

Foreign language and translation C6 (Arabic)

Code: 101359
ECTS Credits: 6

| Degree | Type | Year | Semester |
|--------------------------------------|------|------|----------|
| 2500249 Translation and Interpreting | OB | 4 | 1 |

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Use of Languages

Principal working language: (ara)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Other comments on languages

Spanish and Catalan will be used regularly in translation classes and sporadically in language classes. A B2 level is required in at least one of this two languages

Teachers

Hesham Abu-Sharar Abu-Sharar

Prerequisites

To take this subject, students must be able to:

- Understand relatively complex written texts in Arabic about personal and general topics belonging to familiar fields (CEFR-FTI B1.2.).
- Produce written texts about personal and general topics belonging to familiar fields (CEFR-FTI B1.1.).
- Understand simple and clear oral texts about everyday issues (CEFR-FTI A2.1.).
- Produce simple oral texts about everyday issues (CEFR-FTI A2.1.).
- Identify and solve basic translation problems of simple and non-specialized narrative, descriptive and informative texts in Modern Standard Arabic (MSA) belonging to the Arabic-Spanish/Catalan specific pair.

Objectives and Contextualisation

The aim of this subject is to continue with the students' development of their communicative skills in Arabic, and to consolidate their ability to translate simple non-specialized texts of different types in Modern Standard Arabic.

2 ECTS will be devoted to language and 4 ECTS to translation.

At the end of the course, students must be able to:

- Understand written texts of different types about personal and general topics belonging to familiar fields (CEFR-FTI B2.1.).

- Produce relatively complex written texts about personal and general topics belonging to familiar fields (CEFR-FTI B1.2.).
- Identify and solve translation problems of simple non-specialized literary texts in Modern Standard Arabic.

Competences

- Applying cultural knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- Solving translation problems of non-specialised texts.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.
- Using documentation resources in order to translate.
- Using technological resources in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying lexical, morphosyntactic, textual and rhetorical knowledge.
5. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve translation problems of non-specialised texts of different topics, approaches, and styles, and basic specialised texts.
6. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems.
7. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the translation of non-specialised texts of different topics, approaches and styles, and basic specialised texts.
8. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of clear verbal texts about general topics.
9. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of texts about general topics of well-known areas of a certain complexity.
10. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised texts of different topics, approaches, and styles, and basic specialised texts.
11. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
12. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
13. Identifying the specific translation problems of non-specialised texts: Identifying the specific translation problems of non-specialised texts.
14. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about general topics.
15. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-specialised texts of different topics, approaches, and styles, and basic specialised texts.

16. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
17. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand clear verbal texts about general topics.
18. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics of well-known areas.
19. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend non-specialised texts of different topics, approaches, and styles, and basic specialised texts.
20. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to translate non-specialised texts of different topics, approaches and styles, and basic specialised texts.
21. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about general topics, that are appropriate to their context and possess linguistic correction.
22. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised texts of several topics and styles, and basic specialised texts.
23. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about personal and general topics from well-known areas that are appropriate to their context and possess linguistic correctness.
24. Solving interferences between the working languages: Solving interferences between the working languages.
25. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know different types of translation problems and errors of basic non-specialised texts of different topics, approaches and styles.
26. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies in order to solve translation problems of non-specialised texts of different topics, approaches and styles, and basic specialised texts.
27. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques to solve translation problems of simple specialised written texts.
28. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve translation problems of non-specialised texts of different topics, approaches and styles, and basic specialised texts.

Content

TRANSLATION

- Personal and group translation into Catalan or Spanish of contemporary literary texts written in Modern Standard Arabic (short story, novel, poetry and theater).
- Exercises to strengthen reading and lexical skills (in the classroom).
- Set up an exhibition at the FTI hall on a specific topic related to the Arabic contemporary literature (for example, Syrian literature, Arabic literature written by women, etc.)
- Translation into Catalan or Spanish of a short story originally written in Arabic by the students themselves.

LANGUAGE

Grammar:

1. Linguistic linkers (follow-up)
2. Specification complement (زِيْمَت)
3. *Nisba* adjectives

4. Verbs of "state" (لأح ةلمج)

5: Consideration verbs (10th form)

6. Conditional clauses

Written and oral comprehension and expression:

Exercises to develop written comprehension of texts of different genres (expository, argumentative, instructive) with an emphasis on contrastivity.

Exercicies to produce written texts (essays and summaries of literary stories based on written or audiovisual material) on topics worked in class.

Exercises to develop oral expression and comprehension, such as presentations, video watching, etc.

Exercises to expand lexicon, improve oral competence and acquire stylistic resources.

Socio-cultural knowledge:

Exercises to expand and deepen the knowledge about the language and the Arab world and culture from a contrastive perspective.

Exerciciesto promote the knowledge of the Arab culture and its connection with the own culture.

Exercices to recognize and take advantage of the learning situations outside the classroom.

Exercices to development of oral expression and comprehension.

Exercices to expand lexicon, oral competence and acquire stylistic resources.

Methodology

The contents of the subject will be developed through (1) oral explanations given by the teachers and (2) through wide range of exercises to achieve and systematize these contents.

(1) The oral explanations aim at the comprehension and acquisition of grammatical, lexical and translation contents.

(2) The exercices are a series of activities, such as written production assignments, lexical and gramatical exercises and translation of simple texts extracted from the contemporary Arabic literature.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|--|-------|------|-------------------|
| Type: Directed | | | |
| Language: Grammar and vocabulary exercises | 2 | 0.08 | 2, 17 |
| Language: Oral comprehension assessment activities | 1.5 | 0.06 | 17, 8 |
| Language: master classes | 4 | 0.16 | 9, 10 |
| Language: oral production assessment activities | 1.5 | 0.06 | 3, 14, 21 |
| Language: written comprehension assessment activities | 4 | 0.16 | 18, 19, 9, 10 |
| Language: written production activities | 2.5 | 0.1 | 2, 16, 23 |
| Translation: Analytical and comprehensive reading of texts in Arabic | 30 | 1.2 | 18, 19 |

Type: Supervised

| | | | |
|---|----|------|---|
| Language: supervision and review of exercises | 4 | 0.16 | 18, 19, 9, 10 |
| Language: supervision and review of oral and written activities | 3 | 0.12 | 1, 2, 3, 4, 6, 5, 18, 19, 17, 16, 15, 14, 9, 10, 8, 25, 26, 12, 13, 20, 23, 22, 21, 7, 24, 11, 27, 28 |
| Translation: Individual translation of texts in Arabic | 15 | 0.6 | 13, 7, 11, 28 |
| Type: Autonomous | | | |
| Language: Grammar and vocabulary exercises | 5 | 0.2 | 16, 23 |
| Language: written comprehension assessment activities | 8 | 0.32 | 18, 19, 9, 10 |
| Language: written production activities | 12 | 0.48 | 2, 16, 23 |
| Translation: Documentation activities | 20 | 0.8 | 6, 5 |
| Translation: Individual translation of Arabic texts | 30 | 1.2 | 1, 2, 3, 4, 6, 5, 18, 19, 17, 16, 15, 14, 9, 10, 8, 25, 26, 12, 13, 20, 23, 22, 21, 7, 24, 11, 27, 28 |

Assessment

Students must pass both parts of the subject (language and translation) to be assessed.

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|---|-----------|-------|------|---|
| Language: Grammar knowledge assessment activities | 20% | 0.5 | 0.02 | 2, 16, 23 |
| Language: Vocabulary assessment activities | 5% | 0.5 | 0.02 | 2, 16, 23 |
| Language: oral production assessment activities | 2,5% | 0.5 | 0.02 | 3, 14, 21 |
| Language: written comprehension assessment activities | 2,5% | 0.5 | 0.02 | 18, 19, 9, 10 |
| Language: written production assessment activities | 20% | 0.5 | 0.02 | 2, 18, 16, 23 |
| Translation: Vocabulary acquisition exercises | 20% | 1.5 | 0.06 | 2, 24 |
| Translation: translation of texts | 30% | 3.5 | 0.14 | 1, 2, 3, 4, 6, 5, 18, 19, 17, 16, 15, 14, 9, 10, 8, 25, 26, 12, 13, 20, 23, 22, 21, 7, 24, 11, 27, 28 |

Bibliography

A) Books, dictionaries and trainer's guides (hard-copy):

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- Abu-Sharar, Hesham (2015). *Árabe para extranjeros: textos de lectura*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona. Col·lecció Materials, 190. 2^a edició.
- Aguilar Cobos, José David (2017). *El archivo del verbo árabe; cuaderno de ejercicios*. Melilla: Ediciones Albuja. Albuja.
- Aguilar, Victoria; Manzano, Miguel Ángel; Pérez Cañada, Luis Miguel; Saleh, Waleed & Santillán, Paula (Eds. 2010). *Enseñanza y aprendizaje de la lengua árabe. Arabele 2012*. Murcia: Ediciones de la Universidad de Murcia.
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- Baker, Mona (2006). *Translation and Conflict. A Narrative Account*. Oxon-New York: Routledge.
- Castells, Margarita & Cinca, Dolors (2007). *Diccionari àrab-català*. Barcelona: Enciclopèdia Catalana.
- Castells, Margarita (2017). *La morfologia verbal de l'àrab*. Facsimil sin editor todavía, cedido por la autora.

- Cinca, Dolors (2005). *Oralitat, narrativa i traducció; reflexions a l'entorn de Les mil i una nits*. Vic: Editorial Eumo.
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- Dickins, James; Hervey, Sándor & Higgins, Ian (2002). *Thinking Arabic Translation. A course in Translation method: Arabic to English*. London-New York: Routledge.
- Elgibali, Alaa & Korica, Nevenka (2014). *Media Arabic. A Coursebook for Reading Arabic News*. Cairo-New York: American University in Cairo Press.
- Gil-Bardají, Anna (2008) "[La recepción de la literatura árabe en España: del etnocentrismo cultural a la multiculturalidad](#)". En: María Cecilia Trujillo Maza ed. *Actas del IV Congreso de la Asociación ALEPH. Lectores, editores y audiencia. La recepción en la literatura hispánica*. Vigo: Academia del Hispanismo.
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- Gil-Bardají, Anna (2008) "[Traducción, hegemonía e intercambio cultural. La recepción de la literatura marroquí en España](#)". *Quimera*, 295: 17-24
- Gil-Bardají, Anna (2008). "[Orientalismo y traducción](#)". *Afkar/Ideas: revista trimestral para el diálogo entre el Magreb, España y Europa*, 16:94-98.
- Gil-Bardají, Anna (2009) "Academic discourses and translation from Arabic: a case study from the Spanish tradition". *Babel, International Journal of Translation*, 55(4): 381-393.
- Gil-Bardají, Anna (2009) "[Edward Said, treinta años después](#)". *La Torre del Virrey, revista de Estudios Culturales*, 7:61-66.
- Gil-Bardají, Anna (2009) "[Entre el delito y el deleite: la traducción del universo báquico de Abu Nuwás](#)". *Quaderns, Revista de traducció*, 16: 265-281.
- Gil-Bardají, Anna (2009) "[La construction sémiotique de l'alterité dans les peritextes de la traduction de Julián Ribera de "L'Histoire de la conquête de l'Espagne" d'Ibnal-Qutiyya de Cordue](#)". *Revue Forum*. Paris: Press de la Sorbonne Nouvelle. 7(1):39-59.
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- Moustauoi Sghir, Adil (2015). *Árabe en los medios de comunicación*. Melilla: Ediciones Albujaayra.
- Paradela Alonso, Nieves (2009). *Manual de sintaxis árabe*. Madrid: Universidad Autónoma de Madrid, Servicios de Publicaciones. 2ª edición.

B) Links to on-line resources:

- Al-Jazeera Learning Arabic:

<http://learning.aljazeera.net/en>

- Arabic Media:

<http://arabic-media.com/arabicnews.htm>

- Arabic Resources, Global Wordnet Association:

<http://globalwordnet.org/arabic-wordnet/arabic-resources/#0.0.2.1%20Arabic%20Monolingual%20Corpora.outlin>

- Buscador de ideas relacionadas:

<http://www.ideasafines.com.ar/buscador-ideas-relacionadas.php>

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<http://escueladetraductores.uclm.es/cuadernos-de-la-escuela-de-traductores/>

- CREA (Corpus de Referencia del Español Actual):

<http://corpus.rae.es/creanet.html>

- Diccionari Alcover-Moll:

<http://dcvb.iecat.net/>

- Diccionari de l'Enciclopèdia Catalana:

<http://www.diccionari.cat/>

- Diccionario Al-Baheth:

<http://www.baheth.info/>

- Diccionario de dialecto egipcio:

<http://www.livingarabic.com/egyptian-arabic-dictionary.php>

- Diccionario de dialecto marroquí:

<http://darijadictionary.com/>

- Diccionario de la Real Academia de la Lengua Española (DREA):

<http://www.rae.es/diccionario-de-la-lengua-espanola/la-23a-edicion-2014>

- Diccionaris en català:

<http://www.diccionaris.cat/>

- Lexicool árabe-español-árabe:

<http://www.lexicool.com/diccionario-traduccion-arabe.asp>

- Lexilogos árabe-francés-árabe:

http://www.lexilogos.com/english/arabic_dictionary.htm

- Lexilogos árabe-inglés-árabe:

http://www.lexilogos.com/arabe_langue_dictionnaires.htm

- Mo3jam, Dictionary of Colloquial Arabic (muy básico):

<http://en.mo3jam.com/>