1. **Title of the module**

WOLA5350 (LA535) Arabic Upper Intermediate B2.1

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 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)**

Spring Term

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

Prerequisite: WOLA5340 Arabic Lower Intermediate B1.2 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 language and culture.

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 B2 (Independent User) on the Common European Framework of Reference for Languages (CEFR). See the table below for reference.

8.1 read and hand write and type in Arabic equivalent to lower B2 level on the CEFR;

8.2 demonstrate a familiarity with Arabic vocabulary equivalent to lower B2 level on the CEFR;

8.3 demonstrate a strong understanding of the main points of standard authentic materials related to life and study at university in the target language;

8.4 express opinions and exchange information in the target language on topics of personal interest and related to everyday life in the target language;

8.5 demonstrate a strong understanding of the life and multiple cultures of the target language countries.

|  |
| --- |
| CEFR: Common Reference   * Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. * Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. * Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |

1. **The intended generic 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**

Topics for a proficiency equivalent to upper B1 level on the CEFR, will include:

1. everyday conversation skills including going shopping and travelling
2. skills useful to talk about; Arab customs and family life and gender roles
3. topics related to Arab culture and history, traditions including 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 through 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 text:

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.

Reference books:

Hans Wehr, J. Milton Cowan, (c1994) A dictionary of modern written Arabic: (Arabic-English) Urbana: Spoken Language Service.

(2014) Oxford Arabic Dictionary. Oxford : Oxford University Press.

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: Part 3, Intermediate Level Richardson: Noorart Inc.

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

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

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 (5 minutes) (20%)

Cultural research and Writing (600 words) (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: Reading | ✔ | ✔ | ✔ |  | ✔ |  | ✔ |
| In-Course Test: Writing | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| In-Course Test: Speaking |  | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Course Assignments | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

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) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018