1. **Title of the module**

WOLA5230 (LA523) Arabic Lower Intermediate B1.1

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 5

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**

Pre-requisites WOLA5220 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 B1 level (Independent User) on the Common European Framework of Reference for Languages (CEFR). See the table below for reference.

|  |
| --- |
| CEFR: Common Reference B1 Level: global scale   * Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. |
| * Can deal with most situations likely to arise while travelling in an area where the language is spoken. |
| * Can produce simple connected text on topics that are familiar or of personal interest |
| * Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans |

* 1. read and handwrite and type in Arabic; demonstratea familiarity with Arabic vocabulary equivalent to lower B1 level on the CEFR;
  2. demonstrate an understanding of the main points of standard speech on familiar matters in the target language regularly encountered in university, work and leisure;
  3. Demonstrate an understanding of the main points of standard speech on familiar matters in the target language regularly encountered in university, work and leisure
  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 a good 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 enhanced intercultural awareness and understanding.
2. **A synopsis of the curriculum**

Topics for listening, speaking, reading and writing with a proficiency equivalent to lower B1 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 university life, daily routine and study life as a student;
3. topics related to travelling and living in The Middle East, 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:**

* [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.

**Reference books:**

* 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, J. Milton Cowan, (c1994) *A dictionary of modern written Arabic:* (Arabic-English) Urbana: Spoken Language Service.
* Hezi Brosh and Lutfi Mansur (2013) *Arabic stories for language learners: traditional Middle Eastern tales in Arabic and English*. Tokyo: Tuttle Publishing.
* 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.
* Adam Yacoub (2011) *Let's Talk Arabic.* United States:Createspace Independent Publishing Platform.

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 (4 minutes) (20%)

Cultural research and Writing (400 words in Arabic) (20%)

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 | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

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 through 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.**

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| --- | --- | --- | --- | --- |
| 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