This course is appropriate for students who already have a little knowledge of the Arabic language, the Arabic script and basic Modern Standard Arabic (MSA) structures. This course will focus on listening, speaking and reading skills in MSA.

Educational Aims

At the Basic 2 level the main aims are:

- To further develop a basic understanding and an appreciation of the salient linguistic features of the MSA.
- To establish the learner as a fairly confident language user in a wider range of every day, predictable situations.
- To enhance students' understanding of to the historical and cultural background of the Arab world.

Learning Outcomes

By the end of the Course students will be able to:

Listening/Speaking  Express simple opinions or requirements in a familiar context.
Reading           Understand straightforward information within a known area, such as on products and signs and reading short texts.
Writing           Write a paragraph of 80 words.

Programme Structure

The Course is delivered in a blended-learning mode during the Michaelmas and Lent terms (15 weeks) as well as Easter (8 weeks). It offers 30 hours of tuition in groups of up to 16 students and requires the students to study independently for an additional 40-45 hours.

Topics
The Course introduces students to the following functions and notions:

- Titles and terms of address; Country of origin and nationality
- Family and profession
- Talking about the weather
- Customs and travels
- Daily routine
- Ordering food and drinks
- Talking about past holidays
- Making inquiries and sightseeing
- Expressing likes and dislikes
- Finding your way in your area
- Shopping in a store and market
- Sports activities and hobbies
- Talking about future plans

**Teaching and Learning Methods**

The course is delivered in a blended-learning mode, face-to-face and online through a virtual learning environment (Moodle). The course aims at teaching all four language skills. The focus, however, is on spoken, oral/aural communicative competence. Students are required to self-study using the online multimedia resources and to read the prescribed texts in their own time so that the classroom time is dedicated as much as possible to real-time, face-to-face communication in a social environment.

**OR**

The course is delivered remotely online using Zoom (synchronous) and Moodle as a resource depository and course management tool (asynchronous). Lessons aim at developing all four language skills. The focus, however, is on spoken, oral/aural real-time, communicative competence. Students are required to self-study using the Moodle-based online multimedia resources and read the prescribed texts in their own time so that the online classroom time is dedicated as much as possible to face-to-face communication/discussion in a social environment.

**Teaching/Learning resources**

Students are provided with digital resources via the virtual learning environment (Moodle) as well as photocopied paper-based materials (when courses are classroom-based).

**Assessment Methods**

Formative assessment is provided online during/before/after the lesson and summative assessment consists of: 3 homework quizzes (in Moodle, 10% of final mark each), a homework task that consists of a piece of writing 80 words in length (in Moodle, 10%), 2 in-class grammar tests (Moodle-based, 15% each), a 4 minutes role-play in pairs followed by 2/3 short questions from teacher (30%).

**Student support**
The Language Centre has an open-access learning centre (the John Trim Centre) that houses electronic and paper-based language learning and reference materials in more than 180 languages. The Centre also has a dedicated team of Language Learning Advisers whose primary role is to actively support learners.

Management of Education Quality and Standards

The University ensures high quality of teaching and learning in the following ways:

1. Scrutiny of the External Examiners Reports for all teaching programmes
2. Encouraging student engagement at both the local level, through involvement in Faculty and Departmental Committees, and at a central level by participation in nationally-benchmarked surveys
3. Participation in the biennial Education Monitoring and Review Process to explore provision, share good practice and suggest constructive courses of action
4. Mentoring, appraisal, and peer review of staff, and encouraging staff participation in personal development programmes

Every effort has been made to ensure the accuracy of the information in this programme specification. At the time of publication, the programme specification has been approved by the relevant Faculty Board (or equivalent). Programme specifications are reviewed annually, however, during the course of the academic year, any approved changes to the programme will be communicated to enrolled students through email notification or publication in the Reporter. The relevant faculty or department will endeavour to update the programme specification accordingly, and prior to the start of the next academic year.

Further information about specifications and an archive of programme specifications for all awards of the University is available online at: https://www.camdata.admin.cam.ac.uk