1. **Title of the module**

WOLA3070 (LA307) Arabic Beginners A1

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

Centre for English and World Languages (CEWL)

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

Level 4

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 Term

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

None

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:**

Use Arabic with a proficiency equivalent to A1 level (Basic User) on the Common European Framework of Reference for Languages (CEFR). See the table below for reference.

|  |
| --- |
| CEFR: Common Reference A1 Level: global scale   * Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. |
| * Can introduce themselves and others and can ask and answer questions about personal details such as where he/she lives, people they know and things they have. |
| * Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

* 1. read and handwrite Arabic;
  2. demonstrate a familiarity with Arabic vocabulary equivalent to A1 level on the CEFR:
  3. demonstrate a basic understanding of the main points of standard materials in the target language related to basic and familiar topics in everyday life;
  4. express opinions and exchange information in the target language on topics such as personal experiences, events, travel in the Arab world etc;
  5. demonstrate an elementary understanding of the life and multiple cultures of the target language countries.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. communicate ideas independently;
   2. demonstrate basic intercultural awareness and understanding.
2. **A synopsis of the curriculum**

Topics for listening, speaking, reading and writing with a proficiency equivalent to A1 on the CEFR, will include:

1. everyday conversational skills including greetings, asking for and giving basic information about oneself, friends and family members;
2. introductory skills useful for going out and buying objects ;
3. topics related to work and travel , etc..

The cultural aspects of the above topic areas will be taught through seminars and the means of Arabic language course books, video, audio materials and drawing on the tutor's and students' experiences and expectations.

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

Core-textbook:

* [Jane Wightwick](http://www.amazon.com/Jane-Wightwick/e/B001I9OKX0/ref=sr_ntt_srch_lnk_2?qid=1311787236&sr=8-2) and Mahmoud Gaafar (2014) *[Mastering Arabic 1](http://www.amazon.com/Mastering-Arabic-2-CDs/dp/0781812542/ref=sr_1_2?ie=UTF8&qid=1311787236&sr=8-2" \t "_blank).* London: Palgrave.

Reference books:

* [Nicholas Awde](http://www.amazon.com/Nicholas-Awde/e/B001IGO9VG/ref=sr_ntt_srch_lnk_2?qid=1311868120&sr=1-2) and K. Smith (2004). [*Arabic Practical Dictionary: Arabic-English English-Arabic. London:* Hippocren Practical Dictionaries.](http://www.amazon.com/Arabic-Practical-Dictionary-Arabic-English-English-Arabic/dp/0781810450/ref=sr_1_2?s=books&ie=UTF8&qid=1311868120&sr=1-2)
* Jane Wightwick and Mahmoud Gaafar (2007) [*Arabic Verbs & Essentials of Grammar*.](http://www.amazon.com/Arabic-Verbs-Essentials-Grammar-2E/dp/0071498052/ref=sr_1_15?ie=UTF8&qid=1311785139&sr=8-15)London: Palgrave.
* Jane Wightwick and Mahmoud Gaafar (2005) [*Easy Arabic Grammar*](http://www.amazon.com/Easy-Arabic-Grammar-Jane-Wightwick/dp/0071462104/ref=sr_1_14?ie=UTF8&qid=1311785139&sr=8-14). London: Palgrave.
* 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.

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 120

Total study hours: 150

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

In Course Test, Listening (30 minutes) (20%)

In Course Test, reading (45 minutes) (20%)

In Course Test, writing (45 minutes) (20%)

In Course Test, speaking (3 minutes) (20%)

Reading Aloud, (80 words in Arabic)) (10%)

Cultural research and Writing (800 words in English) (10%)

13.2 Reassessment methods

Like-for-like

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** | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Seminar | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| **Assessment method** |  |  |  |  |  |  |  |
| In-Course Test: Listening |  | ✔ | ✔ |  | ✔ |  | ✔ |
| In-Course Test: Writing | ✔ | ✔ |  | ✔ | ✔ | ✔ | ✔ |
| In-Course Test: Reading | ✔ | ✔ | ✔ |  | ✔ |  | ✔ |
| In-Course Test: Speaking |  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Course assignment: Cultural research | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Course assignment: Reading Aloud | ✔ |  |  |  |  |  |  |

1. **Inclusive module design**

The Centre 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. This is shown in the following aspects:

1. Tutor: A native/near native Arabic speaker will be teaching this module. The tutor either grew up in an Arabic language speaking country or has a deep understanding of the culture. The tutor will also have experience of international communication challenges.
2. Learning outcomes: demonstrate a good understanding of the life and multiple cultures of the Arabic language speaking countries, (8.5); demonstrate enhanced intercultural awareness and understanding. (9.2)
3. Subject content: The cultural aspects of the curriculum will be taught through seminars and the Arabic language course books, video, audio materials and drawing on the tutor's and students' experiences and expectations. (10)
4. Support activities: Students are encouraged to join the society or take part in the activities the society organises. Students have an opportunity to gain a language exchange partner to practise and exchange cultural information.

**FACULTIES SUPPORT OFFICE 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 02/08/17 | Major | September 2017 | 1, 8, 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018