (e.g., parties, meetings, sports, leisure time activities and determine when and where the events occur and who the participants are).	**MAKING PLANS WITH FRIENDS.** Students hear a conversation between two friends making plans to go to the movies. They get the gist and a few details (e.g., what movie they want to see, where and when they will meet, if there are plans to do anything afterwards).
	Students can identify the main idea and a few details in simple, short excerpts of conversations, narratives, anime, and other texts on very familiar topics from a variety of media sources.	**POPULAR MEDIA.** Students watch short, carefully selected video or TV clips from target language sources on familiar topics and listen to/view for the overall gist and a few details of the message.

Interpretive Reading: Students demonstrate comprehension of the main idea and relevant details in a variety of written texts, ranging from messages, personal anecdotes, and narratives in contemporary magazines, newspapers, and Internet sources to classical literary texts in a variety of genres. By using a variety of reading strategies, students are able to glean meaning beyond the literal and understand the cultural mindset of text creators at home and abroad. They reinforce and expand their knowledge across disciplines and cultures as they acquire information and distinctive viewpoints from print and digital sources.

Students can read and understand the main idea, as well as a few details and idiomatic expressions, in simple, short, and highly predictable texts on very familiar topics, with or without visual support. a. Students can recognize and identify high frequency words tied closely to course content. They can demonstrate understanding of a few highly practiced words, phrases, and short, simple sentences that they read, especially when accompanied by visual support. b. Students begin to use context cues for basic comprehension. c. Students may begin to use roots, radicals, and patterns to figure out the meaning of words, phrases, and short, simple sentences. d. Students use their own cultural background to derive meaning from texts.	Students can recognize and identify high frequency words in a variety of texts (e.g., schedules, menus, applications, brochures, headlines).	**LISTS AND SCHEDULES.** Students read realia based texts (lists, schedules, ads with visual and textual format) that are coordinated with course themes and are able to understand the gist and a few details of the message.
	Students can connect some words, phrases, and short, simple sentences to their meanings (e.g., greetings, introductions, some family relations, holiday/birthday wishes).	**HOLIDAY GREETINGS**. Students read greetings on eCards designated for different groups (friends, family, colleagues)
	Students can recognize and identify a few countries, cities, or places on a map; a few items on a menu; or a few products for sale in an ad or catalogue.	**TRAVEL BROCHURES**. Students read travel brochures and determine basic information (e.g., location, tour itinerary, services provided, transportation arrangements, cost).

Presentational Speaking: Students give live or recorded presentations to diverse audiences at home or abroad for varied purposes using information, concepts, ideas, and viewpoints on a variety of topics, sometimes supported by props, pictures, realia (objects from everyday life used in instruction),, or media. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into presentations in a manner that facilitates comprehension where no direct opportunity for interaction between the presenter and audience exists, although there may be a time for Q and A after the presentation.

Students can make very simple presentations about themselves and some other very familiar topics using a variety of highly practiced words, phrases, sentences, and expressions. a. Functional ability includes: • introducing, telling, listing; • expressing likes and dislikes; and • stating what people, places, and things are like with a few details. b. Students may use highly practiced, culturally appropriate gestures and formulaic expressions during their presentations.	Students can present very simple information about themselves and others (e.g., looks, personality; class schedule, weekend activities; likes and dislikes, such as sports, foods, beverages).	**SOCIAL MEDIA.** Students prepare information to upload a video to a target-language social media page. They provide basic information about themselves (e.g., activities they like and do not like to do, where they live and study), and any other information they wish to provide.
	Students can present basic information about familiar places and things (e.g., home, school, workplace, room, office, community, town, state, country).	**PUT OUT THE WELCOME MAT**. Students select their hometown or favorite city and make a short presentation that includes highlights of that community and some of the most popular activities, cultural or sporting events that occur during a selected season of the year.
	Students can present basic information about something they have learned (e.g., holiday celebrations; places on a map; animals, foods, historical figures, sports).	**HOW WE CELEBRATE.** Students give a brief presentation about a traditional holiday in the target language country. They mention when and where the event takes place, what types of rituals occur, what food is served and who attends. They then compare and/or contrast this holiday to one in their own community.
	Students can present very simple songs, skits, or dramatizations (e.g., children's stories, proverbs, nursery rhymes; or poems; skits, dialogs, or speeches).	**POETRY SLAM.** Students find short nursery rhymes or poems, read their selections in small groups, and choose the best presenter to represent their group in a class "run off." http://www.nizarqabbani.info/2015/03/blog-post.html

Presentational Writing: Students write presentations in print and digital formats for diverse audiences at home or abroad using information, concepts, ideas, and viewpoints on a variety of topics for varied purposes. Students demonstrate linguistic and cultural competence through academic endeavors, creative undertakings, and artistic expressions. Students incorporate their understanding of the target culture into texts in a manner that facilitates interpretation where no direct opportunity for interaction between the author and audience exists.

Students can write high frequency words tied closely to course content. Students can write some very basic information on a few very familiar topics using highly practiced words, phrases, and simple sentences. a. Functional ability includes: • giving information, listing; • expressing simple likes and dislikes; and • stating what people, places, and things are like with a few details. b. Students may use highly practiced, culturally appropriate idiomatic expressions and basic writing conventions.	Students can write high frequency words and form simple sentences that are in a cultural context.	**HOUSE HUNT.** Students select several locations where they would like to live in a target language country and practice writing the addresses of their choices.
	Students can write, words, phrases, and very short sentences (e.g., names of countries, likes and dislikes, etc.	**MAP QUEST.** Students fill in a map with the most important cities in a city of their choice or surrounding countries; or plan an excursion by writing a memo with the metro stops and locations.
	Students can write words, phrases, and very short, simple sentences, especially those related to course content (e.g., labels in a family photo montage; short to-do lists; a very short, simple "meet and greet" skit).	**GETTING ORGANIZED**. Students complete a schedule or a planner. They include courses, work, tasks, and, of course, fun activities that they will do today and tomorrow in the morning, afternoon, and evening.