



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
A Skilled and Ethical Society

DIPLOMA IN TEACHER EDUCATION

PRE-PRIMARY AND PRIMARY

ARABIC LANGUAGE CURRICULUM DESIGN

First Published in 2021

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INTRODUCTION

The development of the curriculum for Diploma in Teacher Education for the Pre-Primary and Primary level (**DTE-PP&P**) is a critical milestone in the implementation of Competency Based Curriculum (CBC) in Kenya. The curriculum designs herein have been developed to prepare the teacher trainee to be able to effectively guide the learners at the Pre-Primary and Primary School level; that is from Pre-Primary One (PP1) to Grade Six (G6) in Basic Education.

It is envisaged that the teacher educator will guide the teacher trainees appropriately to embrace the shift from the Objective-Based to the Competency Based Curriculum which is hinged on use of learner-centred pedagogy for realisation of the stated expected learning outcomes. In addition, the emphasis on formative assessment to facilitate learning should be underscored as the basis for determining learner aptitude and performance. Other key aspects that have been introduced include structured micro-teaching, a longer period for the practicum and the introduction of specific Professional Courses that ensure congruence with the CBC vision, mission, pillars and guiding principles as enshrined in the *Basic Education Curriculum Framework* (KICD, 2017).

The DTE-PP&P curriculum seeks to develop the teacher to act as a facilitator in the learning process taking into consideration the different abilities and learning styles of individual target learners. The curriculum has been designed with emphasis on experiential and reflective learning to develop appropriate Pedagogical Content Knowledge (PCK); hence, the emphasis on integrated content and pedagogy for the student teachers while at college. This is to ensure that the student teacher is given adequate time to practice how to facilitate learning of the different strands prescribed in the curriculum designs.

The Curriculum designs for the DTE-PP&P are packaged according to courses of training as follows:

Professional Learning areas

1. Child Development and Psychology
2. Curriculum Studies
3. Educational Resources
4. ICT Integration in Education
5. Educational Assessment

6. Research Skills
7. Inclusive Education
8. Educational Leadership and Management
9. Sociological and Philosophical Foundations of Education
10. Historical and Comparative Foundations of Education
11. Micro Teaching
12. Practicum

Integrated Content and Pedagogy Learning areas

1. English
2. Kiswahili
3. Mathematics
4. Science and Technology
5. Agriculture
6. Home Science
7. Religious Education: CRE/IRE/HRE
8. Social Studies
9. Physical and Health Education
10. Art and Craft
11. Music
12. Indigenous Language
13. Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL

REGULATIONS FOR DIPLOMA IN TEACHER EDUCATION -PRE-PRIMARY AND PRIMARY (DTE-PP&P)

Entry Requirements

The entry requirements for the Diploma in Teacher Education – Pre-Primary and Primary shall be **C Plain** Mean Grade in the Kenya Certificate of Secondary Education examination (KCSE) or its equivalent (as equated by the Kenya National Examinations Council (KNEC). The Special Needs Candidates (SNE) could be admitted with **C Minus (-)** Grade in KCSE or equivalent

Duration of Training

The duration for the Diploma in Teacher Education – Pre-Primary and Primary shall be **three years**.

Subjects Offered

The trainee undertaking the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) shall take **ALL** courses specified in the DTE- PP&P curriculum; which includes Professional Courses and learning areas (subjects) related to the content in the Pre-Primary and Primary School Curriculum.

Micro-Teaching and Practicum

Micro Teaching shall be undertaken as a course and shall be a pre-requisite for the Practicum; hence a course design has been developed for it. There shall be two (2) school term practicum sessions for which guidelines shall be developed.

Award of the Diploma

To be awarded the Diploma in Teacher Education – Pre-Primary and Primary (DTE-PP&P), the candidate must achieve the following:

- i) Complete the required hours for coursework and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).
- ii) Complete the required hours for the Practicum and pass the stipulated assessment as directed by the Kenya National Examinations Council (KNEC).

Note: If the student teacher fails to meet the requirements for award of the Diploma in Teacher Education – Pre-Primary and Primary (DTE –PP&P) he/she will be allowed to repeat the specific component or learning area failed.

Grading

The Diploma in Teacher Education – Pre-Primary and Primary (DTE PP&P) shall be graded as stipulated by the Kenya National Examinations Council (KNEC).

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TABLE 1: DISTRIBUTION OF PROFESSIONAL LEARNING AREAS

	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	Sub Total	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
PROFESSIONAL LEARNING AREAS												PROFESSIONAL LEARNING AREAS (420 Hours)
1.	Child Development and Psychology	10	10	10	10	10	10	60				
2.	Curriculum Studies	30	20	20	20			90				
3.	Educational Resources	10	10	10				30				
4.	ICT Integration in Education	10	10	10				30				
5.	Educational Assessment	10	10	10				30				
6.	Research Skills	10	10	4				24				
7.	Inclusive Education	10	10	10				30				
8.	Educational Leadership and Management				10	10	10	30				
9.	Sociological and Philosophical Foundations of Education				10	10	10	30				
10.	Historical and Comparative Foundations of Education				10	10	10	30				
11.	Micro Teaching	30						30				
SUB TOTAL		120Hrs	80Hrs	80Hrs	60Hrs	40Hrs	40Hrs	414Hrs				

TABLE 2: DISTRIBUTION OF CONTENT + PEDAGOGY (SUBJECTS)

CONTENT + PEDAGOGY (SUBJECTS)												
	SUBJECT	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6	SUB TOTAL	TERM 7 Micro Teaching - Subject Practicals	TERM 8	TERM 9	TOTAL FOR COURSE
1	English	24	34	34	35	29	30	186	30	Practicum 300 Hours	Practicum 300 Hours	CONTENT & PEDAGOGY (SUBJECTS) (1680 Hrs) + PRACTICUM (600Hrs)
2	Kiswahili	20	20	20	20	20	20	120	20			
3	Mathematics	30	30	30	30	30	30	180	30			
4	Science and Technology	20	20	20	20	20	20	120	30			
5	Agriculture	20	20	20	20	20	20	120	20			
6	Home science	20	20	20	20	20	20	120	20			
7	Religious Education:- (CRE, IRE, HRE)	20	20	20	20	20	20	120	20			
8	Social Studies	20	20	20	20	20	20	120	20			
9.	Physical and Health Education	10	10	10	30	30	30	120	30			
10.	Art and craft	10	30	30	10	20	20	120	20			
11.	Music	10	20	20	20	20	30	120	20			
12.	Indigenous Languages	10	20	20	20	30	20	120	20			
13	Foreign Languages: French/ Arabic/ German/ Mandarin (Chinese)/ KSL	10	10	10	30	30	30	120	20			
SUB TOTAL		230 Hrs	270 Hrs	270 Hrs	290 Hrs	310 Hrs	310 Hrs	1686Hrs				
TOTAL		350	350	350	350	350	350	2100	300	300	300	3000 HRS

NATIONAL GOALS OF EDUCATION

Education in Kenya should:

1. Foster nationalism and patriotism and promote national unity.

Kenya's people belong to different communities, races and religions, but these differences need not divide them. They must be able to live and interact as Kenyans. It is a paramount duty of education to help young people acquire this sense of nationhood by removing conflicts and promoting positive attitudes of mutual respect which enable them to live together in harmony and foster patriotism in order to make a positive contribution to the life of the nation.

2. Promote the social, economic, technological and industrial needs for national development.

Education should prepare the youth of the country to play an effective and productive role in the life of the nation.

a) Social Needs

Education in Kenya must prepare children for changes in attitudes and relationships which are necessary for the smooth progress of a rapidly developing modern economy. There is bound to be a silent social revolution following in the wake of rapid modernization. Education should assist our youth to adapt to this change.

b) Economic Needs

Education in Kenya should produce citizens with the skills, knowledge, expertise and personal qualities that are required to support a growing economy. Kenya is building up a modern and independent economy which is in need of an adequate and relevant domestic workforce.

c) Technological and Industrial Needs

Education in Kenya should provide learners with the necessary skills and attitudes for industrial development. Kenya recognizes the rapid industrial and technological changes taking place, especially in the developed world. We can only be part of this development if our education system is deliberately focused on the knowledge, skills and attitudes that will prepare our young people for these changing global trends.

3. Promote individual development and self-fulfilment

Education should provide opportunities for the fullest development of individual talents and personality. It should help children to develop their potential interests and abilities. A vital aspect of individual development is the building of character.

4. **Promote sound moral and religious values.**

Education should provide for the development of knowledge, skills and attitudes that will enhance the acquisition of sound moral values and help children to grow up into self-disciplined, self-reliant and integrated citizens.

5. **Promote social equity and responsibility.**

Education should promote social equality and foster a sense of social responsibility within an education system which provides equal educational opportunities for all. It should give all children varied and challenging opportunities for collective activities and corporate social service irrespective of gender, ability or geographical environment.

6. **Promote respect for and development of Kenya's rich and varied cultures.**

Education should instill in the youth of Kenya an understanding of past and present cultures and their valid place in contemporary society. Children should be able to blend the best of traditional values with the changing requirements that must follow rapid development in order to build a stable and modern society.

7. **Promote international consciousness and foster positive attitudes towards other nations.**

Kenya is part of the international community. It is part of the complicated and interdependent network of peoples and nations. Education should therefore lead the youth of the country to accept membership of this international community with all the obligations and responsibilities, rights and benefits that this membership entails.

8. **Promote positive attitudes towards good health and environmental protection.**

Education should inculcate in young people the value of good health in order for them to avoid indulging in activities that will lead to physical or mental ill health. It should foster positive attitudes towards environmental development and conservation. It should lead the youth of Kenya to appreciate the need for a healthy environment.

LEVEL LEARNING OUTCOMES FOR DIPLOMA IN TEACHER EDUCATION - PRE-PRIMARY AND PRIMARY (DTE–PP&P)

By the end of the course the teacher trainee should be able to:

1. Model appropriate behaviour and values for Pre-Primary and Primary school learners to emulate for development of good citizenship
2. Communicate and collaborate effectively with learners, peers, parents and the community to create a conducive learning environment.
3. Use appropriate pedagogical approaches to facilitate learning for Pre-Primary and Primary school learners in and out of the classroom
4. Apply inclusive practices to support all Pre-Primary and Primary school learners including those with disabilities and special educational needs
5. Employ ICT skills in the learning process to enhance digital literacy
6. Employ appropriate assessment approaches to promote effective learning
7. Identify and nurture learner's potential and talents for appropriate placement and transition into Junior School.
8. Develop environmental conservation skills in Pre-Primary and Primary school learners to promote education for sustainable development
9. Create innovative and effective solutions to challenges in the learning process.
10. Integrate pertinent and contemporary issues in learning to enable learners to cope with daily challenges.

ESSENCE STATEMENT

Arabic language promotes international consciousness and appreciation of culture and other languages. Teacher trainees shall therefore be given the opportunity to learn Arabic in addition to the national, official and indigenous languages learned in basic education. Learning Arabic at this level will focus on basic language skills: listening, speaking, reading, writing and grammar. Proficiency in Arabic language will empower the teacher trainee socially, economically, politically, intellectually and culturally hence promoting intercultural understanding for peaceful coexistence as well as fostering the principle of global citizenship. Arabic starts in upper primary and the skills acquired at this level forms the basis for further language development and specialization in the subsequent levels of learning.

GENERAL LEARNING OUTCOMES

By the end of the Diploma Course in Teacher Education, Pree-Primary & Primary (DTE – PP&P), the teacher trainee should be able to:

1. communicate using both verbal and non- verbal means in Arabic effectively
2. apply the appropriate pedagogical skills to effectively teach Arabic as a foreign language.
3. develop professional documents for effective classroom content delivery.
4. acquire basic knowledge of linguistics as a background to language teaching
5. use a variety of teaching and learning resources for effective teaching of Arabic language
6. conduct Arabic lessons in Arabic confidently using correct expression
7. critically and imaginatively solve Arabic language-related problems
8. respond effectively to pertinent and contemporary issues in the teaching and learning process
9. appreciate the role of Arabic culture and literature in studying Arabic language

STRANDS AND SUB STRANDS

Strand	Sub Strand	Specific Learning Outcomes	Learning Experiences	Suggested Key Inquiry Question(s)
<p>1.0 Listening and Speaking</p>	<p>1.1 Phonology: Articulation of phonetics (مخارج الحروف) 1.2 Learner-centered approach</p> <p>9 hrs</p>	<p>By the end of the Sub Strand the teacher trainees should be able to:</p> <p>a) identify Arabic letters and their sounds for comprehension,</p> <p>b) combine syllables and sounds to form words,</p> <p>c) identify and articulate the intended phonetics correctly for effective communication,</p> <p>d) apply learner-centered approach for effective teaching,</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • work jointly to identify letters and sounds in the Arabic Alphabet, • match sounds to their corresponding letters to form syllables, • pronounce words with sound <i>ba, ma, la, da</i> from a given display, • pronounce words using the five major articulation points the throat—<i>qala, khowfuun, harbuun</i> the tongue—<i>labanuun, thaubuun,</i> the lips—<i>waada, baabuun,</i> the empty space in the mouth—<i>nuhihaa.....</i> the nose-, <i>ghunnah, inna.....</i> 	<p>1. Why is it vital to apply the correct Intonation and stress in communication?</p> <p>2. How do you avoid distraction while listening for comprehension?</p>

		<p>e) appreciate the importance of phonological awareness.</p>	<ul style="list-style-type: none"> • use appropriate intonation and stress when asking and answering questions related to different situational contexts like; home, family members, school environment, hospital, sports • team up to record each other as they apply intonation and stress in speech, • compete and peer assess each other in pronouncing words related to home, family members, school environment, hospital, sports, • Listens attentively to a resource person on the articulation of Arabic phonetics, • Practices articulation of Arabic phonetics in pairs and in groups, • Prepares a lesson on listening and speaking and teaches using learner- 	
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			<ul style="list-style-type: none"> centered approaches. 	
<p>Core competencies to be Developed:</p> <ul style="list-style-type: none"> Pedagogy content knowledge: As they use correct pedagogical techniques to deliver the content when preparing a lesson on listening and speaking and teaches using learner-centered approaches. Assessment competency: As they engage actively in assessing and evaluating concepts (articulation of Arabic phonetics) 				
<p>Values:</p> <ul style="list-style-type: none"> Respect and tolerance as they discuss given tasks in groups. Responsibility as they handle the digital device safely. 				

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to identify and articulate the intended phonetics correctly.	Teacher trainee pronounces the phonetics correctly and with ease.	Teacher trainee pronounces the phonetics correctly.	Teacher trainee pronounces some of the phonetics correctly.	Teacher trainee pronounces few phonetics.
Ability to apply learner-centered approach.	Teacher trainee applies learner-centered approach confidently and effectively.	Teacher trainee applies learner-centered approach Confidently.	Teacher trainee fairly applies learner-centered approach.	Teacher trainee applies learner-centered approach with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Learning Experiences	Suggested Key Inquiry Question(s)
2.0 Reading	<p data-bbox="421 303 653 381">2.1 Reading Aloud: Fluency</p> <p data-bbox="421 381 653 1144">3 hrs</p>	<p data-bbox="653 303 1064 412">By the end of the sub strand the teacher trainee should be able to:</p> <ol data-bbox="653 412 1064 1144" style="list-style-type: none"> a) blend syllables to form words for comprehension, b) read simple words from different situational contexts in written texts, c) read a text on different situational context with correct intonation, stress and pronunciation, d) apply appropriate expression when reading a text for fluency, e) appreciate fluency in reading for lifelong learning. 	<p data-bbox="1064 303 1543 344">The teacher trainee to:</p> <ul data-bbox="1064 344 1543 1144" style="list-style-type: none"> • rearrange jumbled up syllables to make meaningful and complete words, • read syllables of words using the following reading strategies in pairs: decoding, cues and word spacing e.g <i>ka+ta+ba, kha+ra+ja</i> • take turns to read short sentences aloud on different situational contexts like; home, family members, school environment, hospital, sports, • team up to conduct a reading contest for fluency, • practice reading short passages on different context with proper intonation and stress, 	<p data-bbox="1543 303 1831 1144">How can one ensure they read new words accurately?</p>

			<ul style="list-style-type: none"> • practice fluency and speed in reading for proper communication, • use online or offline resources to read variety of texts to infer simple information and share with peers. 	
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Core Competencies to be Developed:

- Communication and collaboration: as they take turns to read short sentences aloud on different situational contexts.
- Assessment competency: as they identify their area of strength and weakness as they read different text.

Values:

- Love: as they take turns to read short sentences aloud on different situational contexts.
- Respect: as they respect each other’s opinion during the group discussion and self-expression.

Suggested Formative Assessment Rubric

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Reading	Teacher trainee can correctly and effectively read given text and materials.	Teacher trainee can appropriately read given text and materials.	Teacher trainee sometimes read given text and materials.	Teacher trainee can hardly read given text and materials.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Key Inquiry Question(s)
3.0 Writing	<p data-bbox="426 275 703 454">3.1 Jahiliya literature (الأدب الجاهلي) Poetry and Prose (الشعر والنثر)</p> <p data-bbox="426 491 703 591">3.2 Self -Assessment</p> <p data-bbox="426 563 504 591">6 hrs</p>	<p data-bbox="730 275 1054 371">By the end of the sub strand the teacher trainee should be able to:</p> <p data-bbox="730 385 1054 920">a) examine the characteristics of the Jahiliya literature b) compose poems correctly using the characteristics of Jahiliya literature c) evaluate their work for self-improvement d) develop interest in composing poems about Jahiliya literature for enjoyment.</p>	<p data-bbox="1081 275 1392 303">The teacher trainee to:</p> <ul data-bbox="1081 310 1479 1108" style="list-style-type: none"> • practice writing several Jahiliya poems in pairs and groups, • write short Jahiliya prose. Speeches (الخطب) Wise Sayings (الحكم) Will (الوصاي) • outlines the characteristics of Jahiliya prose in a given context • displays the characteristics of Jahiliya prose using a chart • develops short prose and present in the school assembly • prepares a lesson on the characteristics of Jahiliya prose and teach using learner-centered approach. 	<p data-bbox="1530 275 1804 591">1. What are the main characteristics of Arabic prose? 2. What is the essence of telling stories, speeches, wise saying and will in Arabic language?</p>

Core Competencies to be developed:

- Creativity and innovation: as they write poems, proverbs and wise sayings.
- Pedagogical content knowledge: as they organise the content into an effective way of delivering
- Assessment competency: as they participate in presentation to measure level of trainee competency in teaching.

Values:

- Respect: as they discuss the characteristic of Jahiliya prose in groups.
- Love: as they develop love in applying proverbs, poems and wisdoms phrases.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to write the characteristics of Jahiliya poem and prose.	Teacher trainee excellently writes the characteristics of Jahiliya poem and prose.	Teacher trainee correctly writes the characteristics of Jahiliya poem and prose.	Teacher trainee writes some characteristics of Jahiliya poem and prose.	Teacher trainee rarely characteristics of Jahiliya poem and prose.
Ability to evaluate his/her Work.	Teacher trainee evaluate his/her work correctly and Efficiently.	Teacher trainee evaluate his/her work correctly.	Teacher trainee rarely evaluates his/her work.	Teacher trainee evaluate his/her work with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experience	Suggested Key Inquiry Question(s)
4.0 Grammar	<p data-bbox="396 337 658 511">4.1 Nouns and pronouns</p> <p data-bbox="396 412 658 511">4.2 Tenses (past – present – future)</p> <p data-bbox="396 554 465 584">6 hrs</p>	<p data-bbox="681 337 1002 436">By the end of the sub strand the teacher trainee should be able to:</p> <p data-bbox="681 447 1002 1170"> a) detect and correct inappropriate grammatical rules in a given paragraph, b) distinguish between definite nouns and indefinite nouns in a sentence context, c) apply various language structures for proper communication, d) appreciate use of various language structures as used in sentence. </p>	<p data-bbox="1022 337 1315 367">The teacher trainee to:</p> <ul data-bbox="1022 374 1483 1170" style="list-style-type: none"> • discusses nominal and demonstrative pronouns in groups and constructs correct sentences, • differentiates definite nouns and indefinite nouns in a table form, • engages in short dialogues using <i>alamatul taniith</i> properly, • individually constructs sentences using the possessive pronouns correctly, • listens to an audio and list down the following: <ul style="list-style-type: none"> - <i>Interrogative articles</i> - <i>Demostrative pronouns</i> - <i>Prepositions (Huruful- Jarr)</i> - <i>Masculine, feminine nouns</i> - <i>Singular, Dual, Plural nouns</i> - <i>Possessive pronouns</i> - <i>Adverbs of place and time</i> - <i>Relative pronouns</i> - <i>Adjectives</i> • fills in pronouns and verbs in the 	<p data-bbox="1547 337 1763 436">How does grammar affect communication?</p>

			correct forms in a given passage, • conducts dialogue using the following: - <i>Interrogative articles</i> - <i>Demonstrative pronouns</i> - <i>Prepositions (Huruful- Jarr)</i> - <i>Masculine, feminine nouns</i> - <i>Singular, Dual, Plural nouns</i> - <i>Possessive pronouns</i> - <i>Adverbs of place and time.</i>	
Core Competencies to be Developed: Assessment competency: as they participate in sentence construction to measure competency in grammar.				
Values: <ul style="list-style-type: none"> • Unity: As they discuss nominal and demonstrative pronouns in groups. • Responsibility: as they perform activities assigned to them correctly. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations:	Below expectations:
Ability to apply various language structures in sentences.	Teacher trainee applies various language structures in sentences correctly and consistently.	Teacher trainee applies various language structures in sentences correctly.	Teacher trainee applies sometimes language structures in sentences correctly.	Teacher trainee hardly use language structures in Sentence.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Listening and Speaking	4.3.1 Islamic literature 4.3.2 peer review assessment 4 hrs	By the end of the sub strand the teacher trainee should be able to: a) recite an early Islamic poem correctly with the acceptable speed, b) analyse early Islamic literature poetry and prose for personal competency, c) use <i>Anabratu wa tashdiid</i> correctly in sentence construction orally, d) apply peer-review assessment methods for professional growth, e) develop an interest in composing prose for language development.	The teacher trainee to: <ul style="list-style-type: none"> • listens attentively to an extract of early Islamic literature poem from a teacher, • practice reciting several early Islamic literature poems in correct intonation in pairs, • memorizes and internalize short prose and present in class, • practices constructing correct sentences using <i>anabratu wa tashdiid</i> orally, • apply peer review method to assess individual presentation, • researches and shares the characteristics of early Islamic literature prose in groups, • prepares short prose and present in the college 	<ol style="list-style-type: none"> 1. What do you consider when composing a poem? 2. What is the essence of proverbs in communication?

			assembly.	
Core Competencies to be developed: <ul style="list-style-type: none"> • Learning to learn: as they prepare short prose and present in the college assembly. • Pedagogical content knowledge: as they creatively and imaginatively tell stories, proverbs and wise sayings while teaching. • Assessment competency: as they identify and evaluate their strength as they develop short stories, poems and prose. 				
Values: <ul style="list-style-type: none"> • Integrity: as they practice reciting several early Islamic literature poems in correct intonation. • Love: as they develop love for the rich pre-Islamic literature. 				

Suggested Formative Assessment Rubric

Indicator \ Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to recite early Islamic literature poem and prose.	Teacher trainee recites a poem correctly and consistently with acceptable speed.	Teacher trainee recites a poem correctly with acceptable speed.	Teacher trainee sometimes recites a poem correctly with acceptable speed.	Teacher trainee recites a poem with difficulty.
Ability to pronounce intonation and stress.	Teacher trainee pronounces the Arabic sounds correctly and consistently in a word.	Teacher trainee pronounces the Arabic sounds correctly.	Teacher trainee pronounces some of the Arabic sounds correctly.	Teacher trainee rarely pronounces the Arabic sounds.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Reading	4.4.1 Situational Context 3 hrs	By the end of the sub strand the teacher trainee should be able to: <ol style="list-style-type: none"> a) identify and analyse various religious festivals and national holidays to conceptualize aspect of patriotism, b) describe the importance of various geographical features in their environment, c) discuss several activities that are carried out in banks to acquire financial literacy skills, d) present lessons using role-play method to make learning interesting, e) develop genuine interest in applying communicative skills in daily lives. 	The teacher trainee to: <ul style="list-style-type: none"> • carries out research in groups on different national holidays and religious festivals, • reads different texts on religious festivals and national holidays using intensive reading skill, • reads texts on geographical features from a digital device using skim and scan reading skills, • prepares a lesson on banking activities and teach using role-play method, • visits geographical features in their immediate environment to find out their uniqueness. 	<ol style="list-style-type: none"> 1. What is the importance of festivals? 2. Why do we learn geographical features?

Core Competencies to be developed:

- Critical thinking and problem-solving: as they analyse various festivals.
- Digital literacy: as they read texts on geographical features from a digital device.

Values

Patriotism: as they develop a sense of belonging for their country.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations:	Approaches expectations	Below expectations
Ability to identify different religious and national festivals.	Teacher trainee consistently and correctly identifies different religious and national festivals celebrated in their immediate environment.	Teacher trainee correctly identifies different religious and national festivals celebrated in their immediate environment.	Teacher trainee identifies some religious and national festivals celebrated in their immediate environment.	Teacher trainee identifies a few religious and national festivals celebrated in their immediate environment with assistance.
Ability to elaborate on importance of various geographical features in their locality.	Teacher trainee confidently and correctly elaborates on importance of various geographical features in their locality.	Teacher trainee accurately elaborates on importance of various geographical features in their locality.	Teacher trainee attempts to elaborate on importance of various geographical features in their locality.	Teacher trainee distorts while elaborating on importance of various geographical features in their locality.

Indicator \ Level	Exceeds expectations	Meets expectations:	Approaches expectations	Below expectations
Ability to role plays banking activities.	Teacher trainee confidently role plays banking activities with ease.	Teacher trainee accurately role plays banking activities.	Teacher trainee sometimes role plays banking activities with minimal assistance.	Teacher trainee inconsistently role plays banking activities with assistance.

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Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
3.2 Writing	<p>3.2.1 Writing Arabic language</p> <p>3.2.2 Project Based Method</p> <p>6 hrs</p>	<p>By the end of the sub strand the teacher trainee should be able to:</p> <p>a) identify the relationship between Arabic language and other Semitic languages,</p> <p>b) analyse the formative stages of writing Arabic language for more knowledge,</p> <p>c) use project method of teaching for effective content delivery.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • summarizes the relationship between Arabic language and Semitic languages. (Amharic – Hebrew), • through a project, highlight the formative stages of writing Arabic language using a digital device, • jointly write the formative stages of writing Arabic language and display in class . 	<p>What do you consider when teaching using project method?</p>
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and innovation: as they develop a sample questionnaire to assess an Arabic lesson. • Citizenship and leadership: as they carry out projects independently. • Communication and collaboration: as they make presentations and collaborate with others. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: as they develop respect for other cultures. • Love: as they love and appreciate the interrelation between Arabic and other sematic languages. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify the relationship between Arabic language and other Semitic languages.	Teacher trainee correctly and confidently analyses the relationship between Arabic and other Semitic Languages.	Teacher trainee correctly analyses the relationship between Arabic and other Semitic languages.	Teacher trainee analyses to some extent the relationship between Arabic and other Semitic languages.	Teacher trainee rarely examine the relationship between Arabic and Semitic languages.
Ability to analyse the formative stages of writing Arabic language	Teacher trainee confidently and accurately describes the formative stages of Arabic language.	Teacher trainee accurately describes the formative stages of Arabic language.	Teacher trainee sometimes describes the formative stages of Arabic language.	Teacher trainee rarely describing the formative stages of Arabic language with assistance.
Ability to use the project method	Teacher trainee effectively and confidently uses project method of teaching for effective content delivery.	Teacher trainee effectively use project method of teaching for effective content Delivery.	Teacher trainee use project method of teaching for effective content delivery.	Teacher trainee hardly uses project method of teaching for effective content Delivery.
Ability to create questionnaire.	Teacher trainee always create smart questionnaire for lesson assessment.	Teacher trainee often create smart questionnaire for lesson assessment.	Teacher trainee sometimes create questionnaire for lesson assessment.	Teacher trainee barely create questionnaire for lesson assessment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.2 Grammar	4.2.1 Grammatical rules 3 hrs	By the end of sub strand the teacher trainee should be able to: a) Use the five special nouns in sentences correctly, b) use the five verbs in sentences correctly, c) distinguish between the subject and predicate of abrogative verbs (<i>Kaana wa Akhawaatuha</i>) and Defective verbs (<i>Innaa wa aakhwaatuha</i>) for correct grammatical expression, d) compare the features and functions of-articles of negation, e) appreciate the use of grammar for effective communication.	The teacher trainee to: • identifies the five special nouns from a passage, • identifies the five verbs from given passage, • in pairs use the five verbs in sentence construction orally, • make a table to differentiate subject and predicate of <i>kaana wa akhwaatuha</i> and <i>inna wa akhwatuha</i> in groups, • discusses in pairs the features of negation and display on the class wall, • practices the grammatical rules orally and in writing.	1. How does <i>kaanawaakhawaatuh a</i> affect a nominal sentence? 2. What is the effect of positive and negative articles in a sentence?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as they make a table to differentiate subject and predicate of <i>kaana wa akhwaatuha</i> and <i>inna wa akhwatuha</i> in groups. • Critical thinking and problem solving: as they correctly differentiate subject and predicate of <i>kaana wa akhwaatuha</i> and <i>inna wa akhwatuha</i>. 				

Values:

Integrity and respect: as they work in groups to perform assigned duties honestly.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to use the five verbs in sentences correctly.	Teacher trainee uses the five verbs in sentences consistently and correctly.	Teacher trainee uses the five verbs in sentences correctly.	Teacher trainee sometimes uses the five verbs in sentences correctly.	Teacher trainee uses the five verbs in sentences inaccurately.
Ability to distinguish between the subject and predicate of abrogative verbs (<i>Kaana wa Akhawaatuha</i>) and Defective verbs (<i>Innaa wa aakhwaatuha</i>)	Teacher trainee consistently and confidently distinguishes between the subject and predicate <i>kaana wa akhwaatahawa inaa wa akhwaataha</i> .	Teacher trainee confidently distinguishes between subject and predicate <i>kaana wa akhwaatahawa inaa wa akhwaataha</i> .	Teacher trainee sometimes distinguishes between the subject and predicate <i>kaana wa akhwaatahawa inaa wa akhwaataha</i> .	Teacher trainee rarely distinguishes between the subject and predicate <i>kaana wa akhwaatahawa inaa wa akhwaataha</i> .
Ability to compare the features and functions of positive and negative articles.	Teacher trainee fluently and accurately compares the features and functions of positive and negative articles.	Teacher trainee fluently compares the features and functions of positive and negative articles.	Teacher trainee compares some features and functions of positive and negative articles.	Teacher trainee compares the features and functions of positive and negative articles with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Listening and Speaking	4.3.1 Umawi literature 3 hrs	By the end of the sub strand the teacher trainee should be able to: a) distinguish between poem and prose for further understanding, b) analyse Umawi poems and prose for literary appreciation, c) use the selected proverbs and wise sayings correctly for enjoyment, d) develop interest in telling stories using Arabic language for efficient communication.	The teacher trainee to: <ul style="list-style-type: none"> • listens attentively to samples of Umawi literature poems from the tutor, • recites a poem correctly with acceptable speed, • practice reciting several Umawi poems orally in pairs, • memorizes samples of Umawi prose, • composes short prose and present during college cultural days, • discusses the characteristics of Umawi prose in groups, • outlines the procedures of teaching poems in Arabic language. 	<ol style="list-style-type: none"> 1. Why do people compose poems and prose? 2. Why do we use wise sayings and proverbs? 3. What are the common characteristics of Umawi literature?

Core Competencies to be developed:

- Communication and collaboration: as they discuss the characteristics of Umawi prose in groups.
- Creativity and innovation: as they compose short prose and present during college cultural days.
- Assessment competency: as they assess the presentation of their peers.

Values:

Unity: as they work in pairs and in groups carrying out learning activities.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations:	Meets expectations	Approaches expectations:	Below expectations:
Ability to recite Umawi poems and read prose.	Teacher trainee recites Umawi poems and read prose correctly and fluently.	Teacher trainee recites Umawi poems and read prose correctly.	Teacher trainee sometimes recites Umawi poems and prose correctly.	Teacher trainee hardly recites Umawi poems and prose correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Reading	4.3.1 Situational context 3 hrs	By the end of the sub strand the teacher trainee should be able to: a) examine the Arabic culture correctly for development of personal competency, b) use digital devices effectively for professionalism, c) develop learning resources from locally available materials, d) appreciate the domestic animals found in their immediate environment.	The teacher trainee to: • reads a passage about Arabic culture and underline the new vocabulary, • skims a text and deduces meaning of information, • interacts with the digital devices as a tool for teaching and learning, • creates flashcards on different domestic animals and establish a pocket board, • studies the Arabic culture in terms of customs and foods and make presentation during school cultural day.	1. What is the significance of using songs in learning? 2. What role does culture play in life? 3. Why do we use digital devices in the learning process?
<p>Core Competencies to be developed</p> <ul style="list-style-type: none"> • Creativity and imagination: as they create flashcards on different domestic animals and establish a pocket board. • Digital literacy: as they interact with the digital devices as a tool for teaching and learning. 				
<p>Values:</p> <ul style="list-style-type: none"> • Integrity and respect: As they study the Arabic culture in terms of customs and foods and make presentation during school cultural day. 				

Suggested Formative Assessment Rubric

Level	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Indicator				
Ability to explain the Arabic culture.	The teacher trainee explains the Arabic culture with satisfaction and confidence.	The teacher trainee explains the Arabic culture with satisfaction.	The teacher trainee explains some aspects of the Arabic culture.	The teacher trainee explains the Arabic culture with difficulty.
Ability to use of digital devices.	Teacher trainee uses digital devices correctly and with confidence.	Teacher trainee uses digital devices correctly.	Teacher trainee sometimes uses digital devices correctly.	Teacher trainee uses digital devices with assistance.
Ability to develop learning resources from locally available materials.	Teacher trainee develops correctly and accurately learning resources from locally available materials.	Teacher trainee develops correctly learning resources from locally available Materials.	Teacher trainee sometimes develops learning resources from locally available materials.	Teacher trainee develops learning resources from locally available materials with difficulty.
Ability to prepare flashcards on different domestic Animals.	Teacher trainee can consistently and correctly prepare flashcards on different domestic animals.	Teacher trainee can correctly prepare flashcards on different domestic animals.	Teacher trainee can prepare flashcards of some domestic animals.	Teacher trainee can prepare flashcards of different domestic animals with Assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Writing	<p data-bbox="388 347 548 450">4.3.1 The Arabic calligraphy</p> <p data-bbox="388 491 562 522">4.3.2 Rubric</p> <p data-bbox="388 563 465 595">9 hrs</p>	<p data-bbox="639 347 1006 450">By the end of the sub strand the teacher trainee should be able to:</p> <p data-bbox="639 456 1035 854">a) describe the genesis of Arabic calligraphy correctly, b) highlight the developmental stages of Arabic calligraphy, c) develop rubrics as a tool for assessment, d) appreciate the gradual development of Arabic calligraphy.</p>	<p data-bbox="1058 347 1344 378">The teacher trainee to:</p> <ul data-bbox="1058 385 1431 920" style="list-style-type: none"> • use various style of Arabic calligraphy, • collects and display tools used in writing Arabic calligraphy, • organises the developmental stages of Arabic calligraphy using illustrations, • create rubrics and practice using to assess Arabic lesson in pairs, • appreciates the artistry of writing in Arabic calligraphy. 	<ol data-bbox="1466 347 1669 628" style="list-style-type: none"> 1. Why is it important to study Arabic calligraphy? 2. Why does calligraphy evolve over time?
<p data-bbox="202 934 697 965">Core Competencies to be developed:</p> <ul data-bbox="202 972 1692 1033" style="list-style-type: none"> • Creativity and innovation: as they use various styles of Arabic calligraphy. • Learning to learn and reflective practice: as they create rubrics and practice using to assess Arabic lesson in pairs. 				
<p data-bbox="202 1046 311 1078">Values:</p> <ul data-bbox="202 1085 1224 1112" style="list-style-type: none"> • Respect: as they collect and display tools used in writing Arabic calligraphy. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds Expectation	Meets Expectation	Approaches Expectation	Below Expectation
Ability to explain the genesis of Arabic calligraphy and its stages of development.	Teacher Trainee explains the genesis of Arabic calligraphy and its stages of development confidently and correctly.	Teacher Trainee explains the genesis of Arabic calligraphy and its stages of development and correctly.	Teacher Trainee sometime explains the genesis of Arabic calligraphy and its stages of development.	Teacher Trainee rarely explains the genesis of Arabic calligraphy and its stages of development with assistance.
Ability to develop rubrics.	Teacher trainee can develop rubric effectively and use it easily.	Teacher trainee can develop rubric and use it easily.	Teacher trainee can develop rubric and use it fairly.	Teacher trainee can hardly develop and use rubric.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.3 Grammar	4.3.1 Grammatical rules 5 hrs	<p>By the end of the sub strand the teacher trainee should be able to:</p> <p>a) identify the regular and irregular verbs (fi'l sahiih wa mu'tal) from a given passage,</p> <p>b) differentiate between the active and passive verbs to enhance understanding,</p> <p>c) examine and analyse the different types and components of <i>Tamyiiz</i> for better understanding,</p> <p>d) use possessive pronouns in sentences correctly,</p> <p>e) appreciate the use of <i>Tamyiiz</i> in day-to-day lives for better communication.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • read a passage and identifies regular and irregular verbs, • listens to a passage from a digital device and identify the active and passive verbs mentioned, • read, in pairs and in groups, the text given and construct short sentences using active and passive verbs, • converse, in pairs, about different types of <i>Tamyiiz</i> in a real-life situation (e.g between a buyer and a seller), • construct sentences in the VSO and SVO order • identify the following from sentences: 	<p>Why is it necessary to follow language in communication?</p>

			<ul style="list-style-type: none"> - direct object (mafʼuul bih) - causative object (mafʼuul li-ajlih) - cognate object (mafʼuul mutlaq) - adverbial object (mafʼuul fihi) - concomitate object (mafʼuul maʼahu) • formulate sentences by using types of <i>Tamyiz</i> and read them aloud, • perform the detailed <i>iraab</i> of given sentences. 	
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Digital literacy: as they interact with the digital devices to listen to a passage and identify active and passive verbs. • Pedagogical content knowledge: as they organise the content into an effective way of delivery. 				
<p>Values:</p> <ul style="list-style-type: none"> • Responsibility: as they handle the digital devices with care when listening to a passage and identify active and passive verbs. • Respect: as they develop respect for other’s opinion as they work in pairs and in groups. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to use active and passive verbs	Teacher trainee uses the active and passive verbs correctly and efficiently.	Teacher trainee uses the active and passive verbs correctly.	Teacher trainee sometimes uses the active and passive verbs Correctly.	Teacher trainee hardly uses the active and passive verb.
Ability to differentiate types and components of <i>tamyiiz</i> .	Teacher trainee differentiates types and components of <i>tamyiiz</i> with ease and confidence.	Teacher trainee differentiates types and components of <i>tamyiiz</i> with ease.	Teacher trainee differentiates some types and components of <i>tamyiiz</i> .	Teacher trainee differentiates a few types and components of <i>tamyiiz</i> with assistance.
Ability to use possessive pronouns in sentences.	Teacher trainee uses possessive pronouns in sentences correctly and confidently.	Teacher trainee uses possessive pronouns in sentences correctly.	Teacher trainee uses some possessive pronouns in sentences correctly.	Teacher trainee hardly uses possessive pronouns in sentences correctly.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Listening and Speaking	4.4.1 Situational Context 4.4.2dramatization method 9 hrs	By the end of the sub strandthe teacher trainee should be able to: a) articulate sounds correctly for effective communication, b) analyse the effect of mother tongue on learning Arabic language, c) describe the components of linguistics, d) apply dramatization method in lesson delivery, e) appreciate the tonal feature of Arabic phonetics for proper	The teacher trainee to: <ul style="list-style-type: none"> • discuss the effect of mother tongue on learning Arabic language in groups, • listens to an audio clip and point out the tonal variation, • practice use of <i>AttarneemwaTangheem</i> in sentences in pairs, , • organises the components of linguistic in a simplified manner for easier understanding للمقطق، للاحروف، لالكلمات، لاجمل، لانبرة ولالتنقيم، لادلالة ومخارج للاحروف.) • brainstorm on types of Arabic linguistics and make presentations in class, • collaboratively practice dramatization method in teaching Arabic language, • listen keenly to a resource person for proper pronunciation. 	1.How does mothertongue affect the learning of Arabic language? 2.What is the essence of learning <i>Attarneemwatanghem</i> ?

		communication.		
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy as they brainstorm on types of Arabic linguistics and make presentations in class. • Digital literacy skills: as they interact with the digital device in teaching tonal variation. • Critical thinking and problem solving: as they organise the components of linguistic in a simplified manner for easier understanding. 				
<p>Values:</p> <ul style="list-style-type: none"> • Respect: as they develop respect for other's opinion while practicing articulation of various sounds. 				

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to identify effects of mother tongue in articulation.	Teacher trainee consistently and correctly identifies effects of mother tongue in articulation with ease.	Teacher trainee identifies effects of mother tongue in articulation, with minimal support.	Teacher trainee is able to identify effects of mother tongue in articulation with some help.	Teacher trainee has difficulty in identifying effects of mother tongue in articulation.
Ability to pronounce Arabic sounds.	Teacher trainee consistently and correctly pronounces Arabic sounds.	Teacher trainee correctly pronounces Arabic sounds.	Teacher trainee sometimes pronounces Arabic sounds.	Teacher trainee hardly pronounces Arabic sounds correctly.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to organise components of Arabic language.	Teacher trainee consistently and correctly organises components of Arabic language.	Teacher trainee correctly organises components of Arabic language.	Teacher trainee limitedly organises components of Arabic language.	Teacher trainee hardly organises components of Arabic language.
Ability to apply dramatization method in lesson delivery.	Teacher trainee can apply dramatization method in lesson delivery easily and confidently.	Teacher trainee can apply dramatization method in lesson delivery easily.	Teacher trainee can apply dramatization method in lesson delivery fairly.	Teacher trainee can apply dramatization method in lesson delivery with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Reading	4.4.1 Situational context 4 hrs	By the end of the sub strand the teacher trainee should be able to: a) identify and examine Arabic-speaking countries in Africa and Asia for development of personal competency, b) describe and analyse the role of Islam in spreading Arabic language, c) appreciate the role of Islam in the spread of Arabic language.	The teacher trainee to: <ul style="list-style-type: none"> • studies and interpret from a digital device a display of Arabic-speaking countries in Africa and Asia, • reads and discusses in groups Arabic speaking countries in Africa and Asia, • evaluates the role of Islam in the spread of Arabic language through skimming, • practices intensive reading on the role of Islam in the spread of Arabic language and make a class presentation, • Identifies Arabic speaking countries • in Africa and Asia from a map. 	How has Islam influence the spread of Arabic language?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Self-efficacy: as they study and interpret maps confidently while identifying Arabic speaking countries in Africa and Asia from a map. • Citizenship and leadership: as they create an enabling environment that ensures equal participation. 				

Values:

- Unity: as they appreciate using a language that is common in various continents.
- Respect: as they study other nations through intensive reading.

Suggested Formative Assessment Rubric

Level Indicators	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to analyse the role of Islam in the spread of Arabic language.	Teacher trainee confidently and consistently analyse the role of Islam in the spread of Arabic language.	Teacher trainee appropriately analyse the role of Islam in the spread of Arabic language.	Teacher trainee sometimes analyse on the role of Islam in the spread of Arabic language.	Teacher trainee hardly analyse the role of Islam in the spread of Arabic language.
Ability to identify the Arab-speaking countries in Africa and Asia.	Teacher trainee confidently and correctly identifies all the Arab-speaking countries in Africa and Asia.	Teacher trainee correctly identifies all the Arab-speaking countries in Africa and Asia.	Teacher trainee identifies some Arab-speaking countries in Africa and Asia.	Teacher trainee rarely identifies Arab-speaking countries in Africa and Asia.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Writing	4.4.1 Situational context 4.2 learning resources (paper-cut out) 4.3 Written test 8 hrs	By the end of the sub strand the teacher trainee should be able to: a) write Arabic numbers in figures and words correctly, b) classify various shapes and colours in Arabic for proper description, c) explain deferent cultural used of time in Arabic language for personal competency, d) classify different foods and meals according to their nutritional value, e) develop paper cut-out as learning material used in teaching Arabic language, f) construct written test correctly for proper assessment, g) value proper communication skills for daily interactions.	The teacher trainee to: <ul style="list-style-type: none"> • study Arabic numbers from a displayed chart, • write numbers in words and in figures in Arabic accurately, • sketch and make shapes from paper cut-outs and place them on classroom walls, • label different colours in their immediate environment, • draw different foods according to their nutritional value and display on the classroom wall, • set written test while • considering the qualities of good test. 	Why is the history of Arabic numbers important?
Core Competencies to be developed: <ul style="list-style-type: none"> • Self-efficacy: as they write numbers and draw shapes confidently. • Pedagogical knowledge content: as they apply pedagogical skills in teaching Arabic language. 				

Values:

- Responsibility: as they take charge working in groups.
- Patriotism: as they develop a sense of belonging in relation to the Arabic culture.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to write Arabic numbers in figures and words.	Teacher trainee writes Arabic numbers in figures and words neatly and correctly.	Teacher trainee writes Arabic numbers in figures and words correctly.	Teacher trainee writes some Arabic numbers in figures and words correctly.	Teacher trainee writes a few Arabic numbers in figures and words correctly with assistance.
Ability to classify colours and shapes in their immediate Environment.	Teacher trainee consistently and correctly classifies colours and shapes in their immediate environment.	Teacher trainee correctly identifies colours and shapes in their immediate environment.	Teacher trainee identifies some colours and shapes in their immediate environment.	Teacher trainee identifies a few colours and shapes in their immediate Environment with assistance.
Ability to make paper cut-out in teaching Arabic Language.	Teacher trainee can creatively and innovatively make paper cut-out in teaching Arabic Language.	Teacher trainee can creatively make paper cut-out in teaching Arabic language.	Teacher trainee can sometimes make paper cut-out in teaching Arabic Language.	Teacher trainee can rarely make paper cut-out in teaching Arabic language. Need assistance.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to construct written tests.	Teacher trainee can construct written testseffectively and easily.	Teacher trainee can construct written texts easily.	Teacher trainee can sometimes construct written tests easily.	Teacher trainee can hardly construct written tests easily.

DRAFT

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.4 Grammar	4.4.1 Grammatical rules 3 hrs	By the end of the sub strand the teacher trainee should be able to: a) examine the effect of subjunctive and jussive articles (<i>Al nawasib wa ljawazim</i>) on verbs, b) use the mood (<i>al-haal</i>) in sentences correctly for better understanding, c) appreciate the use of <i>al-haal</i> in day-to-day conversations.	The teacher trainee to: <ul style="list-style-type: none"> • jointly discuss the effects of <i>Al nawasib wa ljawazim</i> on verbs and construct sentences individually, • constructs sentences using mood (<i>al-haal</i>) correctly, • perform declension (<i>I'raab</i>) of given sentences correctly in groups. 	How does <i>Al nawasib wa ljawazim</i> affect nouns?
Core Competencies to be developed: <ul style="list-style-type: none"> • Creativity and innovation: as they creatively and imaginatively construct sentences using mood (<i>al-haal</i>). • Assessment competency: as they identify and evaluate their strengths when performing <i>I,raab</i>. • Self-efficacy: as they gain more confidence apply grammar rules in their own sentence construction. 				
Values: <ul style="list-style-type: none"> • Respect: as they discuss in groups effects of <i>al nawassib waljawazim</i> in sentences. 				

Suggested Formative Assessment Rubric

Level	Exceeds Expectations	Meets Expectations	approaches Expectations	Below Expectations
Indicator				
Ability to examine the effect of <i>Al nawasib wa jawasim</i> on verbs.	Teacher trainee consistently and correctly examines the effect of <i>Al nawasib wa jawasim</i> on verbs.	Teacher trainee correctly examines the effect of <i>Al nawasib wa jawasim</i> on verbs.	Teacher trainee sometimes examines the effect of <i>Al nawasib wa jawasim</i> on verbs correctly.	Teacher trainee hardly examines the effect of <i>Al nawasib wa jawasim</i> on verbs.
Ability to construct sentences using <i>haal</i> .	Teacher trainee correctly and easily constructs sentences using <i>haal</i> .	Teacher trainee correctly constructs sentences using <i>haal</i> .	Teacher trainee constructs some sentences using <i>haal</i> .	Teacher trainee hardly constructs sentences using <i>haal</i> .

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.5 Listening and Speaking	4.5.1 Arabic poems and prose 4.5.2 Story-telling and collaborative methods 6 hrs	By the end of the sub strand the teacher trainee should be able to: a) analyse selected Arabic poems and prose for language development and enjoyment, b) recite a given poem correctly with acceptable speed and correct intonation, c) use story-telling and collaborative methods in lesson delivery, d) develop interest in telling stories from the immediate environment in Arabic language.	The teacher trainee to: <ul style="list-style-type: none"> • listens attentively to a poem from a digital device and identify the new vocabularies and the characteristics of Arabic literature, • reads aloud a given prose and discuss the meaning in pairs and in groups, • practices use of proverbs and wise sayings in their correct context, • engages in presenting speeches in class for peer teaching, • participates in telling stories in Arabic language from the immediate environment, • presents creative pieces of advice to practice collaborative learning. 	<ol style="list-style-type: none"> 1. What are the common features of poems and prose in Arabic language? 2. How does Arabic literature contribute to the growth of Arabic language?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Creativity and imagination: as they listen attentively to a poem from a digital device and identify the new vocabularies and the characteristics of Arabic literature. • Pedagogical content knowledge: as they engage in story-telling and collaborative methods in lesson delivery. • Assessment competency: as they participate in preparation to measure understanding in applying Arabic proverbs and wise 				

sayings.

Values:

- Responsibility: as they take turns to present creative pieces of advice individually.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations:	Meets expectations	Approaches expectations	Below expectations
Ability to analyse and interpret Arabic poems and Prose.	Teacher trainee consistently and correctly analyses and interprets Arabic poems and Prose.	Teacher trainee correctly analyses and interprets Arabic poems and prose.	Teacher trainee regularly analyses and interprets Arabic poems and prose.	Teacher trainee has difficulty to analyse and interprets Arabic poems and prose.
Ability to use story-telling and the collaborative method in teaching.	Teacher trainee can creatively and confidently use story-telling and the collaborative method in teaching.	Teacher trainee can creatively use story-telling and the collaborative method in teaching.	Teacher trainee can sometimes use story-telling and the collaborative method in teaching.	Teacher trainee can hardly use story-telling and the collaborative method in teaching.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.5 Reading	4.5.1 Situational Context 3 hrs	By the end of the sub strand the teacher trainee should be able to: a) analyse social-economic factors influencing the spread of Arabic language, b) describe the influence of Arabic language on other African languages for knowledge acquisition, c) examine literary texts authored by literary writers such as Taha Hussein, Najib Mahfudh, Tawfiq Al-Hakeem, Muhammad al-Muwaylahiy, d) value the role of the influence of Arabic language on other African languages.	The teacher trainee to: <ul style="list-style-type: none"> • read texts on factors influencing the spread of Arabic language and extract specific information, • practice speed reading in pairs, • conduct research on steps of teaching reading skills, • apply Look and say method to teach reading Arabic • <i>Sound, letter, syllables,</i> • read and analyse literary texts authored by distinguished literary writers of the contemporary Arabic literature, • read Arabic texts for leisure. 	1. What is the relationship between Arabic language and other African languages? 2. What boosted the spread of Arabic language?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem-solving: as they read texts on factors influencing the spread of Arabic language and extract specific information. • Citizenship and leadership: as they describe and associate with the influence of Arabic language on other African languages. 				

Values:

- Respect: as they learn to appreciate the diversified world of language.

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations:	Meets expectations	Approaches expectations	Below expectations
Ability to analyse various factors influencing Spread of Arabic language.	Teacher trainee always analyses various factors influencing Spread of Arabic language. Giving detailed examples.	Teacher trainee correctly analyses various factors influencing Spread of Arabic language.	Teacher trainee analyses shallowly some factors influencing Spread of Arabic language.	Teacher trainee rarely analyses various factors influencing Spread of Arabic language.
Ability to describe the influence of Arabic language on other African languages	Teacher trainee describes the influence of Arabic language on other African languages, giving suitable illustrations correctly and with ease.	Teacher trainee describes the influence of Arabic language on other African languages correctly.	Teacher trainee describes the influence of Arabic language on other African languages to some extent.	Teacher trainee hardly describes the influence of Arabic language on other African languages.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.5 Writing	4.5.1 Situational context 4.5.2 Checklist 5 hrs	By the end of the sub strand the teacher trainee should be able to: a) communicate effectively in different contexts to gain mastery of Arabic language, b) describe various contexts through writing for self-expression, c) apply a checklist during lesson assessment, d) develop interest in maintaining health and hygiene of one's body.	The teacher trainee to: <ul style="list-style-type: none"> • copy paragraphs for effective writing, • visit a nearby market and write a descriptive composition, • study different contexts and prepare a summary writing, • prepare a lesson on the writing process and make a class presentation, • draw and label the human external body parts on a chart and hang it in the classroom, • discuss in group the functions of human external body parts, • write essay on means of transport (road, air and water transport) in pairs for clarity and specificity, • prepare a checklist to evaluate an Arabic lesson. 	How do various body parts help us in our daily lives?

Core Competencies to be developed:

- Self-efficacy: as they visit a nearby market and write a descriptive composition in different contexts confidently.
- Assessment competency: as they participate in preparing checklist for assessment.

Values:

Peace and love: as they work with one another.

Suggested Assessment Rubrics

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to describe various activities that take place at the market.	Teacher trainee describes various activities that take place at the market and give their contextual aspects.	Teacher trainee describes various activities that take place at the market.	Teacher trainee describes some activities that take place at the market.	Teacher trainee mentions some activities that take place at the market, is unable to describe them in detail.
Ability to elaborate on the functions of external and internal body parts.	Teacher trainee elaborates on the functions of body parts and expounds on the ways of improving their health.	Teacher trainee elaborates on the functions of external and internal body parts.	Teacher trainee elaborates on the functions of some of the external and internal body parts.	Teacher trainee mentions but does not elaborate the functions of external body parts and their functions.
Ability to describe modes of transport.	Teacher trainee describes modes of transport effortlessly.	Teacher trainee describes modes of transport.	Teacher trainee describes some of the modes of transport.	Teacher trainee hardly describes the modes of transport.

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to apply checklist in classroom assessment.	Teacher trainee can apply checklist confidently and efficiently in classroom Assessment.	Teacher trainee can apply checklist confidently in classroom assessment.	Teacher trainee can sometimes apply checklist confidently in classroom assessment.	Teacher trainee can barely apply a checklist in classroom assessment.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.5 Grammar	<p data-bbox="440 308 705 377">4.5.1 Grammatical rules</p> <p data-bbox="440 418 511 445">3 hrs</p>	<p data-bbox="743 308 1110 411">By the end of the sub strand the teacher trainee should be able to:</p> <p data-bbox="743 418 1139 1063"> a) use conjunctions in sentences correctly for communication, b) differentiate between intransitive (laazim) and transitive verbs (muta'addi) for a better understanding of the concepts, c) identify <i>AlaamatuTaanith</i> in nouns and verbs, d) apply <i>mudaf wa mudaf ilehi</i> correctly in sentence for proper language development, e) develop genuine interest in the usage of grammatical rules. </p>	<p data-bbox="1182 308 1477 336">The teacher trainee to:</p> <ul data-bbox="1182 343 1535 926" style="list-style-type: none"> • individually fills gaps in a passage using the correct particles of conjunctions, • constructs sentences using particles of conjunction in groups, • differentiates <i>al-lazim wal mutaadi</i>, • practises orally and in writing sentences using <i>mudaf wa mudaf ilehi</i>, • performs declension (<i>Iraab</i>) of the grammatical rules in pairs or in groups. 	<p data-bbox="1555 308 1806 487">What are the roles of <i>al-lazim wal mutaadi</i> in sentence formation?</p>
<p data-bbox="202 1081 705 1111">Core Competencies to be developed:</p> <ul data-bbox="202 1118 1468 1145" style="list-style-type: none"> • Learning to learn. As they apply grammatical rules enhancing commitment to lifelong learning. 				

- Creativity and Imagination: as they creatively and imaginatively construct sentences using particles of conjunction in groups.

Values:

Respect: as they perform *I, rab* on grammatical rules in pairs and in groups

Suggested Formative Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations:	Below expectations
Ability to use grammatical rules correctly to construct sentences. (حروف لالعطف)	Teacher trainee uses grammatical rules consistently and correctly to construct sentences.	Teacher trainee uses grammatical rules correctly to construct sentences.	Teacher trainee uses some grammatical rules to construct sentences.	Teacher trainee has difficulty using grammatical rules to construct sentences.
Ability to differentiate between <i>al-lazim wal mutaadi</i> in sentences.	Teacher trainee differentiates between <i>al-lazim wal mutaadi</i> in sentences correctly and easily.	Teacher trainee differentiates between <i>al-lazim wal mutaadi</i> in sentences correctly.	Teacher trainee sometimes differentiates between <i>al-lazim wal mutaadi</i> in sentences.	Teacher trainee hardly differentiates between <i>al-lazim wal mutaadi</i> in sentences.
Ability to apply <i>mudaf wa Mudaf Ileyhi</i> in sentences.	Teacher trainee applies <i>mudaf wa Mudaf Ileyhi</i> in sentences correctly and confidently.	Teacher trainee applies <i>mudaf wa Mudaf Ileyhi</i> in sentences correctly.	Teacher trainee applies <i>mudaf wa Mudaf Ileyhi</i> in sentences fairly.	Teacher trainee applies <i>mudaf wa Mudaf Ileyhi</i> in sentences with difficulty.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.6 Listening and Speaking	4.6.1 Situational context 4.6.2 Research method of teaching 7 hrs	By the end of the sub strand the teacher trainee should be able to: a) illustrate the importance of Arabic language to Kenyan communities, b) examine the role of Arabic Language in creation of job opportunities, c) apply research method in teaching and learning Arabic for knowledge acquisition, d) appreciate the importance of Arabic language in our societies for further studies.	The teacher trainee to: <ul style="list-style-type: none"> • discusses the importance of Arabic language and make class presentation, • analyses the role of Arabic Language in creating job opportunities, • individually presents a lesson on importance of Arabic language, • jointly practice research as a method of teaching Arabic language for effective content delivery, • prepares a speech on the role of Arabic language to Kenyan communities and present in the class. 	<ol style="list-style-type: none"> 1. How can you facilitate the learning of Arabic language in your class? 2. What are the factors influencing the learning of Arabic language among Kenyan communities?

Core Competencies to be developed:

- Educational leadership and Citizenship: as they discuss importance of Arabic language to Kenyan communities
- Pedagogical content knowledge: as they organise the content into an effective way of delivering.

Values:

Respect: as they interact and practice research as a method of teaching Arabic language for effective content delivery.

Suggested Assessment Rubric

Level Indicator	Exceeds expectations	Meets expectations	Approaches expectations	Below expectations
Ability to explain the importance of Arabic language to Kenyan communities.	Teacher trainee consistently and correctly explains the importance of Arabic language to Kenyan communities.	Teacher trainee correctly explains the importance of Arabic language to Kenyan communities.	Teacher trainee explains some of the importance of Arabic language to Kenyan communities.	Teacher trainee mentions the importance of Arabic language to Kenyan communities, lacks details.
Ability to apply research as a method of teaching.	Teacher trainee can effectively and creatively apply research as a method of teaching.	Teacher trainee can apply research as a method of teaching.	Teacher trainee can fairly apply research as a method of teaching.	Teacher trainee can hardly apply research as methods of teaching.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.6 Reading	4.6.2.1 Situational Context 4 hrs	By the end of the sub strand the teacher trainee should be able to: <ol style="list-style-type: none"> a) describe the composition of the Kenyan society for knowledge acquisition, b) illustrate the importance of wild animals and their habitat in Kenya, c) examine environmental protection mechanism for sustainability, d) appreciate the importance of wildlife to our economy. 	The teacher trainee to: <ul style="list-style-type: none"> • uses a digital device critically to study the composition of the Kenyan society, • determines and summarises ideas in given text, • evaluates and discusses concepts encountered in a given text, • applies the interactive reading method with peers, • conducts picture reading on the environmental protection. 	<ol style="list-style-type: none"> 1. How can diverse Kenya societies promote harmony and peaceful co-existence? 2. What are the dangers faced by wild animals in Kenya today?
Core Competency to developed: <ul style="list-style-type: none"> • Digital literacy: as they use digital devices to get information on the composition of the Kenyan society. • Creativity and imagination: as they apply different reading skills. 				
Values: <ul style="list-style-type: none"> • Responsibility: as they learn how to take care of the environment when conducting picture reading on the environmental protection. 				

Suggested Assessment Rubric

Level Indicator	Exceeds expectations:	Meets expectations:	Approaches expectations:	Below expectations:
Ability to examine the composition of the Kenyan society.	Teacher trainee consistently and correctly examines the composition of the Kenyan society.	Teacher trainee correctly examines the composition of the Kenyan society.	Teacher trainee examines the composition of the Kenyan society to a large extent.	Teacher trainee examines the composition of the Kenyan society with Assistance.
Ability to illustrate the importance of wild animals and their habitats.	Teacher trainee consistently and correctly illustrates the importance of wild animals and their habitats.	Teacher trainee correctly illustrates the importance of wild animals and their habitats.	Teacher trainee illustrates some importance of wild animals and their habitats.	Teacher trainee illustrates the importance of wild animals and their habitats with difficulty.
Ability to explain environmental protection measures.	Teacher trainee consistently and correctly explains environmental protection measures.	Teacher trainee correctly explains environmental protection measures.	Teacher trainee sometimes explains environmental protection measures.	Teacher trainee explains environmental protection measures with assistance.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.6 Writing	<p>4.6.1 Types of writing</p> <p>4.6.2 Portfolio</p> <p>5 h r s</p>	<p>By the end of the sub strand the teacher trainee should be able to:</p> <p>a) compose essays using different types of writing,</p> <p>b) express opinions and views using different types of writing,</p> <p>c) develop and use a portfolio in Arabic lesson assessment,</p> <p>d) appreciate writing skills as a mode of communication.</p>	<p>The teacher trainee to:</p> <ul style="list-style-type: none"> • jointly practise the following types of writing: <ul style="list-style-type: none"> - <i>Argumentative</i> - <i>Narrative</i> - <i>Informational</i> - <i>Descriptive</i> • individually write texts while applying different types of writing, • display and share writing with their peers for self-evaluation, • prepares a project on writing process, • prepares a portfolio for Arabic language and share with other student trainees. 	<p>What do you consider when selecting types of writing?</p>
<p>Core Competency to developed:</p> <ul style="list-style-type: none"> • Critical thinking and problem-solving: as they apply different types of writing and develop project. • Creativity and imagination: as they make portfolio for Arabic language and share with other student trainees. 				

Values:

- Responsibility: as they perform tasks assigned to them correctly.
- Unity: as they work in pairs and groups practicing different types of writing.

Suggested Assessment Rubric

Level Indicator	Exceeds expectations:	Meets expectations:	Approaches expectations:	Below expectations:
Ability to write texts using different types of writing.	Teacher trainee consistently and effectively writes texts using different types of writing.	Teacher trainee effectively writes texts using different types of writing.	Teacher trainee sometimes writes texts using different types of writing.	Teacher trainee hardly writes texts using different types of writing.
Ability to prepare and use portfolio.	Teacher trainee can prepare and use portfolio creatively and easily.	Teacher trainee can prepare and use portfolio easily.	Teacher trainee can sometimes prepare and use portfolio.	Teacher trainee can hardly prepare and use portfolio.

Strand	Sub Strand	Specific Learning Outcomes	Suggested Learning Experiences	Suggested Key Inquiry Question(s)
4.6 Grammar	4.6.1 Grammatical rules 3 hrs	By the end of the sub strand the teachertrainee should be able to: a) recognise declinable (<i>mu'rab</i>) and indeclinable (<i>mabnii</i>) in sentences, b) use <i>muurab</i> and <i>mabnii</i> in sentences, c) differentiate between unaugmented (<i>fi'l mujarrad</i>) and augmented (<i>maziid</i>) verbs, d) develop interest in grammatical rules for linguistic competency.	The teacher trainee to: • reads simple sentences and point out <i>muurab wal mabni</i> , • In groups, construct sentences using <i>Al muurab wal mabni</i> , • lists and writes <i>alaamatu taanith</i> in given sentences, • constructs sentences using the augmented and unaugmented verbs correctly, • declines (<i>I'irab</i>) of grammatical rules in groups for further practice.	How can <i>muurab</i> and <i>mabnii</i> affect the speech of a person?
<p>Core Competencies to be developed:</p> <ul style="list-style-type: none"> • Communication and collaboration: as they construct correct sentences using grammatical rules • Critical thinking and problem solving: as they do perform declension (<i>I'raab</i>) 				
<p>Values: Respect: as they discuss in groups language activities</p>				

Suggested Assessment Rubric

Level Indicator	Exceeds expectations:	Meets expectations:	Approaches expectations:	Below expectations:
Ability to recognise declinable and indeclinable nouns.	Teacher trainee easily and correctly recognises declinable and indeclinable nouns.	Teacher trainee correctly recognises declinable and indeclinable nouns.	Teacher trainee is able to recognise a few declinable and indeclinable nouns.	Teacher trainee recognises declinable and indeclinable nouns with assistance.
Ability to recognise and use <i>Alaamatu Tanith</i> in sentences.	Teacher trainee easily and consistently recognises and uses <i>Alaamatu Tanith</i> in sentences.	Teacher trainee easily recognises and uses <i>Alaamatu Tanith</i> in sentences.	Teacher trainee recognises and uses some <i>Alaamatu Taanith</i> in a sentence.	Teacher trainee recognises <i>Alaamatu Tanith</i> in sentences with assistance.

Suggested assessment methods	Suggested learning resources	Suggested non formal activities
<ul style="list-style-type: none"> • Discussion • Quizzes • Oral evaluation • Oral discussion • Projects • Presentations • Peer assessment • Portfolio • Checklist • Observation schedule • Rubrics • Journals • Projects • Anecdotal notes • Rating scale • Profile • Written text 	<ul style="list-style-type: none"> • Projectors • Smartphones • Laptops • Course and workbooks • Charts • Flashcards • Journals • Magazine • Resource persons • Audio-visual devices • Writing materials • Poster • Realia • Newspaper • internet 	<ul style="list-style-type: none"> • Arabic language clubs • Exchange programs • Music festivals • Language presentation • Cultural days • Inter school activities