



## COURSE DATA

### DATA SUBJECT

**Code:** 35758  
**Name:** Arabic language 3  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1000 - Degree in English Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1001 - Degree in Catalan Studies	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1008 - Degree in Modern Languages and Literatures	Facultat de Filologia, Traducció i Comunicació	4	First quarter
1013 - Degree in Classical Philology	Facultat de Filologia, Traducció i Comunicació	4	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1000 - Degree in English Studies	Minor in Arabic language and literature	ELECTIVES
1001 - Degree in Catalan Studies	Minor in Arabic	ELECTIVES
1003 - Degree in Hispanic Studies, Spanish Language and Literature	Minor in Arabic	ELECTIVES
1008 - Degree in Modern Languages and Literatures	Minor in Arabic language and literature	ELECTIVES
1013 - Degree in Classical Philology	Minor en Lengua Àrabe	ELECTIVES

### COORDINATION

KACIMI - MOURAD

## 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 / LEARNING OUTCOMES

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A capacity for teamwork and interpersonal relationship skills.

Apply information and communication technologies and computer tools to language studies.

asic competences in the translation of texts of different types from a foreign language to ones first language.

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

Interrelate different areas of humanistic studies.

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



Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.

The ability to produce and understand oral and written texts in a foreign language.

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

Work as a team in the environment of language studies and develop interpersonal relations.

## DESCRIPTION OF CONTENTS

### 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+.

### 1. Block I

Prepositions, conjunctions and connectors: purpose, cause, reason and consequence (revision).

The masdar: simple and derivatives, uses and functions.

Demonstrative: pronoun function and determining function (revision).

Temporary markers (II).

### 2. Block II

Predicate prefix.

Verb kana (extension). 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 (II) and past.

Numeral and numbered agreement from 1 to 10 (II).

Questions to ask quantity and price.

Prepositions Connectors and markers.

### **3. Block III**

The past: conjugation and negation.

Concordance numeral and numbered from 11 to 100.

Root and form: fundamental concepts and schemes.

Simple and derived verbs.

Adverbs of time.

Completive substantive sentences with ma $\dot{z}$ dar and with the conjunction "an".

The "mansub" mode.

Personal pronouns fixed to prepositions (II).

Equality comparison.

Connectors and markers to order the speech.

### **4. Block IV**

Types of irregular verbs.

Conjugation of concave irregular verbs in the present and past.

Conjugation of "laysa": uses (extension).

Ordinal numerals.

The time.

Connectors change the subject.

### **Expected thematic contents of the subject**

- Daily activities. The restaurant.
- Leisure. Hobbies
- Academic training.
- Routines.

### **Expected functional contents of the subject**

- Accept and reject.
- To argue.
- Arrange a meeting.
- Give and ask for information about the academic training received.
- Describe and refer to habitual or current actions.
- Expressing condolences.
- Expressing where and when something happens precisely.



- Expressing likes, preferences and interests and their opposites.
- Expressing non-existence and non-membership.
- Expressing possibility and impossibility.
- Expressing feelings.
- Talk about past events.
- Intervene briefly in a conversation.
- Show agreement and disagreement.
- Order and cohesion the speech in a basic way.
- Ask for and give information about daily routines, leisure activities and hobbies.
- Ask for and offer objects and services.
- Ask for quantity and price.
- Ask and argue reason, cause and purpose (review).
- Propose and suggest.
- Recognize and adapt to the organization of interactions and level texts.
- Relate actions in the present and in the past.
- Fill in academic forms with personal information.
- Repeat and transmit simple information directly.
- Answer questions by offering information, confirming, refuting, doubting, expressing ignorance or forgetfulness.
- Suggest activities and react to suggestions.

### **Expected sociolinguistic and cultural contents of the subject**

- The International Day of the Arabic Language.
- Educational stages in the Arab world.
- Expressions of condolence.
- Arab cuisine.
- The expression of the time in dialects, especially Maghreb.
- Rules of behavior.
- Leisure.
- Countries and currencies.

### **Expected strategic contents of the subject**

- Activate personal discovery and retention mechanisms.
- Progressive consolidation of the strategic contents worked on in the previous blocks.
- Basic strategies for planning, carrying out and correcting oral and written comprehension and expression.
- Evaluation, self-evaluation and improvement.
- Infer in the models with the necessary structures.
- Recognition and production of sounds and graphic signs.



If here is any doubt with the English version, the Spanish version is what rules.

These contents will be translated into the following **learning outcomes**:

- 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 analogue 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.
- To vowel texts Arab standards with the linguistic elements that contains this program properly.
- Know and understand, from within the scope of the degree itself, inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	2,00
Individual or group project	26,00
Independent study and work	10,00
Preparation of lessons	32,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

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



- From September 15 to September 28 (Block I)
- From September 29 to November 3 (Block II)
- From November 4 to November 23 (Block III)
- From November 24 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 tutorials and other teaching methods foreseen among those suggested by the UV and other methodological lines in teaching innovation for the development of the training-learning process.

#### a) Activities in the classroom

Theoretical classes: Theoretical presentation of each topic by the teacher.

Practical classes: Exercises, listening, and production and co-production of oral texts. Production and co-production of basic texts.

#### b) Non-attendance activities and work.

b. Content tasks. Before the last school day of the subject, the compulsory tasks must be presented. These tasks complement those of the classroom and will be corrected in the classroom.

c) Another activity is proposed that takes place in person in the classroom and outside of class (PBL project). In principle, the PBL method and the way of working in the classroom and outside are explained. How will they work? The teacher provides the material (text learning methodology problem), the text is read and analyzed. The aim is for students to verify their understanding of the case by reading it. Prior knowledge on the selected topics is provided. A group brainstorming is carried out on the learning interest. The tracks are set. A list of clues that are within the case must be made, so that the students begin to relate what is known, a list of what is known is made. Problems are set. The students establish which are the problems that are implicit in the difficulty of learning. A list of hypotheses or possible explanations is made. Students usually have theories or hypotheses about the causes of the problem. These must be listed and will be accepted or rejected depending on the progress of the method. Learning objectives are established. A list must be made of everything that the students must know to solve the problem. List of vocabulary and grammatical content for learning that they need to learn and to solve or understand. Then the sources of information are established. The teacher should guide the students to the sources of



information, mentioning where the necessary information can be obtained. At the end of this session the students must have everything they have done, constituting the student's material. Check through a checklist of what is available. In the second session he begins to work. Information must be collected or obtained. The team must locate, organize, analyze and interpret information from various sources. Present results. The team delivers the work that is deemed appropriate (presentation of written texts and oral production...) in which they show the solution to the problem through a self-learning method.

This course contributes to achieving the Sustainable Development Goals of the 2030 Agenda, specifically: SDG 4 - Quality Education: promotes the learning of languages and cultures to increase intercultural competence and equitable access to knowledge.

SDG 5 - Gender Equality: integrates a gender perspective into linguistic content.

SDG 10 - Reduction of Inequalities: promotes respect for linguistic and cultural diversity, combating stereotypes and encouraging the inclusion of traditionally underrepresented groups.

Faculty will incorporate activities and materials that highlight these SDGs and will assess, where appropriate, students' ability to relate the course content to these goals.

## EVALUATION

The evaluation system for the subject is Continuous Evaluation. 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. gramatic and vocabulary. For each of the skills:

**(A)** There will be a sufficient number of assessable activities for each of the skills throughout the course of the subject so that each student can obtain their grade by continuous evaluation (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 that lasts for 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 are distributed as follows:

1. Participation in class (10%)

2. Completion and delivery of tasks and activities (compulsory and optional) in class (30%)



3. Completion of work and / or written tests (40%)

4. Project with ABP Method (20%)

**(D)** Regarding the tasks assessable in C2, there will be 2 types of tasks:

- Compulsory: they are the ones that will be computed for obtaining the grade in C2 by means of the relevant percentage average.

- Electives: they will be used to raise the overall final grade for the subject, as long as the final grade has been passed with a 5 out of 10. The summative amount will be obtained according to the average that results from the sum of all the optional tasks of the semester. The following list establishes the final points that can be achieved with the average of the sum of the optional tasks:

- Average from 0 to 3.9 in optional tasks = 0 points
- Average from 4 to 5.49 in optional tasks = 0.1 point
- Average of 5.5 to 6.49 in optional tasks = 0.15 points
- Average of 6.5 to 7.49 in optional tasks = 0.2 points
- Average of 7.5 to 8.99 in optional tasks = 0.3 points
- Average from 9 to 9.49 in optional tasks = 0.4 points
- Average of 9.5 to 10 in optional tasks = 0.5 points

**(E)** Carrying out the activities is considered essential to achieve the objectives of the subject. The deadlines for delivery of mandatory activities (whether at the time, to be required in class; with a fixed deadline; etc.) must be strictly respected.

- Mandatory activities not carried out will count as 0; Those delivered after the deadline (and as the maximum delivery date, the last day of the class) will count with a maximum grade of 5.

- The optional tasks may only be delivered until the deadline that is marked in each of them, counting with a grade of 0 those that have not been delivered or have been delivered after the deadline.

To establish the average, the minimum grade required in each of the communication skills is 4/10. If this minimum grade is not achieved in any of the competencies, the overall grade for the subject will be less than 5/10 points, failed.

**(F)** The delivery/exposition(s) of C3 and C4 by the students should not exceed the term of the last face-to-



face class in that subject.

**(G)** 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 on an exam (75%).

**(H)** The overall grade for the subject will be the average of the marks obtained during the course according to the weights set in (C):  $C1 + C2 + C3 + C4$ .

To establish the average, only the grades passed with a minimum numerical grade of 5 out of 10 points will be taken into account within their respective average in each of the referred sections (C1, C2, C3 and C4).

**(I)** The fraudulent performance in a test or activity will result in a grade 0 in it.

**(J)** The part of C1 will be taken into account from the active participation in class. Under art. 6 (general grading system will follow the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017), this part will be fulfilled if a minimum of 80% of the the hours or the impossibility of attending the sessions due to force majeure has been adequately justified. It must be taken into account that the justification for an absence does not imply active participation, so this will only be taken into account when evaluating the minimum 80% of the hours. This percentage will be defined at the beginning of the course according to the official calendar.

**(K)** Spelling clause. Spelling, orthographic, orthotypographic, grammatical and expressive correctness is a cross-cutting assessment criterion in this subject. For this reason:

- In all written activities (exams, portfolios, individual or group work, text commentaries, etc.), full respect for the academic rules of Spanish (or of the language of delivery, if applicable) will be required.
- Each spelling or typographical error (accents, capital letters, punctuation marks, use of italics/quotes, etc.) will reduce the mark for the exercise by 0,25 points, up to a maximum of 20 % of the total mark for the exercise.
- If the number of errors causes the deduction to exceed 20 %, the exercise shall be graded with a fail (< 4.9).
- The use of non-academic abbreviations, emoticons, SMS language or formulas that do not respect typographical conventions shall be considered a serious fault.
- This penalty is applied independently of other criteria (content, structure, originality, etc.) and will be added, if applicable, to the deductions derived from plagiarism or other conduct contrary to academic



honesty.

Regarding the second sitting, students who wish to pass the course can take the second sitting, where a final exam will assess the five communication skills: a. written comprehension; b. written production; c. oral comprehension; d. oral production; and e. grammar and vocabulary. Therefore, this final exam replaces the result obtained from continuous assessment during the course.

The general rating system will follow the regulations of the University of Valencia approved by the Government Council on May 30, 2017. ACGUV 108/2017.

Intellectual honesty is vital to an academic community and for the fair evaluation of the student's work. All work submitted in this course must be originally authored by every student. No student shall engage in unauthorized collaboration or make use of ChatGPT or other AI composition software.

## REFERENCES

### Basic Bibliography

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### Secondary References

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