1. **Title of the module**

WOLA5570 (LA557) Arabic Upper Intermediate

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 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

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

Prerequisite: WOLA5540 Arabic Intermediate or equivalent must be demonstrated

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:**

8.1 read and write and type in Arabic equivalent to an upper-intermediate level;

8.2 demonstrate a familiarity with Arabic vocabulary equivalent to at upper-intermediate level;

8.3 demonstrate a strong understanding of the main points of standard authentic materials which

include a particular point of view;

8.4 communicate on a good range of topics with varieties of expressions in the target language,

demonstrating a degree of fluency and an ability to sustain communication with ease;

8.5 demonstrate a deep understanding of the life and multiple cultures of the target language countries on an appropriate level.

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

9.1 Communicate and formulate ideas clearly and independently;

9.2 Demonstrate enhanced intercultural awareness and understanding.

1. **A synopsis of the curriculum**

Language modules focus on developing students’ communicative competence in four skills (reading, writing, listening and speaking) to equip students with a working knowledge of the target language and a sound level of communicative competence and confidence. By the end of the module, students will be equipped to understand and use Arabic demonstrating a range of simple and complex structures and vocabulary to an upper-intermediate language level (comparable overall to a lower B2 level and language skills to adapt to the situation. By the end of the module, students will be able to communicate with a developed degree of effectiveness, fluency and spontaneity. Students also gains communicative skills in requesting course details from a university, registering on a University course, understanding Arab customs and traditions, gender roles and history. Various styles of writings are given. Discussions take place in the class on the topic areas covered in the module.

The module will include study of the target language culture and the development of insights into the culture and civilisation of the countries where the language is spoken.

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

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

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.

Hezi Brosh and Lutfi Mansur (2013) Arabic stories for language learners: traditional Middle Eastern tales in Arabic and English. Tokyo: Tuttle Publishing

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.

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

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

Oxford Arabic Dictionary. Oxford: Oxford University Press.

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 (Oral) – 20%

13.2 Reassessment methods

* 100% Coursework (Equivalent to 1300 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** |  |  |  |  |  |  |  |
| ICT: Speaking |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Language Skills | **x** | **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 |