1. **Title of the module**

WOLA3080 (LA308) Arabic Elementary

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 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

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

Prerequisite: WOLA3070 (Arabic Beginners); or equivalent Level A1 of CEFR must be demonstrated

1. **The course(s) of study to which the module contributes**

Available as an elective module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Read and write Arabic to an elementary level;

8.2. Demonstrate a familiarity with Arabic vocabulary equivalent to an elementary level:

8.3. Demonstrate a basic understanding of sentences and frequently used expressions in the target language related to areas of most immediate environment;

8.4. Express and exchange basic information in the target language in areas of immediate need or on familiar topics in simple terms;

8.5. Demonstrate a knowledge and understanding of life and multiple cultures of the target language countries within the context of the area of study.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Communicate ideas independently;

9.2. Demonstrate basic intercultural awareness and understanding.

1. **A synopsis of the curriculum**

The curriculum content is intended to give students some familiarity, at a level comparable to lower A2 level on CEFR, with everyday life, activities and the Arabic culture. Topics for listening, speaking, reading and writing will focus on an elementary level of communication skills to explain simple factual information on personal and familiar topics such as talking about distance between places, duration of time. Basic skills useful to people visiting the Arab world will be taught including topics related to travelling. An elementally level of the Arabic culture will be covered such as geography including major cities and famous places.

The cultural aspects of the above topic areas will be taught in seminars, by means of Arabic language course books, audio materials and online resources and through sharing experiences of a tutor and students.

Students will have access to these materials and additional resources on Moodle. A range of resources is also available at the library.

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

Awde, N. and Smith, K. (2004). *Arabic Practical Dictionary: Arabic-English English-Arabic*. London: Hippocren Practical Dictionaries.

Habash, N.Y. (2010). *Introduction to Arabic Natural Language Processing*. California: Morgan and Claypool.

Wehr, H. (2019). *A Dictionary of Modern Written Arabic: (Arabic-English)*. California: SnowballPublishing.

Wightwick, J. and Gaafar, M. (2014). *Mastering Arabic 1*. London: Palgrave.

Wightwick, J. and Gaafar, M. (2007). *Arabic Verbs & Essentials of Grammar*. London: Palgrave.

Wightwick, J. and Gaafar, M. (2005). *Easy Arabic Grammar*. London: Palgrave.

Wightwick, J. and Gaafar, M. (2009). *Practice Makes Perfect Arabic Verb Tenses*. London: Palgrave.

Wightwick, J. and Gaafar, M. (2009). *Arabic Verbs & Essentials of Grammar*. London: Palgrave.

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 250 words)
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 | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Assignment: Language Skills | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| In-Course Test: Speaking |  | **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 | January 2022 | 12-14 | No |
| 21/07/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

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| Revised FSO Feb 2020 |