1. **Title of the module**

WOLA3080 (LA308) Arabic Post- Beginners A2.1

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)**

Spring Term

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

Prerequisite: WOLA3070 or equivalent

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 lower A2 level (Basic User) on the Common European Framework of Reference for Languages (CEFR). See the table below for reference

|  |
| --- |
| * Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
 |
| * Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
 |
| * Can describe in simple terms aspects of their background, immediate environment and matters in areas of immediate need.
 |

* 1. read and handwrite Arabic;
	2. demonstrate a familiarity with Arabic vocabulary equivalent to lower A2 level on the CEFR:
	3. demonstrate a basic understanding of the main points of standard materials in the target language related to familiar matters regularly encountered in university life, and leisure;
	4. express opinions and exchange basic information in the target language on topics such as personal experiences and travel in the Arab world, etc.;
	5. demonstrate an elementary understanding of 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 lower A2 level on the CEFR, will include:

1. everyday conversation skills including expressing the time duration of an action and the distance between two places;
2. skills useful to talk about entertainments, giving and receiving compliments and gifts;
3. topics related to travelling and living in the Arab world, 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%3Dsr_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%3Dsr_1_2?ie=UTF8&qid=1311787236&sr=8-2)*.* London: Palgrave.

 Reference books:

* [Nicholas Awde](http://www.amazon.com/Nicholas-Awde/e/B001IGO9VG/ref%3Dsr_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%3Dsr_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%3Dsr_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%3Dsr_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.
* Nizar Y*.* Habash (2010)*, Introduction to Arabic Natural Language Processing.* California: Morgan and Claypool.
* Hans Wehr, J. (c1994). *A Dictionary of Modern Written Arabic: (Arabic-English*). Urbana, IL: Spoken Language Services.
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 up to 3 minutes (20%)

Reading Aloud, (100 words in Arabic) (10%)

Cultural research and Writing (150 words in Arabic) (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 Arab 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 | January 2018 | 1, 8, 10, 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018