Federal State Autonomous Educational Institution of Higher Education
PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA NAMED AFTER PATRICE LUMUMBA
RUDN University

Law Institute, Foreign Languages Department

educational division (faculty/institute/academy) as higher education programme developer

COURSE SYLLABUS

Second Foreign Language (Arabic)

course title

Recommended by the Didactic Council for the Education Field of:

45.04.02. Linguistics

field of studies / speciality code and title

The course instruction is implemented within the professional education programme of higher education:

Legal Translation and Interpreting

higher education programme profile/specialisation title

2025

1. COURSE GOAL(s)

The main aim is to introduce students to the Second Foreign Language, through the discussion of up-to-date topics related to every day life in their target language environment, to provide training in a human sensitive areas. The course aims to enhance student's abillities in five areas of speech communication, namely, reading, listening, speaking, writing, and mediation in oral and written forms.

The course is based on many profound online resources that allow the students and the teacher to embark on flexible topic track in terms of listening, writing, reading and speaking activities, while fostering pronounciation and grammar skills.

2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course *Second Foreign Language* is aimed at the Master's students' formation of the following competencies (part of competencies):

Table 2.1. List of competencesthat students acquire through the coursestudy

Competence code	Competence descriptor	Competence formation indicators (within this course)
GPC-1	Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt	GPC 1.1. Knows the system of the foreign language under study, principles, patterns, and tendencies of its functioning in various communicative contexts, taking into account the values and ideas of the communities of the countries whose languages are learnt
		GPC-1.2. Masters comprehensive tools to apply linguistic and extralinguistic knowledge in various communicative contexts, taking into account values and perceptions of the communities of the countries whose languages are learnt
GPC-4	Can generate and understand speech in the foreign language under study in oral and written forms in relation to the official neutral and informal registers of communication.	GPC-4.1 Knows the specifics of the speech functional styles and genres in Russian and foreign languages under study
		GPC-4.2 Masters comprehensive cognitive - discursive tools to produce and perceive texts of various functional styles and genres in the foreign language under study as well as to edit and proofread the above texts

3.COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course *Second Foreign Language* refers to the core/<u>variable</u>/elective* component of (B1) block of the higher educational programme curriculum.

* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results

Compete nce code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC-1	Masters the system of theoretical and empirical knowledge about the functioning of the system of the foreign language under study and its development trends; masters the system of values and perceptions of the communities of the countries whose languages are learnt		1. Cross cultural communication in various domains (in English); 2. Second Language Practice; 3. Interlinguistic Communication; 4. Techniques and Resources for TIPSI; 5.Research work; 6. Teaching Internship
GPC-4	Can generate and understand speech in the foreign language under study in oral and written forms in relation to the official neutral and informal registers of communication.		1. Second Language Practice; 2.Teaching Internship

* To be filled in according to the competence matrix of the higher education programme.

4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

1)The total workload of the course *Second Foreign Language* is 8 credits (288 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (__**full-time training)**__*

Type of academic activities		Totalacademic hours	Semesters/training modules			
			1	2	3	4
Contact academic hours			18	16	18	16
Seminars (workshops/tutorials) (S)			18	16	18	16
Self-studies			81	2	45	47
Evaluation and assessment (exam/passing/failing grade)			9	18	9	9
Course workload	academic hours_	**288**	**108**	**36**	**72**	**72**
	credits	**8**	**3**	**1**	**2**	**2**

5. COURSE CONTENTS

Table 5.1. Course contents and academic activitiestypes

Course module title	Course module contents (topics)	Academic activitiestypes
Module 1 Language skills training 1. Foundations.	Topic 1.1. - Arabic Alphabet (shapes, positions)	S
	Topic1.2 Basic reading/writing	
	Topic1.3 Vocabulary: greetings, colors, family	
	Topic 1.4. Cultural studies: holidays, traditions, society.	S
2. Pronunciation	Topic 2.1 Short vowels, sukoon, shadda.	S
	Topic 2.2. Practice	S
Module 2. Major areas for Arabic-based activities 1. Listening (on social issues)	Topic 1.1. Ecology, science, politics , healthcare issues, sports, education, societal issues, etc.	S
	Topic 1.2. Practice: Basic terminology, grammar revision & text analysis. Reading, writing, listening and speaking assignments.	S
2. Reading (on language use issues).	Topic 2.1. Topics on language use in terms of morphology, syntax, pragmatics, sound system of Language, mistakes in speech	S
	Topic 2.2. Practice: Basic terminology, grammar revision & text analysis. Reading, writing, listening and speaking assignments.	S
3. Speaking (topics related to Listening on social issues)	Topic 3.1. Ecology, science, politics , healthcare issues, sports, education, societal issues, etc.	S
	Topic 3.2 Practice: Basic terminology, grammar revision & text analysis. Reading, writing, listening and speaking assignments.	S
4. Writing (on topics related to Listening	Topic 4.1 Ecology, science, politics , healthcare issues, sports, education, societal issues, etc.	S
	Topic 4.2 Practice: Basic terminology, grammar revision & text analysis. Reading, writing, listening and speaking assignments..	S

* - to be filled in only for **full** -time training: *LC - lectures; LW - lab work; S - seminars.*

6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

Table 6.1. Classroom equipment and technology support requirements

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary)
Lecture	Alecture hall for lecture-type classes, equipped with a set of specialised furniture; board (screen) and technical means of multimedia presentations.	
Lab work	A classroom for laboratory work, individual consultations, current and mid-term assessment; equipped with a set of specialised furniture and machinery.	

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for coursestudy (if necessary)
Seminar	A classroom for conducting seminars, group and individual consultations, current andmid-term assessment; equipped with a set of specialised furniture and technical means for multimedia presentations.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi, specialized software: Trados
Computer Lab	A classroom for conducting classes, group and individual consultations, current andmid-term assessment, equipped with personal computers (in the amount of ____pcs), a board (screen) and technical means of multimedia presentations.	
Self-studies	Aclassroom for independent work of students (can be used for seminars and consultations), equipped with a set of specialised furniture and computers with access to the electronic information and educational environment.	A set of specialized furniture; technical means: Monoblock Multimedia projector Screen for projector Marker board WiFi

* The premises for students' self-studies are subject to**MANDATORY**mention

7. RESOURCES RECOMMENDED FOR COURSE STUDY

Main readings:

Arabic as a First Language Coursebook. Cambridge University Press. 2017

ARABIC LANGUAGE: VERB TYPES. Textbook for universities - M .: Yurait Publishing House - 2019 - 126 p. - ISBN: 978-5-534-10016-7 - Electronic text // EBS URAYT - URL: https://urait.ru/book/arabskiy-yazyk-porody-glagolov-

Arabic Stylistics: A Coursebook. Otto Harrassowitz Verlag, 2001

Brustad, K., Al-Batal, M., & Al-Tonsi, A. (2010). Alif Baa: Introduction to Arabic Letters and Sounds (3rd ed.). Georgetown University Press.

Dubinina N.V., Kovyrshina N.A. "Learn to write business letters (Arabic, English, Russian), Moscow, RUDN University Press, 2008, textbook,

Dubinina Natalya Vladimirovna, Kovyrshina N. B. Arabic language lessons. Writing, reading, basics of grammar (+ CD): VKN, 2015: https://www.labirint.ru/books/550151/

Wightwick, J., & Gaafar, M. (2005). Easy Arabic Grammar. McGraw-Hill.

Wightwick, J., & Gaafar, M. (2018). Arabic Verbs & Essentials of Grammar (3rd ed.). McGraw-Hill Education.

Wightwick, J., & Gaafar, M. (2024). Mastering Arabic 1(4th ed.). Bloomsbury Academic.

- *Training toolkit for self- studies to master the course *:*

* The training toolkit for self- studies to master the course isplaced   on the course page in the university telecommunication training and information system under the set procedure.

8. ASSESSMENT TOOLKIT AND GRADING SYSTEM* FOR EVALUATION OF STUDENTS' COMPETENCES LEVELUPON COURSECOMPLETION

The assessment toolkit and the grading system* to evaluate the competences formation level (competences in part) upon the course study completionare specified in the Appendix to the course syllabus.

* The assessment toolkit and the grading system are formed on the basis of the requirements of the relevant local normative act of RUDN University (regulations / order).

DEVELOPERS:

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