List of Assessment Tools and Materials and Resources

List of Assessment Tools:

*LinguaFolio:*
- Students have been introduced to LinguaFolio and were encouraged to use it as a self-assessment tool.

*Chapter tests:*
- These are scheduled comprehensive tests covering the grammar and vocabulary learned in one or more units at a time. The test will typically include one or more oral sections as well as various vocabulary and grammar exercises related to the unit(s) in question.

*Homework:*
- regular assessment of students’ handwriting skills and grasp of grammatical concept through checking their homework. This will allow for an early detection of eventual mistakes or misunderstandings.

*Unannounced short quizzes:*
- These are five-minute quizzes to test spelling, listening ability, vocabulary, grammar, and concepts that students have learned in class and at home. They are a way to assure that students are keeping up, as well as a means to reinforce subjects covered and to let the instructors know which aspects of the learning process are going well, and which may need more attention.

*Participation:*
- The course involves a high level of teamwork. It is imperative to participate in all activities in order to benefit from the class. Students are strongly encouraged to participate in the in-class to practice and improve oral skills. This will ensure that the students are aware of their responsibility in implementing their learning process and that of their peers.

*Oral Report:*
- This is a small research project in which students will present a cultural practice pertaining to the Arab world. This presentation should focus on a product of a culture and show how it emanates from a specific set of values specific to the Arab world.

*Final oral interview:*
- This is a comprehensive cumulative oral interview scheduled during the last day of the semester. The format includes the performance of a dialogue prepared with a partner.
about Pat and one of the subthemes expressed in the curriculum. The students will also answer questions about their situation, their activities, family and close environment. Their reading skills will be assessed by reading a short passage out loud.

- This presentation will be prepared beforehand using the free software Photostory and played in class.

**Materials and Resources:**

**Published Materials:**

**Required Texts:**


**Optional (CDs in Mp3 containing all the audio featured in the DVDs of the required books):**


**Games:**

Arabic versions of Bingo, Monopoly, Scrabble Junior and Scrabble.

**Websites:**

- Websites by subscription: [http://www.talfazat.com](http://www.talfazat.com) This website provides a wide selection of Arabic television stations along with a large variety of on demand programs of different genres. This subscription was meant to provide the students with a genuine exposure to the arabic culture through technology.

- Many other websites, including news sites were recommended to the students so that they can get introduced to a variety of geographical, cultural, and political perspectives. Below are a few examples of free sites:

A free selection of Arabic-speaking television channels and radio stations:  
http://www.fomny.com/

Online dictionaries:  
http://www.baheth.info/index.jsp
http://dictionary.sakhr.com/

Arabic PodClass:  
http://thearabicpodclass.blogspot.com/

A selection of useful websites for students of Arabic:  
http://www.ruf.rice.edu/~lrc/links/arab.html

Foods:

• Dishes from Lebanon and Egypt were prepared by students and members of the instructional team.

Props and Visual Realia:

• Items such as maps, posters, magazines, video clips, cartoons, were a resource for enhancing cultural knowledge and practicing. These resources were used in class for a hands-on learning experience in a student-centered setting.

Community Members:

• An additional resource were community members, including children, who interacted with students to add further cultural familiarity.

Undergraduate Interns:

• Three college students who had studied Arabic, or who were from, or had undertaken study abroad in, Arabic-speaking countries, were part of the program throughout. They were a supplementary resource for closer interaction with the students and a readily available resource for guidance.