



O.P. Jindal Global University
A Private University Promoting Public Service

COURSE MANUAL

Arabic Level 1

Course Instructor

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O.P. JINDAL GLOBAL UNIVERSITY

JINDAL SCHOOL OF INTERNATIONAL AFFAIRS

2026

Part I

Course name: Arabic level 1

Course Code: UG and PG (First and **second year**) Far 0001

Course Duration: One Semester

No. of Credit Units: 4

type of course: cross elective

Medium of Instruction: Arabic and English

Pre-requisites: students who know nothing or little of Arabic

Precursors: the semitic feature of Arabic – agreement in number
And gender of components of linguistic elements.

Equivalent Courses: None

Part II

Aims -

- **Help students to grasp the language basic features and easily use them in a practical living situation and understand Arabic culture through language.**
- **Qualify students with the basic approach to easily read, write, speak, understand and interact with others in Arabic.**
- **Explain to students the structures of Arabic parts of speech, sentences, forms of affirmative, negative and interrogative sentences through practical usage of the language in comparative approach to English.**
- **Enable students to observe the fundamental linguistic structures and variations and exercise them to become natural tools for communication.**
- **Introduce students to the basic linguistic features of phonetics, semantics, syntactic and grammatical structures of the Arabic language.**

Develops-

- **Students' extensive knowledge of vocabulary and expressions of social interaction.**
- **Ability of students to read, write and speak Arabic.**
- **Train students to easily approach and communicate in social environments.**
- **transparent and open comparison of disparities between English and Arabic regarding semantic meaning, syntactic structures and grammatical rules.**
- **Analytical thinking about relevance of agreement in number and gender to nouns, pronouns, adjectives, types of sentences, sound's variations of alphabet letters and changes to their shapes of writing when they occur at the initial, middle and final positions.**
- **Introduces students to an inclusive approach to how to form sentences reflecting the interrelationship between the subject and verb of a sentence regarding tenses in present, past and future, as well as noun and adjective.**

Course Intending Learning Outcomes	Teaching and Learning Activities	Assessment Tasks/Activities
<p><i>Have an Overview of how to build up their linguistic skills of listening, reading, and writing.</i></p> <ul style="list-style-type: none"> • Grasp the features of the language and its disparities with English regarding alphabets' sounds, writing and reading. • Learn 700 basic words and social expressions. • Interrelationship between the parts of speech, sentence types of structure and elements such as nouns, pronouns and adjectives'; agreement in number and gender. • able to easily communicate with others. 	<p><i>Reading and writing of Assigned Materials and short social interactive conversation texts.</i></p> <ul style="list-style-type: none"> • Sending weekly specialized handouts to them before every lecture to read and ask questions in class and during the office hours. <p>Lectures</p> <ul style="list-style-type: none"> • Detailed 15 lectures of illustrations, exercises will be sent to the students to read before the class, and practiced by students in class • Screened. – Video types with explanation focusing on shapes, sounds and style of writing, listening and pronouncing in Arabic will be screened. • Office hours to help Students who face problems. 	<p><i>One Timed End Semester sit- in exam (30 % of the total grade)</i></p> <p><i>One Mid-Semester Assignment (30 % of the total grade.</i></p> <p><i>One Mid – semester exam 30% of the total grade.</i></p> <p><i>Attendance & Participation (10% of the total grade.)</i></p>
<p>➤ Analyse processes, causes and outcomes of changes on the linguistic features, especially the subtleties of language</p> <ul style="list-style-type: none"> ✧ Phonetics-sounds, shapes and writing- precursors of alphabet letters. ✧ Syntactic- patterns, forms of sentence structures. ✧ Grammatical- precursors of agreement in number and gender. 	<ul style="list-style-type: none"> • Detailed Lectures with extensive exercises to grasp the subtleties of language regarding: <ul style="list-style-type: none"> • Disparities of Arabic and English through • Discussion and exercises in classroom and office hours to ensure absorbing the linguistic features. 	<ul style="list-style-type: none"> ▪ Throughout the course activities, students will be assessed on their progress in-class interaction, analysing any assigned request and the response to the outcomes of their processes in all three assessment tasks/activities.
<p>➤ Challenge to address relevance of the linguistic</p>	<p><i>Lectures.</i></p>	

<p>features of Arabic in comparison to English, ✧ Divergent grammatical rules and sounds regarding alphabet letters writing, agreement in number and gender, sentence structures.</p>		<p><i>Preparation for class</i></p> <ul style="list-style-type: none"> • Students will read the materials sent to them prior to class to get an idea of what will be discussed in class. <p><i>Assignments writing</i></p> <ul style="list-style-type: none"> • <i>On the weeks exercises.</i> 	<ul style="list-style-type: none"> • All three assessment tasks/activities will evaluate student's creativity, capability and argumentation on different sides of key debates on MENA Politics
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Part III

Course Description

The course aims to teach students who do not have any or limited knowledge of Arabic. It comprises 14-15 weeks' lectures in class, viewing effective YouTube videos and office hours explanations. It focusses on extensive training of students to help them grasp the discrepancies between the features of Arabic and English languages from all linguistic dimensions, starting with the following:

- a) The Phonetic Features.** This aspect relates to pronouncing and writing the disconnected and connected alphabet letters, considering the Arabic different shapes of the letters which are based on their initial, middle and final positions, compared to the different shapes of alphabets that exist in one language and don't exist in the other; like ط، ق، ء، ع، غ، ح، الخ. ص، ض، which don't exist in English, and so is the case of short/ semi- vowel sounds; like on the letter سْ، سُ and other sounds markers, like Shadda- double sounds- with short vowels in سُ، سِ، سَ or Tanween- shadda with double short vowel sounds- سِ، سِ، سِ.
- b)** On the other hand, semi-vowel English sounds; like the ones that appear in **go, bite, bate, put** are not found in Arabic, but rather reflected in a combination of letters or short/ semi- vowel sounds.
- c) The Syntactic Features.** This aspect relates to the structure and usage of Arabic parts of speech, considering the distinctive inflectional features of

Arabic, such as **agreement in number and gender between such parts** which determine the interrelationships between them and based on **the grammatical rules of Arabic**, like:

- a) **Nouns**. This section involves knowing whether they are singular, dual, plural in tandem masculine or feminine like in; a student/ **s-m** > طابِبٌ < a student/s/ **f**, > طالِبَةٌ < two students/ **dual/m**, > طالبان <, two students/**dual/f** > طالبتان <, students/ **plural/m**, > طلابٌ <. Students/ **plural/f** > طالباتٌ <. We notice here that **in English the noun-student-** does not change.
- b) **Isolated and connected pronouns**. This section relates to who the addressor/s are, bearing in mind what section (a) above explains, considering what position and function the pronoun represents, such as, **subject** or **object** in a verbal sentence, and **mubtadaa'** and **khabar** in a nominative Arabic sentence, like in:

b.1) isolated pronouns as subject or mubtadaa'

b,1. a) When the addressor/s are present regardless of gender, like **I, we** > أَنَا، نَحْنُ < respectively would be called **subject** when followed by **a verb**, or **mubtadaa'** when followed by **a noun, adjective or adverb of place**.

b.1.b) like; **He, She**, هُوَ، هِيَ respectively.

b.1.c) like; **dual They** > هُمَا < when the addresses are not present and **regardless of gender**. However, the verb's conjugation changes.

b.1. d) like; **plural/m/f They** > هُنَّ، هُمْ < considering agreement in number and **gender**.

b. 1. e) like; **You** in cases of **singular/m/, singular/f, dual/m and f/, plural /m and f**. and the addressee/s are present would be > أَنْتَ، أَنْتِ < respectively.

b.2) connected pronouns are:

b.2.a) **pronouns connected to the final Arabic alphabet letter of the nouns as adjectives** in which the **rule of agreement in number and gender** applies, depending on agreement between number and

English by adding **Ly** to the final letter of the adjective in **most cases**, like; he walks quickly > هُوَ يَمْشِي بِسُرْعَةٍ.

d) **Structure of Arabic sentences compared to English.** In general, a sentence is a group of words put together according to the grammatical rules of a given language and give a complete meaning. This applies to English and Arabic.

However, in English we have one type of sentences with a **finite/ root verb** which has only one change when the subject is third person singular noun or pronoun, like I go and he goes- not going or to go- including **auxiliary verbs -helping verbs-** which are categorized into two main types: 1) **primary auxiliaries (be, have, do)** and **modal auxiliaries- can, will, must, etc.-** supporting the main verb to clarify the grammatical context. The sentence has a specific order, such as subject, verb, object, compliment, adverb of place and time.

Whereas, in Arabic we have two types of sentences:

d.1) **The Arabic verbal sentence** must have a **finite verb** which **changes** where the subject of the sentence changes **in accordance with sub-sections b.1.a- b.1.e, above.** and the order of the sentence's components and structure is **verb, subject, object, compliment, adverb of place and time,** depending on topicalization and intonation.

d.2) **The Arabic nominative sentence** does not have a **finite verb nor the primary auxiliary (be).** In this case, the sentence comprises 1) **mubtadaa'** which could be **noun, pronoun or adjective,** and 2) **khabar** which could be **noun, adjective, adverb of place.** Examples, like; **the student is my brother** > الطالبُ أخي, **he is my brother** > هُوَ أخي, **the student/he is in the classroom** > الطالبُ هُوَ في الصَّفِّ, **the student/he is clever** > الطالبُ هُوَ ذَكِيٌّ < in these sentences, we notice the primary auxiliary verb (be) is absent, الطالبُ هُوَ is mubtadaa' and ذَكِيٌّ في الصَّفِّ is khabar, according to the Arabic rule of **agreement in number and gender as we explained above,** it must be applied.

And that how to read and write Arabic to build up their acoustic listening to

further develop the students' skills of writing, sound Arabic composition from a grammatical perspective, basic grammatical structure and the acquisition of an active vocabulary of about 700-1000 words and expressions.

Content of the course lectures.

This covers the **simple comprehension of written and oral texts**, fluency in conversation in daily living situations, leading to some cultural topics of social interaction contexts. **The medium of interaction** at this level is **basically English and Arabic** with some intermittent explanations **in English regarding linguistic, phonetic and syntactic features of both English and Arabic.**

This Level begins with basic concentration on **learning the sounds and shapes of the Alphabet letters in Arabic along with essentials of grammar, vocabulary and expressions needed in daily life.** The grammatical part will concentrate on **sentence structure** (both verbal and Nominative sentences), in affirmation, negation, interrogation, noun phrases (NPs), verb phrases (VPs), and prepositional phrases (PPs) connectivity. Besides, students are expected to diversify their reading and writing skills.

At this stage, students are expected **to express themselves in oral and written Arabic discourse on some social interaction topics, including abstract ideas, and write simple sentences.** Students' proficiency in all skills; reading, comprehension, listening, speaking and writing is expected to have developed.

Based on the assumption that students may master the essentials of Arabic Grammar and learn at least 700-1000 words and expressions during this semester, **students are expected to master their comprehension and proficiency skills, particularly in reading, comprehension and discussion of various subjects, and to be able to read, write and discuss a variety of social subjects of everyday needs.**

Syllabus and Course Design

The course level includes:

- Proper spelling of the Arabic Alphabet letters- phonetic level.
 - comprehension, conversation, and being able to communicate in social interaction in writing and conversational levels.
 - Grammar- syntactic level.

- Listening and Comprehension
- Writing and Dictation
- Conversation

why should students learn Arabic?

Arabic Language is a working language at the UN and its various agencies, as well as at regional and international conferences and seminars. In addition to this, large number of Indian expatriates are working or aspire to work in the Arab countries, particularly the Gulf. Hence, the importance of being able to communicate and interact easily with the community individuals makes it not only important but imperative if you are seeking any job opportunity in any Arab country. This course will lay a solid ground to enable students to acquire and absorb the tools that will help them achieve their dream.

Course Evaluation

- Attendance & participation, assignment (10% of the total grade)
- Assignment1 (30% of the total Grade)
- Mid-term exam 30% of the total Grade)
- Mid- Term exam (30 % of the total Grade)
- End Term Exam (30 % of the Total

<i>COURSE LETTER GRADES AND THEIR INTERPRETATION</i>			
Letter Grade	Percentage of Marks	Grade Points	
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.

A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Required Texts-

- Mahdi Alish, revised with Allen Clark, *Ahlan wa Sahlan: Functional Modern Standard Arabic for Beginners, second edition (2010)*, Yale University, USA.
- Reading of the materials to be sent to students before and after every class which are prepared for non- native speakers of Arabic with reference to Indian Students.
- Viewing the videos to be sent to them.
- Compiling the vocabulary list of word and expressions sent to them.

