



Course Description - Arabic Language

1. Educational Institution	College of Arts
2. Scientific Department / Center	English Language Department
3 Course name/code	_____
4. Available forms of attendance	a lecture
5. semester/year	2025/2024
6. Number of study hours (total)	30
7. Date of preparation of this description	2025 /8/4
8. Course objectives	
<p>A. Developing the ability to express oneself orally and speak fluent Arabic without any grammatical errors -</p> <p>B - Enhancing the student's listening and comprehension skills through interactive activities and focused exercises</p> <p>C - Developing communication skills to understand the linguistic differences resulting from word formation, as each vowel on a letter conveys a meaning other than the meaning based on another vowel</p> <p>D - Consolidating correct pronunciation skills through reading poetic and literary texts</p>	

Course outcomes, teaching, learning and assessment methods .9

A - Cognitive Objectives:

1. Identify the basic concepts of verbal communication and writing fluently, avoiding grammatical errors.
2. Understand the various elements and types of communication and apply them in everyday and academic contexts.
3. Acquire knowledge of communication principles and their role in improving interaction between individuals.
4. Understand strategies for organizing student discussions to enhance comprehension and effective expression.

B - Course Skill Objectives

1. Use the Arabic language effectively in communication (both verbal and written) at both formal and informal levels.
2. Employ communication strategies when speaking with others using correct language and engaging in successful group interactions.
3. Develop oral presentation and delivery skills, including tone of voice for important words and using body language to convey ideas.
4. Apply interactive skills.

Teaching and learning methods

1. Interactive Lecture: Presenting theoretical concepts in a dynamic manner, including real-life examples, real-time exercises, and asking sudden questions to enhance understanding, stimulate interaction, and apply skills.
2. Activating group work in small groups (cooperative work) to solve problems presented both inside and outside the classroom.
3. Activating students' skills in controlling grammatical movement and correct pronunciation through reading the Qur'an and various literary texts, and overcoming barriers of fear, shyness, and hesitation.

Evaluation methods

1. Individual and group oral presentations: Students are assessed by presenting specific topics orally in front of their peers, practicing their delivery and becoming accustomed to focusing on the important aspects through tone of voice and body language.
2. Classroom participation and interactive discussion: Measuring the level of interaction within the classroom through participation in solving questions and reading texts.
3. Conducting daily tests (Quozat) to keep students engaged and engaged with the material. Performance is assessed by assigning marks. Grading and evaluation criteria are based on merit and motivating students to participate and interact.
4. Assigning a grade to the student's daily attendance.

	<p>5. Assigning homework to students and assigning a grade for this activity.</p> <p>Affective and Value-Based Objectives</p> <p>1. Demonstrate the importance of grammar, poetry, and literature in improving communication in practical and academic life. 2. Developing students' sense of linguistic responsibility and demonstrating that poor grammar undermines the purpose and importance of the topic.</p> <p>3. Instilling the value of accuracy in both oral and written translation, both of which are based on strict adherence to grammatical rules and avoiding errors that distort the intended meaning.</p> <p>Teaching and learning methods</p>	
	<p>Brainstorming and Open Discussions: Encourage students to express their opinions and feelings in a volatile environment to foster respect and mutual understanding.</p> <p>2. Simulation and Realistic Role-Play Activities: Use real-life situations to instill values of empathy and emotional connection, such as role-playing in diverse cultural or social situations.</p> <p>3. Service-Based Learning: Engaging students in community-based activities to foster responsibility, emotional openness, and positive interactions with others.</p>	
	<p>Evaluation methods</p>	
	<p>{The student is evaluated based on their ability to interact (1) Oral Interviews - Individual Oral Interviews: } in Arabic in a direct conversation that includes fluency, clarity of pronunciation, and immediate response. {The student is evaluated through their participation in Tasks Play 2 - Role-playing activities: } Representing real-life situations, which demonstrates their ability to communicate and deal with situations. {The student's efforts during the academic year - Assessment 3 - Cumulative Performance Portfolio: } to provide a comprehensive picture of their skill development.</p> <p>{4) Student Attendance</p>	

.D - General and Transferable Skills (other skills related to employability and personal development)

Critical Thinking and Problem-Solving Skills: The student's ability to analyze situations and make informed decisions, an important skill in work and study environments

Teamwork and Collaboration Skills: Interact effectively with others within teams, respect different opinions, and contribute to achieving common goals

Time Management and Organization: Organizing tasks and setting priorities to ensure efficient academic and professional achievement

10.Course structure					
Evaluation method	Teaching method	Unit name/topic	Required learning outcomes	watches	week
A - Classroom Participation B - Homework C - Presentations	B - Pair or group work C - Listening to poetry and drama pieces in Modern Standard Arabic D - Encouraging the student to read Poetic texts during the lecture and	The origin of the Arabic language and its importance	A. The student should realize that speech in the Arabic language is divided into several parts. B. Use appropriate expressions and vocabulary. C. Develop listening and comprehension skills. D. Demonstrate self-confidence.	2	1

	melody correction				
=	=	Lang uage char acter istics Arab ic	=	2	2
=	=	Parts of speech	=	2	3
=	=	nominal sentence	=	2	4

=	=	Kāna and its sisters	=	2	5
=	=	Inna and its sisters	=	2	6
=	=	The absolute object	=	2	7
=	=	The object of place	=	2	8
=	=	Number	=	2	9
=	=	Writing the hamza	=	2	10
=	=	The difference between ta' and ha'	=	2	11
=	=	The extended alif	=	2	12
=	=	and the shortened alif	=	2	13
=	=	Punctuation marks	=	2	14
=	=	Common mistakes in writing	=	2	15

12. البنية التحتية	
There is a simplified workbook containing grammatical rules, some rhetorical topics, and a portion of Arabic literature, both poetry and prose.	1- Required textbooks
Students can also consult the curriculum books of Iraqi schools of education, which contain the same topics as those prescribed in the College of Arts/Department of English.	2- Main references (sources)
	A- Recommended books and references (scientific journals, reports, etc.)
Almost all of the prescribed topics are available on more than one Arab website and uploaded to YouTube.	B- Electronic references, websites

13 Curriculum Development Plan
Reorganizing the content according to skills: Unit - Assigned activity - Introduction - Listening to and reading literary texts - It is possible to display a website that explains the assigned material - Asking students more questions about the topic - Making cases for each topic that was explained - Assigning students to do simple research on the assigned topics

