

	<p>Ministry of Higher Education and Scientific Research - Iraq</p> <p>University of Warith Al-Anbiyaa</p> <p>College of Advanced Technologies</p> <p>Department of Robotic and Artificial Intelligence Engineering Techniques</p>	
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## MODULE DESCRIPTION FORM

### نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	English 1		Module Delivery
Module Type	Basic learning activities		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input checked="" type="checkbox"/> Seminar
Module Code	UOW1001		
ECTS Credits	2.00		
SWL (hr/sem)	50		
Module Level	1	Semester of Delivery	
Administering Department	Robotic and Artificial Intelligence Engineering Techniques	College	College of Advanced Technologies
Module Leader	Fatima Yahya Hassan	e-mail	<a href="mailto:fatima.hassan@uowa.edu.iq">fatima.hassan@uowa.edu.iq</a>
Module Leader's Acad. Title	Assistant Lecturer	Module Leader's Qualification	M.A.
Module Tutor	Fatima Yahya Hassan	e-mail	<a href="mailto:fatima.hassan@uowa.edu.iq">fatima.hassan@uowa.edu.iq</a>
Peer Reviewer Name	Ali Muslim Abdulmohsin	e-mail	<a href="mailto:ali.muslim@uowa.edu.iq">ali.muslim@uowa.edu.iq</a>

Scientific Committee Approval Date	22/1/2026	Version Number	1
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Relation with other Modules العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	NA	Semester	
Co-requisites module	NA	Semester	
Module Aims, Learning Outcomes and Indicative Contents أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية			
<b>Module Aims</b> أهداف المادة الدراسية	<p>The module aims of English Language (Beginner) are designed to help learners at the beginner level develop their English language skills and achieve specific learning objectives. A general outline of the typical aims for a beginner-level English course:</p> <ol style="list-style-type: none"> <li>1. To introduce beginner-level learners to the English language, focusing on building vocabulary and acquiring essential language structures.</li> <li>2. To develop listening and speaking skills through interactive activities and engaging in basic conversational practice.</li> <li>3. To enhance reading comprehension abilities by introducing simple texts and emphasizing vocabulary and sentence structures.</li> <li>4. To provide foundational writing skills, including sentence formation, paragraph writing, and completing basic forms.</li> <li>5. To cultivate cultural awareness and equip learners with practical language skills for everyday situations, such as ordering food, shopping, and asking for directions.</li> <li>6. To introduce learners to the English language in contexts related to their future professions.</li> </ol>		
<b>Module Learning Outcomes</b> مخرجات التعلم للمادة الدراسية	<p>The module learning outcomes for the English Language (Beginner) module are as follows:</p> <ol style="list-style-type: none"> <li>1. Develop basic proficiency in listening and understanding spoken English at a beginner level.</li> <li>2. Demonstrate improved speaking skills by participating in simple conversations and expressing basic ideas and opinions.</li> <li>3. Comprehend and interpret basic written texts, including short passages and simple dialogues.</li> <li>4. Produce written texts using basic grammatical structures and</li> </ol>		

	<p>vocabulary appropriate for beginner-level communication.</p> <p>5. Increase vocabulary knowledge and usage to effectively communicate in everyday situations.</p> <p>6. Develop an awareness of cultural aspects related to English-speaking countries and demonstrate cross-cultural understanding in language use.</p> <p>7. Apply basic language skills in practical situations, such as greetings, introductions, making requests, and asking for and giving simple directions.</p>
<p><b>Indicative Contents</b> المحتويات الإرشادية</p>	<p>Unit 1: Hello! [3 hrs.]</p> <p>Unit 2: Your world. [3 hrs.]</p> <p>Unit 3: All about you. [3 hrs.]</p> <p>Unit 4: Family and friends. [3 hrs.]</p> <p>Unit 5: The way I live. [3 hrs.]</p> <p>Unit 6: Every day [3 hrs.]</p> <p>Unit 7: My favourites. [3 hrs.]</p> <p>Unit 8: Where I live, Times past. [3 hrs.]</p> <p>Unit 9: We had a great time!, I can do that! [3 hrs.]</p> <p>Unit 10: Please and thank you, Here and now. [3 hrs.]</p> <p>Unit 11: It's time to go!, Getting to know you. [3 hrs.]</p> <p>Unit 12: The way we live, It all went wrong. [3 hrs.]</p> <p>Unit 13: Let's go shopping! [3 hrs.]</p> <p>Unit 14: What do you want to do? [3 hrs.]</p> <p>Unit 15: Tell me! What's it like? [3 hrs.]</p>

### Learning and Teaching Strategies

#### استراتيجيات التعلم والتعليم

<p><b>Strategies</b></p>	<p>The learning and teaching strategies for the English Language (Beginner) module may include:</p> <ol style="list-style-type: none"> <li>1. Interactive Language Practice: Engage learners in communicative activities that promote active participation and language practice. This can include pair work, group discussions, role-plays, and language games.</li> <li>2. Authentic Materials: Incorporate authentic materials such as videos, audio recordings, and reading texts that reflect real-life language use. This helps learners develop their listening, speaking, reading, and writing skills in authentic contexts.</li> <li>3. Task-Based Learning: Design tasks and projects that require learners</li> </ol>
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to use the target language to accomplish specific goals or solve problems. This promotes meaningful language use and encourages critical thinking and problem-solving skills.

4. Visual Aids and Multimedia: Utilize visual aids, charts, diagrams, and multimedia resources to support language learning and comprehension. Visuals can enhance understanding, aid in vocabulary acquisition, and provide context for language use.

5. Error Correction and Feedback: Provide timely and constructive feedback on learners' language production to help them identify and correct errors. Encourage self-correction and peer correction to foster a supportive learning environment.

### Student Workload (SWL)

#### الحمل الدراسي للطلاب

<b>Structured SWL (h/sem)</b> الحمل الدراسي المنتظم للطلاب خلال الفصل	<b>45</b>	<b>Structured SWL (h/w)</b> الحمل الدراسي المنتظم للطلاب أسبوعياً	<b>3</b>
<b>Unstructured SWL (h/sem)</b> الحمل الدراسي غير المنتظم للطلاب خلال الفصل	<b>5</b>	<b>Unstructured SWL (h/w)</b> الحمل الدراسي غير المنتظم للطلاب أسبوعياً	<b>0.333~</b>
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطلاب خلال الفصل	<b>50</b>		

### Module Evaluation

#### تقييم المادة الدراسية

		Time/ Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	10 % (5)	2,5	LO # 3, 4
	<b>Assignments</b>	2	10 % (5)	4,7	LO # 1, 2, 5, 7
	<b>Seminar</b>	1	10% (10)	10	LO # 2, 5, 6
	<b>Report</b>	1	10 % (10)	6	LO # 2-7
<b>Summative assessment</b>	<b>Midterm Exam</b>	3 hr.	10 % (10)	9	LO # 1-7
	<b>Final Exam</b>	3 hr.	50% (50)	15	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

#### المنهاج الأسبوعي النظري

	Material Covered
Week 1	Hello!
Week 2	Your world.
Week 3	All about you.
Week 4	Family and friends.
Week 5	The way I live.
Week 6	Every day.
Week 7	My favourites.
Week 8	<ul style="list-style-type: none"> <li>• Where I live.</li> <li>• Times past.</li> </ul>
Week 9	<ul style="list-style-type: none"> <li>• We had a great time!</li> <li>• I can do that!</li> </ul>
Week 10	<ul style="list-style-type: none"> <li>• Please and thank you.</li> <li>• Here and now.</li> </ul>
Week 11	<ul style="list-style-type: none"> <li>• It's time to go!</li> <li>• Getting to know you.</li> </ul>
Week 12	<ul style="list-style-type: none"> <li>• The way we live.</li> <li>• It all went wrong.</li> </ul>
Week 13	Let's go shopping!
Week 14	What do you want to do?
Week 15	Tell me! What's it like?
Week 15	Exam Week

### Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	<p>Soars, J., Soars, L. (2014). New Headway Plus: Beginner Student's Book. United Kingdom: Oxford University Press.</p> <p>Soars, J., Soars, L. (2006). New Headway Plus: Preintermediate. United Kingdom: Oxford University Press.</p>	

### Grading Scheme

مخطط الدرجات

Group	Grade	التقدير	Marks (%)	Definition

<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>	امتياز	90 - 100	Outstanding Performance
	<b>B - Very Good</b>	جيد جدا	80 - 89	Above average with some errors
	<b>C - Good</b>	جيد	70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>	متوسط	60 - 69	Fair but with major shortcomings
	<b>E - Sufficient</b>	مقبول	50 - 59	Work meets minimum criteria
<b>Fail Group (0 - 49)</b>	<b>FX – Fail</b>	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded
	<b>F – Fail</b>	راسب	(0-44)	Considerable amount of work required

**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.

استاذ المادة: م.م. فاطمة يحيى حسن

رئيس القسم

التاريخ: 2026/1/22

التاريخ :

