

**COURSE DATA****Data Subject**

Code	35758
Name	Arabic language 3
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	4	First term
1001 - Degree in Catalan Studies	Faculty of Philology, Translation and Communication	4	First term
1002 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	4	First term
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Faculty of Philology, Translation and Communication	4	First term
1008 - Degree in Modern Languages and Literatures	Faculty of Philology, Translation and Communication	4	First term
1013 - Degree in Classical Philology	Faculty of Philology, Translation and Communication	4	First 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, Spanish Language and Literature	37 - Minor in Arabic	Optional
1008 - Degree in Modern Languages and Literatures	21 - Minor in Arabic language and literature	Optional
1013 - Degree in Classical Philology	32 - Minor en Lengua Árabe	Optional



Coordination

Name

CONSTAN NAVA, ANTONIO

Department

140 - Catalan

SUMMARY

It reinforces the basic knowledge of the Arabic language acquired in *language Arabic 1* and *language Arabic 2* subjects and completes them with irregular morphology and complex syntax. It is also a complement in matters of general linguistics that relate to the operation of the languages or different linguistic families contemplate that.

The basic objectives of the course are:

- Read vocalizados Arabic texts correctly.
- Write correctly with the Arabic alphabet and use correctly the system of transliteration from the Arabic to the Latin alphabet with the Latin alphabet and figures Arabic.
- Achieve knowledge of the basics of regular and irregular morphology and elementary, basic and complex syntactic structures.
- Know the civil uses of the Arab and Islamic countries and the names of the countries, their capitals and major cities.
- Acquire new high-frequency vocabulary elements that allow maintaining simple dialogues with educated Arab people (up to 750 words).
- Skills to establish simple dialogues with educated people arabophone and understand texts elementary, high frequency and standards, the audiovisual media and the Internet.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

It is exxential to know to write and read the Arabic alphabet correctly

COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)



1000 - Degree in English Studies

- The ability to gather and interpret relevant data in order to make judgements concerning scientific, social or ethical issues with an appropriate respect for the defence of Human Rights.
- Acquisition of the basic communicative competences in a second language (other than English) and the ability to describe it grammatically.
- The development of an ethical approach to issues such as gender equality, equal opportunity, democratic values, non-violence, environmental and sustainability problems as well as awareness of linguistic and cultural diversity.

1001 - Degree in Catalan Studies

- Skills in analysis and synthesis.
- A capacity for teamwork and interpersonal relationship skills.
- The ability to work alone and learn on ones own and skills in planning and time management.
- Knowledge of grammar and communicative competences in a language other than the co-official ones.

1002 - Degree in Classical Philology

- The ability to make decisions and solve problems.
- Capacity for teamwork and skills in interpersonal relationships.
- The ability to work alone and learn on ones own and the ability to plan and manage time.
- Concern for the quality of work.
- basic competences in the translation of texts of different types from a foreign language to ones first language.
- Conocimientos de gramática en lengua extranjera.

1003 - Degree in Hispanic Studies, Spanish Language and Literature

- The ability to make decisions and solve problems.
- A capacity for teamwork and interpersonal relationship skills.
- The ability to work alone and learn on ones own and skills in planning and time management.
- Concern for the quality of the work.
- Conocimientos de gramática en lengua extranjera.

1008 - Degree in Modern Languages and Literatures

- A capacity for teamwork and interpersonal relationship skills.
- The ability to work alone and learn on ones own and skills in planning and time management.



- The ability to produce and understand oral and written texts in a foreign language.
- basic competences in the translation of texts of different types from a foreign language to ones first language.

LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

- Write, read and understand simple texts without vowels.
- Use figures and the system of numbering, uses schedules and calendars in Arab countries.
- Extract qualitative information from unit's morphosyntactic without knowing the meaning of the words and be able to vocalize them.
- Use inductive, deductive, and analog methods.
- Understand and express general concepts in oral Arabic standard and translate simple oral sentences of the native language to Arabic and from Arabic into the native language.
- Mastering the meaning of some 750 Arab voices of high frequency of use.
- Vocalice texts Arab standards with the linguistic elements that contains this program properly.

DESCRIPTION OF CONTENTS

1. Short description

The Arabic Language 3 Course covers content corresponding to the basic level of the standard Arabic language included in the CEFR levels A2/A2+.

2. Block I

Linguistic content

Prepositions, conjunctions and connectors: purpose, cause, reason and consequence (revision). Temporary markers. Masdar: simple and derivatives, uses and functions. Demonstratives: pronoun function and determining function (revision).

Thematic content

Daily activities. The restaurant.

Functional contents

Describe and refer to habitual or present moment actions. Ask and argue reason, cause and purpose (review). Express tastes and the opposite. Express feelings. 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.

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 nominal sentence. Predicated before. Verb *kna*. Conjugation and use as a temporary modifier. Expression of "possession" and "non-possession", "existence" and "non-existence" in the present and in the past. Affirmative and negative nominal and verbal sentences in the present and past. Numeral and numbered agreement from 1 to 10. Interrogatives to ask for quantity and price. Prepositions. Connectors and markers.

Thematic content

Leisure. Hobbies.

Functional contents

Ask for and give information about leisure activities and hobbies. Express likes, preferences and interests and their opposites. Suggest activities and react to suggestions. To argue. Ask for quantity and price. Express condolences. 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

Condolence expressions. Countries and currencies.

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

4. Block III

Linguistic content

The past: conjugation and negation. Numeral and numbered agreement from 11 to 100. Root and form: fundamental concepts and schemes. Simple and derived verbs. Adverbs of time. Complementary substantive sentences with *madar* and with the conjunction *an*. The imperfect "mansub" mode. Comparison of equality. Connectors and markers.

Thematic content

Academic training.

Functional contents

Talk about past events. Ask for and give an opinion. Express wishes and preferences and the opposite. Accept and reject. Ask for and offer objects and services. Express non-existence and non-membership. Give and ask for information about the academic training received. Fill academic forms with personal information. Recognize and adapt to the organization of interactions and level texts. Organize information in a basic way. Repeat and transmit brief information directly. Intervene in a conversation.

Sociolinguistic and cultural content

Educational stages in the Arab world.

Strategic content

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

**5. Block IV**

Linguistic content

Systematization of verbal morphology. Types of irregular verbs. Conjugation of irregular concave verbs in present and past. Conjugation of laysa: uses (extension). Ordinal numerals. The time. Connectors and markers to order the speech. Connectors change theme.

Thematic content

Routines

Functional contents

Ask for and give information about daily routines. Express where and when something happens accurately. Answer questions by offering information, confirming, refuting, doubting, expressing ignorance or forgetfulness. Express possibility and impossibility. Arrange a meeting. Show agreement and disagreement. Relate actions in the present and in the past. Repeat and transmit simple information. Intervene in a conversation. Order and unite the discourse.

Sociolinguistic and cultural content

The expression of the hour in dialects, especially Maghrebi. Standards of behavior. Leisure. The International 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
Attendance at events and external activities	2,00	0
Development of group work	6,00	0
Development of individual work	20,00	0
Study and independent work	10,00	0
Preparation of evaluation activities	10,00	0
Preparing lectures	20,00	0
Preparation of practical classes and problem	12,00	0
Resolution of case studies	10,00	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

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). Al-yadual A2/A2+: lengua árabe. Almería: Albujaayra
- Aguilar Cobos, J. D., et al. (2010). Ash-shallal B1: lengua árabe. Almería: Albujaayra
- Ammar, Sam; Dichy, Joseph (2008). Les verbes arabes. Paris, Hatier.
- Brustad, Kristen; Al-Batal, Mahmoud; Altounsi, Abbas (2004). Al-Kitaab fii ta'allum al-'Arabia: a textbook for beginning Arabic. Washington: Georgetown University Press.
- Hernández Martínez, Joana (2009). Gramática práctica de árabe: A1, A2 y B1. Almería: Albujaayra.



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.
- M--orales Delgado, Antonio (2014). Gramática árabe comentada. Almería: Albujaayra
- Paradela, Nieves (1998). Manual de sintaxis árabe. Universidad Autónoma de Madrid.
- Reig, Daniel (1999). La conjugaison árabe. Paris, Maisonneuve & Larose.
- 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-zani. Ed. Al-markaz al-dawli li l-takwin al-tarbui. Garnata li l-nashr wa l-khidmaat.

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)



1. Contents

The contents initially collected in the teaching guide are maintained.

2. Volume of work and temporary planning of teaching

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

3. Teaching 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. Evaluation

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. Volume of work and temporary planning of teaching

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

3. Teaching methodology

1. Theoretical / practical class by BBC asynchronous videoconference
2. Theoretical / practical class + publication of materials in the AV
3. Theoretical / practical class with live presentations
4. Theoretical / practical class + AV activities
5. Theoretical / practical class + video conference tutorials
6. Others

4. Evaluation

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.

Others.