

ABERYSTWYTH UNIVERSITY
SCHOOL OF EDUCATION AND LIFELONG LEARNING

**CERTIFICATE OF
HIGHER EDUCATION:
MODERN LANGUAGES**

**A COURSE HANDBOOK FOR
ARABIC IMPROVERS 1**

INTRODUCTION TO THE COURSE

COURSE CONTENT

This module introduces students to contemporary Arabic, developing all four skills: speaking, listening, reading and writing,

A wide range of activities are undertaken, such as practical language exercises, work into and out of Arabic and vocabulary-building activities. This will be delivered by commercially produced and in-house language materials from a variety of sources.

Students who successfully complete the module should feel that they have a good introductory command of Arabic, and should be able to proceed to Improvers 2 or equivalent.

AIMS AND OUTCOMES:

On completion of this module, students will be able to:

1. demonstrate that they can cope at basic level in face-to-face exchanges in Arabic, for example: meeting and greeting, giving personal information, introducing self and others, functioning in commonplace situations.
2. extract specific information from short texts (i.e.:literaries, newspapers, advertisements);
3. translate specific information from short texts (i.e.:literaries, newspapers, advertisements);
4. write basic Arabic, with a basic linguistic accuracy.

COURSE STRUCTURE

The module will continue to encourage their curiosity about the Arabic language, the country or countries, the people, their environment, society, traditions and culture. It will enable the student to reach a level of basic competence in the four main areas of listening, speaking, reading and writing.

The students will acquire basic language skills, to enable them to:

- expand upon daily routines
- describe houses, buildings and places
- discuss social events: going to the cinema, theatre...
- compare and contrast things
- using Arabic dictionary
- talk about cultural issues: hospitality, Arabic names and countries
- discuss issues of differences and similarities in different Arabic countries

The students will cover the following grammatical aspects:

- Revision of the aspects of grammar from arabic Beginners 2
- Pronouns
- Adjectives
- Idaafa
- Possessive pronouns
- Verbal sentences
- Noun sentences
- Demonstratives
- Using past and present tenses
- Adverbs
- Noun-adj phrases
- Tanween

REFERENCE BOOKS:

- a. Al-Kitaab Fii Ta Allum Al- Arabiyya: A Textbook for Beginning Arabic: Pt. 1
- b. Georgetown University Press . 2004
- c. The Concise Oxford English-Arabic Dictionary. Oxford University Press
- d. Arabic-English compact standard dictionary. Hippocrene Books Inc.,U.S. 2004

ASSESSMENTS AND ACCREDITATION

The assignments are part of the Certificate of Higher Education: Modern Languages. Your learning process and your development is monitored by your tutor, giving you the opportunity to improve in all areas and also giving your tutor a clear understanding of your progression. We understand assignments, not as a threatening element, but as an important part of the quality of your learning.

We believe that you can learn more and appreciate better what you do. This means that the work produced by you is continually assessed, and assignments won't be separated from your learning experience. The assignments have been specially design to cater for Adult Learning, with a very friendly approach as they are integrated in the class, and we will adapt to your timetable accordingly. They can be done in class or at home.

You will notice that all of the language modules are given a number of credits. The number of credits is 10 for all the Beginners modules and 20 for all other language modules.

These credits will be awarded to you at the end of each module, provided that you have completed the appropriate assessment activities.

These assessment activities will be focussing on the following skills: Writing (35%), Reading (15%), Listening (15%) and Speaking (35%).

Type of assessment	% weighting
SPEAKING: Recording of a short speaking exercise, where equal weighting is given to the work of students, which can be done at home or in class	35%
LISTENING: Answering questions in English on a short recording, lasting not more than five minutes.	15%
READING: Comprehension exercise based on a 250-300 words text (i.e. novels, newspapers, advertisements). Questions in English.	15%
WRITING: 150-200 words written task	35%

These credits will be banked in order to obtain a University recognized qualification. This qualification is the Certificate of Higher Education: Modern Languages.

The Certificate of Higher Education

from Aberystwyth University can be awarded to students completing 120 credits (2 modules must be at Advanced level) on any language or languages provided by our School.

When you take a course with us, you are automatically enrolled into the Certificate in Higher Education: Modern Languages.

You can join our Certificate at any level.

The Certificate in Higher Education: Modern Languages comprises 120 credits, of which 40 must be taken from the Advanced modules, and on the same language. The remaining 80 credits could be selected from any of the other courses, and from any of the languages in the programme.

Beginners	Intermediate	Advanced
From complete beginners to Basic GCSE (10 Credits)	From Basic GCSE to Basic A Level (20 credits)	Post A level (20 credits)
Beginners 1 Beginners 2 Improvers 1 Improvers 2	Intermediate Higher Intermediate	Advanced 1 Advanced 2

Other **Advanced** courses in some languages. All these courses are **20 credits**.

<p>French Itinéraires culturels et littéraires I Itinéraires culturels et littéraires II La France Profonde I La France Profonde II</p>	<p>German Buntes Kaleidoskop für Redekünstler I Buntes Kaleidoskop für Redekünstler II German Cinema</p>
<p>Russian Russian Studies for Advanced Students I Russian Studies for Advanced Students II</p>	<p>Spanish Cultura Hispánica I Cultura Hispánica II</p>

THE USE OF SOCIAL NETWORKING WEBSITES

GENERAL ADVICE

The use of social networking sites such as *MySpace, Facebook, You Tube, Twitter, Flickr, Bebo* etc. have become increasingly popular. The use of technology for educational purposes is an important part of the work of students, teachers and trainee teachers. However it is imperative that such websites are not abused. For your own protection please consider the following advice carefully.

Whilst studying at the University, on teaching practice at schools which are part of the partnership, on 'placement' modules and while volunteering, you are requested to carefully consider the use you make of e-mail, text messages, messaging sites, social networking sites, blogging and the internet. **High expectations and standards of professional behaviour in relation to the use of electronic interaction are as relevant as face to face behaviour.**

USE OF E-MAIL:

Be aware of potential problems which can arise by providing personal details on social networking sites. Do not use your personal e-mail address to communicate with pupils in schools or adults or children in voluntary settings or placements. If you do receive work by pupils via e-mail please use the school's official e-mail and keep any comments within professional matters. Do not use any e-mail addresses given to you as a member of staff whilst on teaching practice, on placement or while volunteering for personal reasons. If in doubt, consult a member of staff.

SOCIAL NETWORKING SITES:

Students using social networking websites in a manner that can be seen as representing the School and University should:

- set their profiles to private, so that they control who they allow to see their detailed information;
- never access or use the social networking sites of students or pupils or use internet or web based communications to send personal messages to a student or pupil;
- not refer to the school or setting where they are training, volunteering or on placement, nor any co-worker at that particular establishment in any way on a social networking site or in a blog. It is also not acceptable to use any pictures of them on such sites;
- not refer to the tutor of a module or any other member of staff within the School of Education and Lifelong Learning in any way on a social networking site or in a blog without their prior consent. It is also not acceptable to use any pictures of them on such sites without prior consent;
- not make offensive or derogatory remarks about students or other individuals, and do not post obscene or derogatory images. The University reserves the right to take disciplinary action if appropriate and, in extreme cases, defamation can lead to legal action;
- not become an on-line 'friend' with any of the pupils at the school or adults or children in voluntary settings or placements;
- ensure that they do not conduct themselves in a way that is and/or could be seen as bringing the School of Education and Lifelong Learning or University into disrepute;
- ensure that any comments they post on these websites could not constitute bullying, harassment or discrimination;

- take care not to allow their interaction on these websites damage working relationships between members of staff and clients of the School of Education and Lifelong Learning or University;
- take care not to allow their interaction with students or pupils to be construed as unprofessional;
- Ensure that they do not contravene the Data Protection Act by posting information about the School of Education and Lifelong Learning, the University, its staff or students or any third party.

Remember it is not acceptable to make use of social networking sites during working hours or during lecture/seminar contact time, unless permission is given. **Remember** that a number of prospective employers search for information on applicants on social networking sites whilst short listing posts.

MOBILE PHONES:

Do not use your mobile phone during lessons or lectures except for emergencies, unless you are actually granted permission by the tutor. Do not keep any message or picture on your phone which you would not be happy for others to see when you are on placement. Do not leave your phone where pupils/students/others can get hold of it. Do not under any circumstance give your phone number or lend your phone to a pupil for any reason. Do not use your mobile phone to phone or text any child or adult.

Use the school, setting or other establishment's mobile phone as a contact number if you are going on a trip with the school. Please act wisely if you know pupils personally outside of the school environment.

APL PROCEDURES

All students starting Modern Languages within Lifelong Learning, are automatically part of the Certificate of Higher Education: Modern Languages.

Students should start the APL (Accreditation of Prior Learning) or APEL (Accreditation of Prior Experiential Learning) process within 4 weeks of starting the Certificate of Higher Education: Modern Languages.

STUDENT HANDBOOK

The Student Handbook is available online:

http://www.aber.ac.uk/en/media/Student_Handbook_Lifelong_Learning.pdf

If you would like to have a hard copy, you need to let your tutor know.