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| A book cover with a city skyline  Description automatically generated |

**WELCOME TO LEARNING ARABIC**

Welcome to the ***Learn a Language*** programme of Queen Mary. Language learning broadens the mind – you learn how different cultures and societies organize the world through language, you acquire a new vocabulary, new concepts, cultural knowledge, and become more interculturally aware. You can connect with people in another society in *their* language, a connection that is likely to be closer than if you make them speak *your* language or you communicate in a third language, such as English. You can use your language skills in your future career – employers consistently ask for better language skills in graduates. And, finally, language learning has cognitive benefits – studies show that bilinguals are more perceptive and have better memory. Speaking another language makes you more aware of language structure in general, and a better communicator.

**MODERN ARABIC**

Arabic is spoken by about 400 million people, is an official language in over 20 countries, and is one of the five most widely spoken languages in the world. Speakers of Arabic are in high demand. Knowledge of the language can help you in a government career, but it will also be of benefit in business and in industries such as engineering, medical, and in the non-profit and international relations sectors. Speaking Arabic can help you build relationships with business people in wealthy Middle Eastern countries like Qatar, the United Arab Emirates, and Saudi Arabia.

**A view of a city next to a palm tree

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### MODULE AIMS AND LEARNING OUTCOMES

**Module Aims**

The overall aims of this module are to help you to develop a sound foundation of knowledge of the Arabic language, and an ability to approach communication in the language in a confident and competent manner. You will move from no knowledge, or very rudimentary knowledge of the language, to become someone who is able to function effectively at a basic level when using language occurring in everyday situations relating to practical matters, and be able to understand basic as well as slightly more complicated t texts, including news and brief reports (equivalent to level A2 of the Common European Framework of Reference, CEFR).

You will learn the language through tasks designed to develop your skills in speaking and writing. You will also read and listen to simple texts, to develop your receptive skills. The aim is to achieve a balance between fluency and accuracy, which means grammar and structure are an integral part of this course.

**How is the module structured and how will it be taught?**

You will have two timetabled sessions (of two hours each) per week, over two semesters (4 hours over 22 weeks). The module is taught in-person, on campus. This means you will get 88 hours of tutor-led learning. The total learning hours for this module are 300 hours, which means that in addition to the 88 tutor-led hours, you need to invest an additional 212 hours through independent study. You will do this by doing homework set by your tutor, completing tasks online on QMplus and in the course book, revising class materials and vocabulary, preparing for assessments, and using other opportunities to speak, listen to and read Arabic outside the classroom.

The classroom-based sessions will be mainly used for interactive tasks and skills development (speaking, listening, writing), while explanations of grammar and introduction of new material will be delivered mainly via recorded video clips.

This means you will sometimes be asked to watch a video, go over a PowerPoint presentation, or read a text *in preparation* for a class, as well as completing exercises and tasks *after* sessions, for consolidation (e.g, exercises in the course book, on QMplus, recording yourself, etc.).

**Module Learning Outcomes**

**You should develop the following outcomes related to academic content:**

|  |  |
| --- | --- |
| A1 | To achieve effective communication in Modern Arabic at level A2 CEFR with competent speakers of the language. |
| A2 | To exploit, for a variety of purposes, a range of materials, written and spoken, in Modern Arabic level A2 CEFR. |
| A3 | To demonstrate a knowledge and understanding of the structures, registers and, as appropriate, varieties of Modern Arabic at level A2 CEFR. |
| A4 | To demonstrate a knowledge and understanding of Arabic cultures and societies gained through the study of basic written and aural texts and other cultural products in the target language. |

**You should develop the following disciplinary skills:**

|  |  |
| --- | --- |
| B1 | To analyze aspects of the target language and make use of them in a broadly professional context. |
| B2 | To gather and process information related to Arabic language and cultures from a variety of paper, audiovisual and electronic sources and communicate this information, both orally and in writing. |
| B3 | To use ICT effectively both as a means of communication and as an aid to learning. |
| B4 | To demonstrate some ability as an independent learner of the language in order to take further the study of Arabic language and cultures. |

**You should develop the following general attributes:**

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| C1 | To be able to operate in more than one language, develop a global perspective and use the knowledge acquired to increase employability and engage with the professional world. |
| C2 | To apply analytical skills to investigate unfamiliar problems and to use the knowledge acquired to enrich research. |
| C3 | To be able to work effectively in diverse communities. |
| C4 | To work individually and in collaboration with others reflecting upon and assessing one's progress in learning the Target Language. |

**A group of people walking in a city

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### EXPECTED STUDY TIME

If you are taking this module for credit, you will get 30 credits, which equals 300 learning hours. 88 of those will be tutor-led through synchronous sessions, the rest you are expected to invest between the weekly sessions, in your own time, via guided learning, using resources on QMplus, in your course book, and other material as advised by your tutor. Even if you are not taking the module for credit, you should invest the same amount of time in order to make progress as expected.

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| **30 credit module – 300 learning hours** | |
|  | |
| **Tutor-led learning** | **88 hours** |
| Interactive classes |  |
| **Self-directed learning** | **212 hours** |
| Preparations for synchronous sessions | 44 |
| Completing set homework | 44 |
| Self-study after class (QMplus, course book, etc.) | 88 |
| Preparation for assessments | 36 |
| **Total** | **300** |

### CONTACT DETAILS AND OFFICE HOURS OF YOUR TUTOR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Module tutor** | **Office** | **Email** | **Office hours** |
| A person standing in front of a brick wall  Description automatically generated | Silvia Lodi | Bancroft 1.36 | [s.lodi@qmul.ac.uk](mailto:s.lodi@qmul.ac.uk) | Wednesday  2-3pm |

You can use tutors’ office hours to get advice and feedback. Please email your tutor to book an appointment.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| LEARNING PLAN **SEMESTER 1** | | |  | | | |
| week | main topic | LEARNING OUTCOMES | | LANGUAGE FOCUS | CULTURE | SELF-STUDY (qm+) |
|  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 | Introduction to the Arabic language | Learning the alphabet  Familiarising with handwriting and sounds | | Letters of the alphabet: Alif to Ya | The different forms of Arabic (Classical Arabic, MSA, dialects) |  |
| 2 | Introducing yourself | Introducing yourself and asking others  Greetings and leave-taking  Joining letters to form words  Adding vowels to words | | Letters of the alphabet: the four forms  Non-connector letters  Vowels (long and short) and diacritical marks | Geography of the Middle East | Write a short paragraph about yourself |
| 3 | Family | Describing your family | | Singular personal pronouns  Masculine and feminine gender  Ta marbuta  Demonstrative ‘this’ (hadha/hadhihi) | Family structure and traditional buildings  Video: a Tunisian girl talks about her family | Describe a family picture of yours in few sentences |
| 4 | Work | Saying where you study or work  Saying what job you do | | Verbs: to study, to work  Alif maqsura  Question forms: Hal and question markers  Indefinite nominative case |  | Describe your family’s occupations |
| 5 | Everyday objects | Describing everyday objects  Reading a short vocalised text | | Case endings: the nominative case (indefinite)  Personal pronouns (plural)  Making words plural  Adjectives to describe things |  |  |
| 6 | Describing things | Saying where you live and who with  Asking something politely  Learning vocabulary of the house | | Case endings: the nominative case (definite and indefinite)  Sun and Moon Letters  Possessive endings (my, your, his,...) | Arabic names for people |  |
| 7 | STUDY WEEK: Please complete the tasks on QMPlus during Study Week | | | | | |
| 8 | My room | Saying where you live and who with  Describing your room | | There is/there are  Prepositions of place  Verb 'to live'  Verb 'to have' |  | Portfolio: Upload a picture of your room and describe it |
| 9 | Describing a city | Describing your city or town  Asking the way and understanding directions | | Negative form  Verb 'to take'  Cardinal numbers (1st, 2nd, 3rd,…) | Words to describe dwellings | Describe your area |
| 10 | Describing places | Describing your city or town  Describing your apartment | | Case endings: the genitive case and idafa  Adjectives  Alif Madda | Video: an Arab man describes his apartment in Cairo | Vocabulary revision in view of Listening Test |
| 11 | Test | Listening Test | |  | Celebrations in the Middle East | Revision in view of Reading/Grammar/Writing Test |
| 12 | Test | Reading/Grammar/Writing Test | |  |  |  |
|  |  |  | |  |  |  |
| **SEMESTER 2** | |  | |  |  |  |
| week | main topic | OBJECTIVES | | LANGUAGE FOCUS | CULTURE | SELF-STUDY (qm+) |
|  | *What is the main topic of the week?* | *What will I be able to do with the language I am learning this week* | | *What particular language features will be covered?* | *What cultural information will I learn this week?* | *What am I expected to do outside class from one week to the next?* |
| 1 | Countries of the Middle East | Giving your nationality  Saying where you were born | | Nisba adjectives  Singular personal pronouns  Singular nationalities | Geography of the Middle East: countries and capital cities |  |
| 2 | Nationalities | Giving your nationality  Saying the country and the city where you are from | | Numbers 1-10  Nisba adjectives  Plural personal pronouns  Plural nationalities | Famous Arabs: Naghib Mahfouz, Umm Kulthoum |  |
| 3 | Numbers 0-10 and the Dual | Learning numbers 0-10  Asking and giving telephone number and address  Counting things | | The dual  Plurals with numbers  Revision of genitive case and idafa structure | History of Arabic numbers |  |
| 4 | In the market | Asking the price  Asking for unspecified quantities | | How much? How many?  I have (عندي، لي، معي)  Plural patterns 1 and 2  Colours | Arabic markets  Bargaining | Role-play: seller/shop assistant and customer |
| 5 | Eating and drinking | Buying food  Describing your favourite food | | Agreement of adjectives-nouns for inanimate objects  Alif madda  Group words | Arabic cuisine  Arabic proverbs | Portfolio: Write the recipe of your favourite dish |
| 6 | At the restaurant | Describing flavours and ingredients  Ordering a meal in a restaurant | | Collective nouns/Group words  Nouns of place  Past verb tense | Typical Arabic dishes | Write the recipe of the favourite dish and post it on your Portfolio |
| 7 | STUDY WEEK: Please complete the coursework during Study Week: Writing Project | | | | | |
| 8 | Yesterday and the Weather | Talking about past events  Talking about the weather  Understanding weather forecasts | | Past verb tense  Numbers 11-100 | Video: a Tunisian girl talks about her studies  Algerian education system | Choose a city, watch a weather forecast video for the week and make notes |
| 9 | Trips and Holidays | Writing emails  Saying where you've been on holidays | | Past tense (plural)  Seasons and months | Video: A Tunisian girl talks about her trip | Write about your last holiday |
| 10 | Telling the time | Telling the time | | Days of the week |  |  |
| 11 | Daily routine | Talking about your daily routine | | Present tense  Negative statements | A Palestinian young man describes his daily routine | Describe your typical week |
| 12 | Test | Oral test | |  |  |  |

### SEMESTER DATES 2023-24

|  |  |
| --- | --- |
| **Semester 1** | **Dates** |
| **Teaching Weeks 1 to 6** | 25 Sep – 5 Nov 2023 |
| Study Week (Week 7) | 6 Nov – 10 Nov 2023 |
| **Teaching Weeks 8 to 12** | 13 Nov – 15 Dec 2023 |
| January exam period | 4 – 19 January 2024 |
| **Semester 2** | **Dates** |
| **Teaching Weeks 1 to 6** | 22 Jan – 1 Mar 2024 |
| Study Week (Week 7) | 4 Mar – 8 Mar 2024 |
| **Teaching Weeks 8 to 12** | 11 Mar – 12 Apr 2024 |
| Exam period | 2 May – 31 May 2024 |
| Summer Resit period | August 2024 |

### LEARNING MATERIALS

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Course book** | ISBN | Notes |
|  | Jane Wightwick and Mahmoud Gafaar (2015) **Mastering Arabic 1** (3rd edition) | 9781137380449 | You can buy the hard copy or you can buy the book as an e-book.  The hard copy costs £32 and gives you access to online materials. Check for second-hand options, which will be cheaper. |

**OTHER RESOURCES:**

* [Reading list](https://qmplus.qmul.ac.uk/mod/aspirelists/view.php?id=1596342) - Click here to see the list of Arabic language textbooks and grammars in the QMUL Library, plus podcasts and web resources. Via this link you can directly view and read the resources online if they are held as e-books in the Library.
* See the ‘Online resources’ Tab on QMplus
* Online Resources for Mastering Arabic 1 - [link](https://www.redglobepress.com/companion/Mastering-Arabic-Series/arabic-1/)
* Online dictionary - [link](https://www.arabicstudentsdictionary.com/search?q=animal)
* Al-Jazeera - [link](https://www.arabicstudentsdictionary.com/search?q=animal)
* Podcast on Middle East - [link](https://podcasts.ox.ac.uk/series/middle-east-centre)
* Baraem TV (Arabic cartoons) - [link](https://www.youtube.com/user/watchbaraem/videos)

**Cultural resources in London related to Arabic:**

* The British Library, Arabic collections - [link](https://www.bl.uk/collection-guides/arabic-collections)
* The British Museum, The Albukhary Foundation Gallery of the Islamic world, Rooms 42-43 - [link](https://islamicworld.britishmuseum.org/)
* The British Museum, Egyptian Sculpture - [link](https://www.britishmuseum.org/collection/galleries/egyptian-sculpture)
* Leighton House Museum - [link](https://www.rbkc.gov.uk/museums/)
* P21 Gallery, Art Exhibitions - [link](https://p21.gallery/)
* Victoria and Albert Museum, Islamic Middle East, Room 42, The Jameel Gallery - [link](https://www.vam.ac.uk/collections/islamic-middle-east)

### QMplus Module page

The QMplus module page is the place to go to regularly before and after class, to prepare for the weekly sessions and find resources for self-study. Here you will find the materials used in class in addition to the course book, and additional resources and activities that help you consolidate and extend the material covered in class. You will also find links to web resources and videos on the language and cultural information.

A screenshot of a social media post

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### Free Language Speaking Practice

A group of people with books in them

Description automatically generated with medium confidenceLanguage learners within the Queen Mary community can book 30-minute online speaking sessions with native or proficient speakers, for 15+ languages, for free. You can practise your speaking skills in the language you're learning, in an informal way. Sessions are offered by volunteers – QMUL students and staff who enjoy helping others learn. It’s a great way to practise the language, and get to know Queen Mary students from different schools and different backgrounds.

[More information and booking link](https://www.qmul.ac.uk/sllf/language-centre/language-learning/speaking-practice/)

### FEEDBACK

* How can you check your progress throughout the module?
* What feedback can you expect from your tutor?

Language classes are highly interactive and participative, which means your tutor will give you regular instant feedback on your participation in class. Your tutor will also give you feedback on your submitted homework, and on activities that you complete on QMplus, if there is no automated feedback.

You will get feedback on the draft (formative submission) of your Writing Assignment, and will then have the opportunity to improve your writing before you submit it for summative assessment (counting towards your mark).

Your tutor is available during Feedback & Advice hours (check the times in the Tutor profile above), which you can use for a one-to-one meeting to discuss your progress. Please email your tutor beforehand.

### ASSESSMENT INFORMATION

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| --- |
| **Assessment if you take the module FOR credit**  If you are taking this module for credit, you need to complete and pass the assessments in order to gain the credits. The credits will count towards the total number of credits you need in each academic year (120 per year for undergraduate students). |
| **Assessment if you take the module NOT for credit**  If you are taking this module as a non-credit bearing module, it will not count towards your programme and you will not receive credits. However, if you complete and pass the module, you will receive a **Certificate of Completion** stating that you have passed the module, and with what grade. The requirements are that you:   1. Have attended *at least* 65% of the taught sessions 2. Take and pass the module assessment for non-credit seeking students to show that you have achieved the learning outcomes of the module   If you do not take the module assessment but meet the attendance requirement, you will receive a **Certificate of Attendance**, without a grade. |

Assessment is carried out through formal and informal reading, writing, listening and speaking tasks. The assessment structure depends on whether you are taking the module for credit or not, and whether you take the year-long or the one-semester option. Check your module code and note the assessment structure relevant to you, below:

**Assessment structure:**

**FOR CREDIT**

**LAN4050: Arabic Language & Culture 1: Students taking the module for credit, year-long (30 credits)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LAN4050**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 20% | 160-200 words | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| * **Oral exam** | 30% |  | Semester 2, Week 12 |
| **Written exam** | 40% | 2 hours | May Examination period |

**LAN 4051: Arabic Language & Culture 1a: Students taking the module for credit, Semester A only (15 credits)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LAN4051**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 1, Week 11 (December) |
| * Writing Assignment | 20% | 80-100 words | Submission (formative):  Week 9  Feedback given in Week 10  Submission (summative):  First week in January |
| **Oral exam** | 30% |  | Semester 1, Week 12 |
| **Written exam** | 40% | 2 hours | January Examination period |

**LAN 4052: Arabic Language & Culture 1b: Students taking the module for credit, Semester B only (15 credits)**

|  |  |  |  |
| --- | --- | --- | --- |
| **LAN4052**  **Assessment Title** | **Weight towards final grade %** | **Length** | **Due Date** |
| **Coursework** |  |  |  |
| * Reading &Listening Test | 10% |  | Semester 2, Week 11 |
| * Writing Assignment | 20% | 160-200 words | Submission (formative):  Semester 2, Week 7  Feedback given in Week 8  Submission (summative):  Semester 2, Week 9 |
| **Oral exam** | 30% |  | Semester 2, Week 12 |
| **Written exam** | 40% | 2 hours | May Examination period |

**NOT FOR CREDIT**

**LAN4055/LAN4056/LAN4057: Arabic Language & Culture 1, 1a, 1b: Students taking the module NOT for credit, year-long. In order to get a Certificate of Completion, you need to pass the following assessments:**

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| --- | --- | --- |
| **LAN4055/LAN4056/LAN4057**  **Assessment Title** | **Weight towards final grade %** | **Due Date** |
| **Coursework** |  |  |
| * Reading &Listening Test | 20% | Week 11 |
| * Writing Assignment | 30% | Submission (formative): Week 7  Feedback given in Week 8  Submission (summative): Week 9 |
| * Oral test | 50% | Last week of the module |

Your tutor will give you assessment briefs for each of the assessments.

**MARKING CRITERIA FOR ASSESSMENT OF WRITING SKILLS**

|  |  |
| --- | --- |
| **Task achievement** | * How fully has the task brief been achieved? Does the text have the required length?\* * How fully, and in what breadth, has the topic been covered? * If the task consists of description, how comprehensive is the description? * If the task consists of argumentation, has the topic been considered from different angles? * Have different aspects of the topic been elaborated? * How relevant, and how correct, is the information included? |
| **Organisation, Coherence and cohesion** | * How clear is the text, and how logical is its structure? * How appropriate, and how varied, are the connectors and cohesive devices used to link sentences? * How well is paragraphing used, and how well are paragraphs connected to achieve a coherent text? Does the text read smoothly, or are there jumps? |
| **Range**  **(Grammar, Syntax, Vocabulary)** | * Are the sentence and grammatical structures appropriate for the level? (at lower levels, simple sentences will be fine, while at higher levels, the inclusion of more complex structures will be expected) * How wide is the range of vocabulary used in the text? (simple and frequent lexical items will be fine at lower levels, while at higher levels, more varied vocabulary, use of nuance, and use of idiomatic expressions will be expected) |
| **Accuracy (Grammar, Syntax, Vocabulary)** | * How accurate are the grammar and sentence structures? If there are errors, are they minor, or do they impact the communication more severely? To what extent does the reader have to make an effort to understand what you are trying to communicate? * How good is your command of the vocabulary? Do the words you have chosen have the right meaning to express what you want to say? If there are errors, do they just make the passage sound somewhat clumsy or do they obscure the meaning of the sentence and hinder communication? * How well are lexical collocations used? (that is, words that normally go together, e.g. we say ‘to take a picture’ and not ‘to make a picture’, ‘to make a mistake’ and not ‘to do a mistake’, ‘to do someone a favour’ but not ‘to make someone a favour’) |

\*If you submit work significantly under the word limit, marks will be deducted.

**MARKING CRITERIA FOR ASSESSMENT FOR SPEAKING SKILLS**

|  |  |
| --- | --- |
| **Task achievement** | * Have you completed the task that has been set? Have you completed it fully or only partially? |
| **Range of vocabulary and structures** | * How wide is the range of vocabulary that you use? Is it quite simple and basic, or do you master the full range of vocabulary that has been covered in the module? * What kind of sentence structures do you use? Are they simple (such as a list of short main clauses), or are they more complex (using longer sentence structures with subordinate clauses that are well connected by conjunctions)? |
| **Accuracy of vocabulary and grammatical structures** | * How accurate is the vocabulary you are using? Are you using words with the right meaning to express what you want to say? How often do you pick words that don’t quite fit? * How accurate are the grammar and the sentence structures that you are using? How frequently do you make mistakes? Are the mistakes minor or do they make it hard for your conversation partner to understand what you are trying to say? |
| **Pronunciation** | * How well do you pronounce the words and sounds in the target language? Is your pronunciation smooth and clear, with the correct word stress and sentence intonation, or is it difficult for the listener to recognise some of the words you produce? |
| **Fluency** | * How natural is the speed of your speech? (Note that slight hesitations, restarting a sentence, pausing to find the right word, etc., is part of natural speech). Are there many, long and ‘unnatural’, pauses and hesitations? Is there a breakdown of communication? Can you repair gaps by paraphrasing a word that you cannot find, or by reformulating a sentence? |
| **Interactional skills** | * How well can you use conversational norms when interacting with someone else: For example, opening a conversation, maintaining it, asking for clarification, giving appropriate responses to prompts from your conversation partner, taking turns in the conversation, closing (ending) the conversation. |