

	<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 Radiology and Nuclear Medicine Techniques</p>	
---	--	---

## 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	Radiologic Sciences and Nuclear Medicine Technologies	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	Yusor Fadhil	e-mail	<a href="mailto:yusor.fadhil@ouwa.edu.iq">yusor.fadhil@ouwa.edu.iq</a>

Scientific Committee Approval Date	21/1/2026	Version Number	1
------------------------------------	-----------	----------------	---

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	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: <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	The module learning outcomes for the English Language (Beginner) module are as follows: <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>8. Demonstrate speaking and comprehension skills using scientific terminologies.</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> <p>Chapter 1 Introduction to Word Parts and Word Construction</p> <p>Chapter 2 Understanding Suffixes</p> <p>Chapter 3 Understanding Prefixes</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</li> </ol>
--------------------------	--

	<p>games.</p> <p>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.</p> <p>3. Task-Based Learning: Design tasks and projects that require learners 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.</p> <p>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.</p> <p>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.</p>
--	--

### Student Workload (SWL)

#### الحمل الدراسي للطالب

<b>Structured SWL (h/sem)</b> الحمل الدراسي المنتظم للطالب خلال الفصل	<b>45</b>	<b>Structured SWL (h/w)</b> الحمل الدراسي المنتظم للطالب أسبوعياً	<b>3</b>
<b>Unstructured SWL (h/sem)</b> الحمل الدراسي غير المنتظم للطالب خلال الفصل	<b>5</b>	<b>Unstructured SWL (h/w)</b> الحمل الدراسي غير المنتظم للطالب أسبوعياً	<b>0.333~</b>
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطالب 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, 8
	<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)		
<b>Delivery Plan (Weekly Syllabus)</b> المنهاج الاسبوعي النظري			
	<b>Material Covered</b>		
<b>Week 1</b>	Hello!		
<b>Week 2</b>	Your world.		
<b>Week 3</b>	<ul style="list-style-type: none"> <li>All about you.</li> <li>Introduction to Word Parts and Word Construction</li> </ul>		
<b>Week 4</b>	<ul style="list-style-type: none"> <li>Family and friends.</li> <li>Understanding Suffixes</li> </ul>		
<b>Week 5</b>	<ul style="list-style-type: none"> <li>The way I live.</li> <li>Understanding Prefixes</li> </ul>		
<b>Week 6</b>	Every day.		
<b>Week 7</b>	My favourites.		
<b>Week 8</b>	<ul style="list-style-type: none"> <li>Where I live.</li> <li>Times past.</li> </ul>		
<b>Week 9</b>	<ul style="list-style-type: none"> <li>We had a great time!</li> <li>I can do that!</li> </ul>		
<b>Week 10</b>	<ul style="list-style-type: none"> <li>Please and thank you.</li> <li>Here and now.</li> </ul>		
<b>Week 11</b>	<ul style="list-style-type: none"> <li>It's time to go!</li> <li>Getting to know you.</li> </ul>		
<b>Week 12</b>	<ul style="list-style-type: none"> <li>The way we live.</li> <li>It all went wrong.</li> </ul>		
<b>Week 13</b>	Let's go shopping!		
<b>Week 14</b>	What do you want to do?		
<b>Week 15</b>	Tell me! What's it like?		
<b>Week 15</b>	Exam Week		
<b>Learning and Teaching Resources</b> مصادر التعلم والتدريس			
	<b>Text</b>	<b>Available in the Library?</b>	
<b>Required Texts</b>	Soars, J., Soars, L. (2014). New Headway Plus: Beginner Student's Book. United Kingdom: Oxford University Press.		

	Soars, J., Soars, L. (2006). New Headway Plus: Preintermediate. United Kingdom: Oxford University Press.	
	Wingerd, Bruce. 2014. Medical Terminology Complete! Prentice Hall.	

### 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: