



THE UNIVERSITY OF ARIZONA  
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

# Center for Middle Eastern Studies

## Arabic and Other Influences on the Spanish Language

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### Objectives:

The student will use his/her knowledge of derivation patterns in Spanish to identify and categorize words with roots in Arabic or Náhuatl.

### AZ State Standards:

COMP.N.1: The student can recognize and compare words, true and false cognates, sound patterns, and basic grammatical structures of the target language with his/her own language (as applicable). (AZED, p. 16)

COMP.I.1: Explain and compare features of target language (e.g., language patterns, expressions, sentence structures) with his/her own language (as applicable). (AZED, 16).

### Key vocabulary:

árabe

prefijo

léxico

sufijo

náhuatl

préstamo

moro(s)

## Lesson 1: Arabic words in Spanish

Student will identify Arabic words in Spanish by using a list, and will show comprehension of the words by designing a slide that includes a photo of each word.

Steps:

1. Student will watch the following video that demonstrates similarities between Arabic and Spanish.

<https://www.youtube.com/watch?v=A0e4mkzBdCs>

2. Student will view the presentation designed by the professor on the cultural and linguistic influence of Arabic on Spanish (See Powerpoint “Arabic in Spanish”).

3. Student will choose a letter of the alphabet and will make a list of words that start with (or include) the letter, using the following webpage.

<http://www.ctspanish.com/arabic/arabic.htm>

4. Student will confirm the origin of the word by carrying out a search in the Real Academia Española dictionary.

<http://www.rae.es/>

5. Student will design a slide that includes the researched words and a photo of each word.

6. Student will present said slide.

7. In groups, students will discuss patterns that they noticed while viewing the slides (for example, vocabulary having to do with culture, food, construction, etc; prefixes al-, a-; suffixes -acho -í, etc).

## Lesson 2: Náhuatl words in Spanish

Student will identify Náhuatl words in Spanish by using a list, and will show comprehension by designing a slide that includes a photo of the word. (See Word document List of Nahuatlismos).

Steps:

1. Student will view the presentation designed by the professor that covers the cultural and linguistic influence of Náhuatl on Spanish. (See Powerpoint Náhuatl en el español).

2. Student will view a video about animals in Náhuatl to hear how it sounds.

<https://www.youtube.com/watch?v=n55OnXzjbng>

Another source on Náhuatl in Spanish:

[https://www.youtube.com/watch?v=ico0UHLyS\\_0](https://www.youtube.com/watch?v=ico0UHLyS_0)

3. Student will choose a letter of the alphabet and will make a list of words that begin with (or that include) that letter using the list created by the professor. (See Word Document List of Nahuatlismos).

4. Student will confirm the origin of the word by carrying out a search in the Real Academia Española dictionary.

<http://www.rae.es/>

5. Student will design a slide that includes the words and a photo of the words.

6. Student will present said slide.

7. In groups, students will discuss patterns that they noticed while viewing the slides.

### **Lesson 3: Arabic and Náhuatl in Spanish and conclusions**

Student will use his/her knowledge of the cultural and linguistic influence of Arabic and Náhuatl to classify words according to their linguistic origin, Arabic or Náhuatl.

1. Student will classify words according to their linguistic origin, Arabic or Náhuatl. (See Smartfile or Word document Sort Arabic Náhuatl/Sort Arabic Náhuatl food).

2. Conclusion/Evaluation: Student will summarize his/her knowledge of the linguistic influences of Spanish by filling out a questionnaire (See Word Document Conclusions).

3. Possible activity/evaluation: Throughout the semester, student will maintain a list of words that grab his/her attention and will make note of their linguistic origin.

## **Bibliography:**

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