



## COURSE DATA

### DATA SUBJECT

**Code:** 35759  
**Name:** Arabic language 4  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2026-27

### STUDY (S)

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

PARRA PEREZ MARIA JOSE

## SUMMARY

Arabic Language 4 is a compulsory subject in the minor in Arabic Language and its Literatures. It builds on the basic knowledge of Arabic language acquired in Arabic Language 1, Arabic Language 2 and Arabic Language 3 and complements it with knowledge of irregular morphology and complex syntax. The basic objectives of the subject are:



To read correctly non-vocalised Arabic texts and to write correctly with the Arabic alphabet.

To correctly use the numerals and the system of transcription from Arabic to the Latin alphabet and from the Latin alphabet to Arabic.

Attain fundamental knowledge of regular and irregular morphology and elementary, basic and complex syntactic structures.

Know the most important toponymy, the onomastics of the main rulers, the uses of timetables and the calendars of the Arab countries.

To consolidate the words already acquired from the high frequency vocabulary of the educated Arabic language which allow for simple dialogues with educated Arab people (up to 1,250 words).

Ability to understand elementary texts, with high frequency and standard vocabulary, from audiovisual media and the Internet as well as to establish simple dialogues with educated Arabic-speaking people.

## 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.

## COMPETENCES / LEARNING OUTCOMES

### 1008 - Degree in Modern Languages and Literatures

A capacity for teamwork and interpersonal relationship skills.

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

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.

### 1013 - Degree in Classical Philology

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

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.

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

## DESCRIPTION OF CONTENTS

### Short 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.

#### 1. Block I

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 (extension).

Connectors and speech markers.

#### 2. Block II

Root and shape. Systematization of the use of the mudaria marfu and the mudaria mansub.

The adjective sentence with indeterminate antecedent.



Quantifiers.  
Connectors and speech markers.

### 3. Block III

Nominal and verbal 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 sentence.  
The relative: training.  
Superlative and comparative sentences of superiority and equality.  
Connectors and speech markers.

### 4. Block IV

Nominal and verbal morphological schemes (extension).  
Irregular verbs: deaf, assimilated and defective (extension).  
Past negation: lam + machzum.  
Recapitulation of conjunctions and particles of the 3 mudarias.  
Completive sentences with "an" and with "anna" (extension).  
Verbal periphrasis.  
The imperative.  
Connectors and speech markers.

## Expected thematic contents of the subject

- Routines (extension)
- Personal and social relationships.
- The holidays.
- Future plans.
- Job opportunities.
- The scholarships.

## Expected functional contents of the subject

- Clarify what has just been said.
- Advise.
- Encourage someone to do something.
- Argue reasons and causes, possibility and impossibility.
- Compare.
- Contrast past, present and future actions and situations.
- Give information from other sources.
- Give and follow instructions.



- Give, ask for and justify an opinion.
- Describe.
- Write formal letters.
- Expressing wishes, emotions and feelings.
- Expressing precise frequency, mode and time.
- Expressing obligation.
- Expressing possibility and impossibility.
- Talk about what amuses us.
- Talk about future plans.
- Exchange opinion.
- Intervene in a conversation.
- Organize and unite the speech.
- Ask for and give information on ordinary matters (extension).
- Ask and express likes, interests, preferences and the opposite.
- Formally introduce someone.
- Repeat and transmit simple information.
- Respond when presented.
- Make a decision and explain why.

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

- Intercultural contrasts.
- The weekend in the Arab world.
- Expressions related to the future and luck.
- Formal presentation formulas.
- Formal formulas for writing letters.
- Friendship: intercultural contrasts.
- The family home.
- Characters.

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

- Activate information discovery and retention mechanisms.
- Consolidation of what is applied in the blocks.
- 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.

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 dictated Arabic words aloud.
- Read aloud vocalised texts correctly and fluently.
- Write, read and understand simple texts without vowels.
- Correctly use the numerals and numbering system, time zones and calendars present in Arab countries.
- Extract qualitative information from morphosyntactic units without knowing the meaning of the words using inductive, deductive and analogical methods.
- Understand and express general concepts in standard spoken Arabic and translate simple spoken sentences from the native language into Arabic and from Arabic into the native language.
- Master the meaning of the vocabulary seen throughout the thematic blocks.
- Vocalise correctly standard Arabic texts with the linguistic elements contained in this teaching guide.
- 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	0,00
Individual or group project	19,00
Independent study and work	0,00
Preparation of lessons	36,00
Preparation for assessment activities	13,00
Resolution of case studies	15,00
<b>Total hours</b>	<b>83,00</b>

## TEACHING METHODOLOGY

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



- From February 1 to February 28 (Block I)
- From March 1 to March 28 (Block II)
- From March 29 to May 1 (Block III)
- From May 2 to May 21 (Block IV)

### **Theoretical-practical classes in person + asynchronous**

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
  - a. Theoretical classes: Theoretical presentation of each topic by the teacher.
  - b. 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.
- c. 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.

- d. 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 Methodology (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(s)/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

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, unless its use forms part of the subject content and is authorised by the teaching staff.

\*Spelling, orthotypographic, grammatical, and stylistic accuracy is a cross-cutting assessment criterion in this course. Therefore:

1. In all written activities (exams, portfolios, individual or group assignments, text commentaries, etc.), full adherence to academic standards of Spanish (or the relevant submission language, if applicable) will be required.
2. Each spelling or orthotypographic error (accents, capitalization, punctuation, use of italics/quotation marks, etc.) will result in a deduction of 0.25 points from the exercise's grade, up to a maximum of 20% of the total score.
3. If the number of errors leads to a deduction exceeding this 20%, the exercise will receive a failing grade (< 4.9).
4. The use of non-academic abbreviations, emoticons, SMS-style language, or forms that do not respect typographic conventions will be considered a serious error.
5. This penalty applies independently of other assessment criteria (content, structure, originality, etc.) and may be added, where applicable, to deductions related to plagiarism or other violations of academic integrity.

## REFERENCES

### Basic Bibliography

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### Secondary References



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