VNIVERSITAT ĎĎ VALÈNCIA

COURSE DATA

Data Subject

Code	35757
Name	Arabic language 2
Cycle	Grade
ECTS Credits	6.0
Academic year	2020 - 2021

Study (s)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	3	Second term
1001 - Degree in Catalan Studies	Faculty of Philology, Translation and Communication	3	Second term
1002 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	3	Second term
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Faculty of Philology, Translation and Communication	3	Second term
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	3	Second term
1009 - Degree in Translation and Interlinguistic Mediation(English)	Faculty of Philology, Translation and Communication	3	Second term
1010 - Degree in Translation and Interlinguistic Mediation (French)	Faculty of Philology, Translation and Communication	3	Second term
1011 - Degree in Translation and Interlinguistic Mediation (German)	Faculty of Philology, Translation and Communication	3	Second term
1013 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	3	Second term

Subject-matter

Degree	Subject-matter	Character
1000 - Degree in English Studies	19 - Minor in Arabic language and literature	Optional
1001 - Degree in Catalan Studies	30 - Minor in Arabic	Optional
1002 - Degree in Classical Philology	32 - Minor in Arabic	Optional
1003 - Degree in Hispanic Studies,	37 - Minor in Arabic	Optional

Spanish Language and Literature

1008 - Degree in Modern Languages and Literatures	21 - Minor in Arabic language and literature	Optional
1009 - Degree in Translation and Interlinguistic Mediation(English)	6 - Language D: Arabic	Optional
1010 - Degree in Translation and Interlinguistic Mediation (French)	6 - Language D: Arabic	Optional
1011 - Degree in Translation and Interlinguistic Mediation (German)	6 - Language D: Arabic	Optional
1013 - Degree in Classical Philology	32 - Minor en Lengua Árabe	Optional

Coordination

Name	Department
CONSTAN NAVA, ANTONIO	140 - Catalan

SUMMARY

The study of Arabic, which is a language belonging to the Indo-European and Semitic Hamitic different family-with a reverse of our writing system, offers the student of Philology a new vision on the phonology, the writing system and the functioning of languages. In this level expand the knowledge of the basics:

- Reading, writing and transcription

- Regular morphology

- Syntactic structure

- Items of vocabulary: 500 high frequency words, the name of the Arab countries, their capitals and major cities and use of the calendar.

- Communicative interaction.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

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Other requirements

Prior knowledge of generic character: it is essential to know how to read and write in Arabic.

OUTCOMES

1000 - Degree in English Studies

- Work and learn autonomously, and plan and manage ones workload.

- Know the grammar and develop communicative competences in (a) foreign language(s).

1001 - Degree in Catalan Studies

- Know the grammar and develop communicative competences in (a) foreign language(s).

- Be able to work and learn autonomously and to plan and manage work time.

1002 - Degree in Classical Philology

- The ability to work alone and learn on ones own and the ability to plan and manage time.

- Conocimientos de gramática en lengua extranjera.

- Competencias comunicativas en lengua extranjera.

1003 - Degree in Hispanic Studies, Spanish Language and Literature

- The ability to work alone and learn on ones own and skills in planning and time management.

- Conocimientos de gramática en lengua extranjera.

- Competencias comunicativas en lengua extranjera.

1008 - Degree in Modern Languages and Literatures

- Work and learn autonomously, and plan and manage ones workload.

- Know the grammar and develop communicative competences in (a) foreign language(s).

1009 - Degree in Translation and Interlinguistic Mediation(English)

- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

- Have and apply general knowledge in the field of translation and linguistic mediation.

1010 - Degree in Translation and Interlinguistic Mediation (French)

- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

- Have and apply general knowledge in the field of translation and linguistic mediation.

1011 - Degree in Translation and Interlinguistic Mediation (German)

- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

- Have and apply general knowledge in the field of translation and linguistic mediation.

LEARNING OUTCOMES

- Write the Arabic words that dictate aloud.

- Read with fluency and a correction out loud vocalizes texts.

- Correct use of the numbers and the system of transcription of Arabic to the Latin alphabet.

- Use deductive and inductive methods analog in the nominal training and verbal flexion in Arabic.

- Analyze theoretically a verb or a noun and conclude which is the person and the look or what are the morphemes nominal derivative, the root and the syntactic function.

- Extract qualitative information of morphological and syntactic units without the need to know the meaning of words, and be able to vocalize them.

- Master the meaning of at least 500 Arab words maximum frequency of use that allow you to understand and express simple concepts orally.

- Translate sentences simple oral and written of the native language to Arabic and from Arabic in the native language.

DESCRIPTION OF CONTENTS

1. Short Description

The Arabic Language 2 Course covers content corresponding to the basic level of the standard Arabic language included in the CEFR levels A1/A1+.

2. Block I

Linguistic content
The affirmative and negative nominal sentence: description and existence. The idafa. Singular and plural personal pronouns suffixed to the name: possessive. Contrast isolated and suffixed personal pronouns. Irregular plurals. Prepositions.
Thematic content
The family.
Functional contents
Talk about the family unit and the extended family. Ask and express knowledge and ignorance. Express

existence in a basic way. Organize information in a very basic way. Basic description of places: the classroom, the room, the house.

Sociolinguistic and cultural content

The paternal and maternal line. Family names and respect treatments.

Strategic content

Basic strategies for planning, carrying out and correcting oral and written comprehension and expression. Recognition and production of sounds and graphic signs. Infer into the models with the necessary structures. Activate personal discovery and retention mechanisms. Evaluation, self-evaluation and improvement.

3. Block II

Linguistic content

The verb: aspects and way. Simple verb and derived forms. Conjugation of the present affirmative and negative. Verbal prayer. Interrogatives (extension). Temporal references, indicators of anteriority and posteriority. Kull quantifier: uses and constructions. Speech markers.

Thematic content

Regular studies and activities.

Functional contents

Inform and ask about personal data, studies and basic habitual activities. Express and ask for wishes. Describe characters. Organize written and oral discourse.

Sociolinguistic and cultural content

Characters and aspects related to Arab and Islamic culture.

Strategic content

Progressive consolidation of the strategic contents worked on in block I.

4. Block III

Linguistic content

Pronoums demonstratives of closeness and distance: functions and uses. Contrast between different nominal constructions: noun / adjective, idafa and nominal sentence. Concordances. Accusative adverbs 'tanwin al-fath': frequency, quantity and time. Personal pronouns suffixed with prepositions. Conjugation laysa: use. Interrogatives (extension, direct and indirect questions). Speech connectors.

Thematic content

Weather and climate.

Functional contents

Inform and ask about daily activities at different times of the day. Express time, quantity, frequency and degree. Express likes and opposites. Express opinion. Talk about time. Present and describe third parties and things: city, climate ... tell the origin. Recognize and adapt to the organization of interactions and texts at the level. Organize information in a basic way. Repeat and transmit brief information directly. Briefly intervene in a conversation.

Sociolinguistic and cultural content

Arab world. Cultural personalities. Use of dialect in songs.

Strategic content

Progressive consolidation of the strategic contents worked on in blocks I and II.

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5. Block IV

Linguistic content

Prepositions, conjunctions and connectors: purpose, cause, reason and consequence. Temporary markers. Weekdays. The masdar or verbal action noun. Simple and derivatives, uses and functions.

Thematic content

Daily activities. The restaurant.

Functional contents

Describe and refer to habitual or present moment actions (the weekly agenda). Ask and argue reason, cause and purpose. Express tastes and the opposite. Propose and suggest. Accept and reject. Recognize and adapt to the organization of interactions and texts at the level. Organize information in a basic way. Repeat and transmit brief information directly. Briefly intervene in a conversation.

Sociolinguistic and cultural content

Arab cuisine. Hours and holidays in the Arab and Islamic world. The Internationa Day of the Arabic Language.

Strategic content

Progressive consolidation of the strategic contents worked on in the previous blocks.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Study and independent work	30,00	0
Preparation of evaluation activities	8,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	16,00	0
Resolution of case studies	16,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The temporary planning of teaching is established as follows (with possible variations required to the development of the classes):

- From September 14 to October 4 (Block I)From October 5 to November 1 (Block II)From November 2 to November 25 (Block III)From November 26 to December 23 (Block IV)

Theoretical-practical classes in person

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The teacher will give the students the pertinent theoretical, methodological and bibliographic guidelines, while promoting:
- Active learning
- Participatory learning

The theoretical-practical classes will be combined with the publication of materials in the Virtual Classroom, registered presentations, videoconference tutoring and other teaching methods provided among those suggested by the UV for the development of the teaching-learning process.

EVALUATION

Following the framework contemplated in the MECR, the 5 communication skills will be assessed: a. written understanding; b. written production; c. oral comprehension; d. oral production; and, e. gramatic and vocabulary. For each of the skills:

(A) There will be a sufficient number of evaluable activities for each of the skills throughout the teaching of the subject so that each student can obtain their grade by continuous evaluation (eg, resolution of exercises and problems, presentations synchronous or asynchronous, delivery of compulsory and optional tasks, written tests, participation, portfolios, etc.).

(B) The evaluable tasks mentioned in point (A) will have to be carried out within the academic period of the subject stipulated in the UV calendar.

(C) The activities referred to in (A) will correspond to 100% of the final grade for the course and the teachers in charge of this will decide the contribution of each to the final grade at the beginning of the semester*.

- Class participation (from 10 to 25%)
- Completion and delivery of homework and class work (from 25 to 90%)
- Carrying out brief written work and / or written tests (from 25 to 90%)

(D) In the case of including a work or portfolio as part of the evaluation, the delivery of this by the students should not exceed the limit of the last face-to-face class in that subject.

(E) What is described in the previous points refers to the evaluation of the subject in the first call established by the UV. For subsequent calls, a student may be qualified based solely on these two modalities:

1. taking a final exam **, or
2. by delivering all the evaluable activities that have been requested during the school period (the student must retake the non-approved evaluable activities and will be able to keep the approved grades). The formative evaluation is not contemplated in the extraordinary evaluation period: all the evaluable activities will be presented in a single installment on the established date and will only be subject to final evaluation.

The modality of qualification of calls after the first will be decided during the course between these two referrals and will be communicated in advance to the students.

(F) The performance of the activities is considered essential to achieve the objectives of the subject. The deadlines for delivery of the activities (whether they are at the moment, because they are required in class, or with a fixed deadline) will be strictly respected. Activities not carried out will count as 0 and those delivered after the deadline will count with a maximum grade of 5. To establish the average, the minimum mark required in each of the communication skills is 4/10. If this minimum grade is not reached in any of the competitions, the overall grade for the course will be less than 5/10 points, failed.

(G) The overall grade for the course will be the average of the marks obtained during the course according to the weights set (C). To establish the average, only those evaluable activities that have been passed with a minimum number of 4 out of 10 points will be taken into account. That activity that does not reach the mark of 4, will count as 0 when establishing the average.

(H) Fraudulent performance in a test or activity will result in a grade of 0 in it.

(I) To pass the course as a whole, it is necessary to achieve at least grade 5/10 in each of the skills, written and oral.

* Following the current dynamics of teaching innovation in which students must participate not only in the teaching-learning process but also in what affects them (such as evaluation), the exact percentages will be agreed at the beginning of the semester with the students within the established percentage margins and will be published in the Virtual Classroom, to record these.

** The exam will consist of a written (comprehension and production) and oral (comprehension and production) test, with a series of short questions that will deal with the most basic and important of all the subjects of the program. It will be necessary to demonstrate that these basic points have been understood, acquired and assimilated and that the writing system of the Arabic language is mastered.

The general qualification system will follow the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

REFERENCES

Basic

- -Aguilar Cobos, J. D., et al. (2015). As-saqiya A1 : lengua árabe. Almería: Albujayra
  -Aguilar Cobos, David et al. (2007). An-nafura A1: lengua árabe. Almería: Albujayra.
  -Aguilar Cobos, David (2008). An-nafura A1: libro de ejercicios. Almería: Albujayra.
  -Aguilar Cobos, D., et al. (2015). Al-Nahr. Al-Lughat al-Arabiyya. A2. Málaga: ed. Albujayra
  -Brustad, Kristen; Al-Batal, Mahmoud; Altounsi, Abbas (2004). Al-Kitaab fii ta`allum al-`Arabia: a textbook for beginning Arabic. Part one. Washington: Georgetown University Press.
  -García, Cristina; Ramos, Fernando; Zanón, Jesús (2019). Práctica de la gramática árabe. Nivel A1 del MECR. UAM Ediciones.
  -Hernández Martínez, Joana (2009). Gramática práctica de árabe: A1, A2 y B1. Almería: Albujayra.

Additional

- -Alattar, Basma Farah; Tahhan, Caroline (2008). Arabe 1e année Palier 1: niveau A1/A1+ du CECR. Francia: Hatier.

  -Alattar, Basma Farah; Tahhan, Caroline (2008). Arabe 2e année Palier 2: niveau A2/A2+ du CECR. Francia: Hatier.

  -Barceló, Carmen y Ana Labarta (1999). Lengua Árabe. Valencia.

  -Brustad, Kristen; Al-Batal, Mahmoud; Altounsi, Abbas (2004). Alif Baa with DVDs: introduction to Arabic letters and sounds. Washington: Georgetown University Press.

  -Corriente, Federico (2013). Vocabulario árabe graduado: 4000 palabras en 5 niveles, listados parciales y completo, con 80 ejercicios de aplicación. Barcelona: Herder.

  -Haywoow Nahmad (1992). Nueva gramática árabe. Madrid: Editorial Coloquio.

  -Morales Delgado, Antonio (2014). Gramática árabe comentada. Almería: Albujayra

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  -Paradela, Nieves (1998). Manual de sintáxis árabe. Universidad Autónoma de Madrid.

  -Schulz, E., et. Al. (2000). Standard Arabic. An Elementary-intermediate course. Cambridge University Press.

  -Tell me more: árabe = Arabic (CD-ROM). Auralog: Montigny-le-Bretonneux. 2003.

  Weber, Nicolás (2008). La escritura árabe es fácil. Barcelona: Sirpus.

  -VV. AA. (2012). Al-Qiraat wa l-tamaryn. Al-Mustawa al-ula. Ed. Al-markaz al-dawli li l-takwin al-tarbui. Garnata li l-nashr wa l-khidmaat.

  -VV. AA. (2012). Al-Qiraat wa l-tamaryn. Al-Mustawa al-zani. Ed. Al-markaz al-dawli li l-takwin al-tarbui. Garnata li l-nashr wa l-khidmaat.

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  Otros recursos didácticos

  http://mumkin.es/
  https://sites.google.com/site/arabevivo/
  http://www.eoivalencia.net/caravana_del_sur/
  https://www.laits.utexas.edu/aswaat/index.php
  https://langue-arabe.fr/
  https://arabicwithoutwalls.ucdavis.edu/coursecontent.html

ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

HYBRID LEARNING MODE (BLENDED)

(Subject pending incorporation of new teacher. The teacher may communicate any changes to the teaching guide in the Virtual Classroom in case they need to adapt something)

1. Contents

The contents initially collected in the teaching guide are maintained.

2. Workload and teaching schedule

The weight of the different activities that add the hours of dedication in ECTS credits marked in the original teaching guide is maintained.

3. Methodology

Theoretical-practical classes + asynchronous practices

The teacher will give the students the pertinent theoretical, methodological and bibliographic guidelines, while promoting:

- Active learning
- Participatory learning

The theoretical-practical classes will be combined with the asynchronous classes through the publication of materials in the Virtual Classroom, registered presentations, videoconference tutoring and other teaching methods provided among those suggested by the UV for the development of the hybrid teaching-learning process.

4. Assessment

The evaluation contained in the original teaching guide is maintained, with the exception that the activities that can be evaluated will be established at the time and those activities necessarily carried out in class will be replaced by others of identical characteristics but executable in a non-classroom setting.

5. Bibliography

The recommended bibliography is maintained because it is accessible.

DISTANCE (ONLINE) LEARNING

1. Contents

The contents initially collected in the teaching guide are maintained.

2. Workload and teaching schedule

Schedules are not maintained, giving students freedom to carry out scheduled activities according to their own schedule.

3. Methodology

- Theoretical / practical class by BBC asynchronous videoconference
- Theoretical / practical class + publication of materials in the AV
- Theoretical / practical class with live presentations
- Theoretical / practical class + AV activities
- Theoretical / practical class + video conference tutorials
- Others

4. Assessment

The evaluation contained in the original teaching guide is maintained, with the exception that the evaluable activities will be established at the time and those activities necessarily carried out in class will be replaced by others of identical characteristics but executable in a non-presential environment.

5. Bibliography

The recommended bibliography is maintained because it is accessible.