1. **Title of the module**

WOLA5490 (LA549) Arabic Pre-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 5

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

15 Credits (75 ECTS)

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

Autumn

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

Prerequisite: WOLA3080 or equivalent must be demonstrated

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

Available as a 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:**
   1. read and write and type in Arabic;
   2. demonstrate a familiarity with Arabic vocabulary equivalent to upper pre-intermediate;
   3. demonstrate a good understanding of the main points of standard materials on familiar matters in the target language regularly encountered in everyday life.
   4. express opinions and exchange information in the target language on topics such as friendships, hobbies and travel, etc simple terms and initiate and sustain close simple, routine exchanges without undue effort.
   5. demonstrate knowledge and a critical understanding of the life and multiple cultures of the target language countries.
2. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Communicate ideas 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 knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be able to demonstrate the ability to take a more active role in and greater ability to sustain communication.  Students will be able to express how they feel and opinions in simple terms and initiate and sustain close simple, routine exchanges without undue effort.

Topics at a pre-intermediate level (comparable to an upper A2 level on the CEFR) will include everyday communication skills such as asking and giving directions, talking about family life.

The cultural aspects of the above topic areas will be taught through seminars and the means of Arabic language course books, video, audio materials.

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

Fawzieh Ahmad Bader, Khaled Abu-Amshah, Sandy Abu Saif, Leena Kholaki, Reem Al-Khateeb (2011) *Al-Asas for Teaching Arabic for Non-Native Speakers: Beginner Level Pt. 1*. 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](http://www.amazon.com/Kristen-Brustad/e/B001H6GEU6/ref=sr_ntt_srch_lnk_3?qid=1311784643&sr=8-3), [Mahmoud Al-Batal](http://www.amazon.com/Mahmoud-Al-Batal/e/B001JPCDTQ/ref=sr_ntt_srch_lnk_3?qid=1311784643&sr=8-3) and Abbas Al-Tonsi (2011) [*Al-Kitaab fii Ta'allum al-'Arabiyya with DVDs: A Textbook for Beginning Arabic,Part One.*](http://www.amazon.com/Al-Kitaab-fii-Taallum-al-Arabiyya-DVDs/dp/158901104X/ref=sr_1_3?ie=UTF8&qid=1311784643&sr=8-3) United States:Georgetown University Press.

Jane Wightwick and Mahmoud Gaafar (2009) *Practice Makes Perfect Arabic Verb Tenses*. London: Palgrave.

Jane Wightwick and Mahmoud Gaafar (2009) *Arabic Verbs & Essentials of Grammar*. London: Palgrave.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.

1. **Learning and teaching methods**

Total Contact Hours: 30

Total Private Study Hours: 120

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

Assignment, Language Skills 80%

In Course Test, Speaking 20%

13.2 Reassessment methods

* 100% Coursework (Equivalent to 500 words)

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **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.**

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| --- | --- | --- | --- | --- |
| 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 | 8, 11-14 | No |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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| Revised FSO Feb 2020 |