

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

Code	35759
Name	Arabic language 4
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	Second 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	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, 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

English version is not available

La Lengua Árabe 4 es una asignatura de carácter obligatorio de la materia optativa Minor en Lengua árabe y sus literaturas. Afianza los conocimientos básicos en lengua árabe adquiridos en las asignaturas Lengua Árabe 1, Lengua Árabe 2 y Lengua Árabe 3 y los completa con los de morfología irregular y sintaxis compleja. Los objetivos básicos de la asignatura son:

Leer correctamente textos árabes no vocalizados y escribir correctamente con el alfabeto árabe.

Utilizar correctamente las cifras y el sistema de transcripción del árabe al alfabeto latino y del alfabeto latino al árabe.

Alcanzar conocimientos fundamentales de morfología regular e irregular y de estructuras sintácticas elementales, básicas y complejas.

Conocer la toponimia más importante, la onomástica de los principales gobernantes, los usos de horarios y los calendarios de los países árabes.

Afianzar las palabras ya adquiridas del vocabulario de alta frecuencia de la lengua árabe culta que permiten mantener diálogos sencillos con personas árabes cultas (hasta 1.250 palabras).

Habilidades para entender textos elementales, con vocabulario de alta frecuencia y estándares, de los medios audiovisuales y de la red Internet así como establecer diálogos sencillos con personas cultas arabófonas.

PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

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

Other requirements

Saber leer y escribir en árabe. Poseer un vocabulario árabe entre 500 y 750 voces de alta frecuencia.

OUTCOMES



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

- 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.
- Conocimientos de gramática en lengua extranjera.
- Competencias comunicativas en lengua extranjera.

1003 - Degree in Hispanic Studies, Spanish Language and Literature

- The ability to gather and interpret relevant data by applying procedures of synthesis, analysis, criticism and self-criticism.
- 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.
- Competencias comunicativas en lengua extranjera.

1008 - Degree in Modern Languages and Literatures

- The ability to gather and interpret relevant data by applying procedures of synthesis, analysis, criticism and self-criticism.



- 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.

LEARNING OUTCOMES

Al acabar el curso se espera que el alumnado sea capaz de:

Escribir las palabras árabes que se le dicten en voz alta.

Leer en voz alta textos vocalizados, con corrección y fluidez.

Escribir, leer y comprender textos sencillos sin vocales.

Utilizar correctamente las cifras y el sistema de numeración, usos horarios y calendarios presentes en los países árabes.

Extraer información cualitativa de las unidades morfosintácticas sin conocer el significado de las palabras utilizando los métodos inductivo, deductivo y analógico.

Entender y expresar conceptos generales en estándar oral árabe y traducir frases sencillas orales de la lengua nativa al árabe y del árabe a la lengua nativa.

Dominar el significado de entre 1.000 y 1.250 voces árabes cultas de alta frecuencia de uso.

Vocalizar correctamente textos árabes en estándar con los elementos lingüísticos que contiene esta Guía Docente.

DESCRIPTION OF CONTENTS

1. BShort description

The Arabic Language I Course covers content corresponding to the basic level of the standard Arabic language included in the CEFR level A2+/B1.1.

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

2. Block I

Linguistic content

Irregular verbs: concave, concave + hamzados. The mudaria mansub: systematization, uses. Pronouns suffixed to the verb and prepositions. Root and shape. Adverbs of frequency, mode and time (magnification). Connectors and markers.

Thematic content

Routines (extension)



Functional contents

Request and give information on ordinary matters (expansion). Express possibility and impossibility. Talk about what amuses us. Express precise frequency, mode and time. Advise. To contrast. Exchange opinion. Intervene in a conversation. Organize and unite the discourse.

Sociolinguistic and cultural content

The weekend in the Arab world. Intercultural contrasts. The family home. Characters.

Strategic content

Strategies for planning, carrying out and correcting oral and written comprehension and expression. Infer into the models with the necessary structures. Activate information discovery and retention mechanisms. Evaluation, self-evaluation and improvement.

3. Block II

Linguistic content

Root and shape. Systematization of the use of mudaria marfu and mudaria mansub. The adjective sentence with an undetermined antecedent. Quantifiers (recapitulation). Connectors and speech markers.

Thematic content

Personal and social relationships.

Functional contents

Express emotions and feelings. Express obligation. Ask and express likes, interests, preferences and the opposite. Describe. Repeat and transmit simple information. Intervene in a conversation. Organize and unite the discourse.

Sociolinguistic and cultural content

Friendship: intercultural contrasts.

Strategic content

Consolidation of what is applied in block I.

4. Block III

Linguistic content

Verbal and nominal morphological schemes (extension). Irregular verbs: concave and defective. The affirmative and negative future. Recapitulation of the negation of the nominal and verbal sentence. Verb + subject agreement in the nominal and verbal sentences. The relative: training. Superlative and comparative sentences of superiority and equality. Connectors and speech markers.

Thematic content

The holidays. Future plans.

Functional contents

Talk about future plans. Express wishes. Contrast present, past and future actions. Compare. Argue reasons and causes, possibility and impossibility. Repeat and transmit simple information. Intervene in a conversation. Organize and unite the discourse.

Sociolinguistic and cultural content

Expressions related to the future and luck.

Strategic content

Consolidation of the applied in the previous blocks.

**5. Block IV**

Linguistic content

Verbal and nominal morphological schemes (extension). Irregular verbs: deaf, assimilated and defective (enlargement). The mudaria majzum. Denial of the past: lam + majzum. Recapitulation of conjunctions and particles of the 3 mudarias. Complementary sentences with an and with anna (extension). Verbal periphrasis. The imperative. Connectors and speech markers.

Thematic content

Job opportunities. The scholarships.

Functional contents

Encourage someone to do something. Give, ask for and justify an opinion. Make a decision and explain why. Formally introduce someone. Respond to being introduced. Clarify what has just been said. Write formal letters. Give information from other sources. Contrast past, present and future actions and situations. Repeat and transmit simple information. Intervene in a conversation. Give and follow instructions. Organize and unite the discourse.

Sociolinguistic and cultural content

Formal presentation formulas. Formal formulas for letter writing.

Strategic content

Consolidation of the applied in the previous blocks.

WORKLOAD

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Development of individual work	19,00	0
Preparation of evaluation activities	13,00	0
Preparing lectures	36,00	0
Resolution of case studies	15,00	0
TOTAL	143,00	

TEACHING METHODOLOGY

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

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

- (Asignatura pendiente de incorporación de nuevo/a docente. El profesor podrá comunicar en el Aula Virtual algún cambio a la guía docente en caso de necesitar adaptar algo)
- 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
- 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.
- Morales Delgado, Antonio (2014). Gramática árabe comentada. Almería: Albujayra
- Paradela, Nieves (1998). Manual de sintaxis 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-zani. 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-zaliz. 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 system will be a Continuous Evaluation system, this system will be the 100% for the first call. Following the framework contemplated in the MECR, the 5 communication skills will be assessed: a. written comprehension; b. written production; c. oral comprehension; d. oral production; and, e. grammar and vocabulary (the latter will be included within the other four). For each of the skills:

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

(B) The assessable tasks mentioned in point (A) will have to be developed within the teaching 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 subject and the teaching staff in charge of this will decide the contribution of each one to the final grade.

- Participation in class (from 10 to 25%)
- Completion and delivery of assignments and assignments (from 25 to 90%)
- Carrying out written assignments 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 submitting all the assessable activities that have been requested during the school period (the student must redo the unapproved assessable activities and may keep the approved grades). In the extraordinary evaluation period, the formative evaluation is not contemplated: all the evaluable activities will be presented in a single delivery on the established date and will only be subject to final evaluation.

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

(F) Carrying out the activities is considered essential to achieve the objectives of the subject. The deadlines for delivery of the activities (whether at the time, to be required in class; or with a fixed deadline) will be strictly respected. Activities not carried out will count as zero (0) and those delivered after the deadline will count with a maximum grade of 5. 75% of the compulsory tasks required for continuous evaluation must have been delivered. To establish the average, the minimum grade required in each of the communication skills is 4/10. If this minimum mark is not reached in any of the competencies, the overall grade for the subject will be less than 5/10 points, failed.

(G) The overall grade for the subject 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 numerical grade of 5 out of 10 points will be considered.

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

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

* The exam will consist of a written test (comprehension and production) and an oral test (comprehension and production), with a series of short questions that will deal with the most basic and important of all the topics 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 grading system will follow the regulations of the University of Valencia approved by the Government Council on May 30, 2017. ACGUV 108/2017.

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 Addenda teaching guide Hibrid Form 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.