1. **Title of the module**

WOLA5540 (LA554) Arabic Intermediate

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts & Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

Prerequisite: WOLA5500 or equivalent must be demonstrated

1. **The programmes of study to which the module contributes**

Available as an elective (wild) module for any undergraduate with an interest in Arabic.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 read and hand write and type in Arabic equivalent to an intermediate level;

8.2 demonstrate a familiarity with Arabic vocabulary equivalent to an intermediate level;

8.3 demonstrate a strong understanding of the main points of standard authentic materials in the target language on familiar matters regularly encountered in work, university and leisure;

8.4 express cogent arguments and exchange information, demonstrating a flexible range of vocabulary and structures on topics that are familiar, of personal interest or pertinent to everyday life in the target language.

8.5 demonstrate systemic understanding and acquisition of detailed and coherent knowledge of the life and multiple cultures of the target language countries within the context of study.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communicate ideas clearly and independently;

9.2 Demonstrate enhanced intercultural awareness and understanding.

1. **A synopsis of the curriculum**

Language modules focus on developing students’ communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working and flexible knowledge of the target language and a firm level of communicative competence and confidence. By the end of the module students will be equipped to understand and use Arabic with a degree of flexibility and a range to an intermediate language level (comparable overall to an upper B1 level on the CEFR).

The curriculum will focus on real-life communication as a university student studying in the Arab world, by using complex expressions in an appropriate style of speaking. This includes talking about entertainments, giving and receiving compliments and gifts. Students will also read and listen to some simple news articles to understand relatively familiar topics in newspapers. Students will be exposed to topics related to travelling and living in the Arab world.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

El Said Badawi, Michael Carter, Adrian Gully (2003) Modern Written Arabic: A Comprehensive Grammar. London: Routledge.

Fawzieh Ahmad Bader, Khaled Abu-Amshah, Sandy Abu Saif, Leena Kholaki, Reem Al-Khateeb (2011) Al-Asas for Teaching Arabic for Non-Native Speakers: Part 3, Intermediate Level .Richardson: Noorart Inc.

Hezi Brosh and Lutfi Mansur (2013) Arabic stories for language learners: traditional Middle Eastern tales in Arabic and English. Tokyo: Tuttle Publishing

Kristen Brustad, Mahmoud Al-Batal and Abbas Al-Tonsi (2011) Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Intermediate Arabic, Part One Third Edition, United States: Georgetown University Press.

Hans Wehr, (2019). A Dictionary of Modern Written Arabic: *(Arabic-English)*. California: Snowball Publishing.

Adam Yacoub (2011) Let's Talk Arabic. United States: Createspace Independent Publishing Platform.

Oxford Arabic Dictionary. Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 30

Total Private Study Hours: 120

Total Study Hours: 150

1. **Assessment methods**

13.1 Main assessment methods

Assignment, Language Skills 80%

In Course Test, Speaking 20%

13.2 Reassessment methods

100% Coursework (Equivalent to 1000 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| ICT: Speaking |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Language Skills | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Internationalisation is actively incorporated in this module. The students will be studying and learning Arabic and socio-cultural study and intercultural awareness development are inherent to language study (8.5). Arabic culture will be studied and the curriculum has a specific cultural focus. Students will be asked to research and present an element of Arabic culture as part of the module assessment, demonstrating and understanding of Arabic culture. Students will be encouraged to participate in language societies and exchange programmes to practice their skills and exchange language and cultural information. Students’ backgrounds and experiences will be actively drawn on (9.2).

**DIVISION USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 02/08/17 | Major | January 2018 | 1, 8, 10, 13 | No |
| 10/12/19 | Major | September 2020 | 1, 8, 12, 13, 17 | No |
| 14/01/21 | Minor | September 2021 | 11-14 | No |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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| Revised FSO Feb 2020 |