

**Foreign language and translation C2 (Arabic)**

Code: 101395  
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	2

### Contact

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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

### Prerequisites

At the start of this course students should be able to:

Understand simple written texts about everyday topics. (CEFR-FTI A2.1)

Write simple texts about everyday topics (CEFR-FTI A2.1)

### Objectives and Contextualisation

The aim of this course is to consolidate the development of the students' basic communicative competencies in C Language (Arabic) to prepare them for direct translation.

By the end of the course students should be able to:

Understand written texts about everyday topics. (CEFR-FTI A2.2)

Write about everyday topics. (CEFR-FTI A2.2)

Understand short and simple utterances in Arabic on topics related to the immediate environment. (CEFR-FTI A1.2)

Express themselves in spoken Arabic on topics related to the immediate environment using very short and simple constructions. (CEFR-FTI A1.2)

### Competences

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.

### Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic and textual basic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual basic knowledge.
6. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of short and simple written texts about subjects related to the immediate environment.
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
8. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts about general topics.
9. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple verbal texts about topics related to the immediate environment.
10. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend information of short and simple verbal texts about the immediate environment.
11. 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 from a wide variety of fields and registers.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
13. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple verbal texts about topics related to the immediate environment.
14. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics with linguistic correctness.

## Content

Development of linguistic knowledge

عراضم ل لعفل ب ص اون Particles that govern subjunctive-

عراضم ل لعفل مز اوج - Particles that govern apocopado -

ن امزل ا فرظ The adverbs of time -

ن اكم ل ا فرظ The adverbs of place -

ن ا ، ن ا ، ن ا : ب ص ن ل ا ف ورح Subjunctive and accusative particles -

ا ه ت ا و خ ا و ن ا ك Kana and her sisters -

ا ه ت ا و خ ا و ن ا Inna and her sisters -

و ذ ، و ف ، م ح ، خ ا ، ب ا : ة س م خ ل ا ء ا م س ا ل ا The five irregular names -

و ذ / ت ا ذ / (Zu / Zatu (de) -

ل و ص و م ل ا م س ا ل ا -The prayer of relative

ر ي غ ، م د ع ، س ي ل ، ا ل - Negation particles

- The exception الـ طَاقَ / رِيَّغَ ، يوس ، الـ : ءانثتس الـ

Yusivo- رمأل مال

The hamza - ةزمه لـ

- The comparative لـ يضفتل مسـ

- The comparison of superiority

- The inferiority comparison

- The equality comparative

- The superlative

- The syntax of the active participle لعافل مسـ

- The syntax of the passive participle لوعفم لـ مسـ

- The circumstantial attribute لـ احـ

The irregular plurals- ريسكتل عمج

Development of reading comprehension

Exercise and expand the reading comprehension of simple narrative texts with an emphasis on capturing the triconsonan and derivative structure-

Development of written expression

Encourage the production of written texts (essays and summaries) on topics studied in class-

Development of oral expression and comprehension

Exercise phonetic correction and expand oral competence in everyday topics-

Development of sociocultural

Expand knowledge about the language and the Arab world from the thematic fields studied from a contrastive perspective-

## Methodology

The contents of the subject will be developed from oral explanations of the teacher and the performance of tasks aimed at achieving them. Although the former are aimed at the compression and acquisition of grammatical and lexical contents, the tasks are a series of activities oriented to their systematization: comprehension and written production activities, lexical review activities, expression activities and oral production that will be specified in readings and compression of written and oral texts, writing essays, grammar exercises mainly exercises.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class (lecture)	15	0.6	

Performing written production activities	10	0.4
Realization of oral comprehension activities	5	0.2
Realization of oral production activities	5	0.2
Realization of reading comprehension activities	28	1.12
Resolution of exercises	20	0.8
Type: Supervised		
Supervision and review of exercises	15	0.6
Supervision and review of oral and written activities	7.5	0.3
Type: Autonomous		
Preparation of activities of realization reader (individual or at group)	35	1.4
Preparation of activities of realization reader (individual or at group)	35	1.4
Preparation of exercises of grammar and vocabulary (individual or at group)	37.75	1.51

## Assessment

The evaluation activities will be done inside and outside the classroom. The review of the tests will be done during the hours of the teacher's attention in his office.

The information on the evaluation, the type of evaluation activity and its weight on the subject is for information purposes. The professor responsible for the subject will specify it when starting to teach.

At the time of giving the final grade prior to the minutes, the teacher will communicate in writing a date and time of revision.

It is considered as "not presented" the student who has not been presented in 66.6% (two thirds) of the evaluable activities.

Students who have taken part in activities have access to the recovery, the weight of which is equivalent to 66.6% (two thirds) or more of the final grade and which have obtained a weighted median grade of 3.5 or more.

A "non-assessable" will be assigned when the evaluation evidence provided by the student equals a maximum of one quarter of the total grade of the subject.

Examples of recovery casuistry

The student is presented at the following percentage:

From 0% to 25%

NOT EVALUABLE (it is the old Not Presented ")

from 26% to 66.5%

The student has the right to be evaluated, but if he suspends, he has no right to recovery 66.6% or more

The student has the right to be evaluated and is entitled to recovery in the terms expressed below provided that the median grade is above 3.5

At the time of giving the final grade prior to the minutes of the subject, the teacher will communicate in writing the recovery procedure. The teacher can propose a recovery activity for each activity suspended or not presented or can group different activities.

In case of recovery, the maximum grade that the student can obtain is a 5.

In case of irregularity (plagiarism, copying, identity theft, etc.) in an evaluation activity, the evaluation of this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final rating of the subject will be 0.

Evaluative activities in which irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from recovery.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Applied grammar exercises	30%	3.75	0.15	1, 2, 3, 11, 12, 7, 8, 14
Coursework	20%	1.5	0.06	4, 5, 1, 2, 3, 11, 12, 10, 9, 7, 8, 6, 14, 13
Listening comprehension	5%	0.75	0.03	4, 10, 6
Reading comprehension	10%	2.5	0.1	2, 3, 11, 7, 8
Speaking activities	5%	0.75	0.03	4, 5, 9, 13
Written exercises	30%	2.5	0.1	1, 2, 14

## Bibliography

### Bibliography and web links

#### Textbooks:

- Abu-Sharar, H., Àrab per a estrangers. Practical Gramàtica de la llengua àrab, II edició. Servei de Publicacions, F.T.I, UAB, 2015.
- Abu-Sharar, H., Àrab per a estrangers. Reading texts, II edited. Servei de Publicacions, F.T.I, UAB, 2007.
- Abu-Sharar, H., Refranys i dites populars comparades. Servei de Publicacions, F.T.I, UAB, 1998.
- Abboud, Peter F. McCoros, Ernest N., Elementary Modern Standard Arabic. Part 1, II. CambridgeUniversity Press. Cambridge - New York, 1988.
- Abboud, Peter. Abdel, Ernest N., Modern Standard Arabic. Intermediate level. Part I, II, III. Department of Near Eastern Studies, 1971.
- Alqafsi, Zahiyya., Al-arabiia al-muaasira, العربية المعاصرة Tunisia, 1991.
- "Al-Qiraa Al-Muyassara" 1 + 2 العربية السهلة Reading Easy.
- Hernández Martínez, J. (2009): Practical Gramàtica d'àrab: Edicions de Albujaia.
- PARADELA, N. (1999): Manual de sintaxi àrab, Madrid: Edicions of the UAM.
- Sini, Mahmud Ismael., Al-kitab Al-asasi fi ta`lim al-luga al-arabiia ligair al-natikina biha - أساس أساليب التعلّم في اللغة العربية - The main book / L'àrab per als quals no sonnatius.
- Texts selected by professor.

#### Dictionaries:

- Current, Federico: Tribute to Prof .: Arabic - Spanish Dictionary. Instituto Hispano - Àrabe de Cultura. Madrid, 1987.
- Corriente, Federico: Tribute to Prof .: New Spanish - Arabic Dictionary. Instituto Hispano - Àrabe de Cultura. Madrid, 1988.
- Corriente, Federico: Arabic-Spanish dictionary. Ed. Herder, new ed., Barcelona, 2005.
- Cortés, Julio: Dictionary of modern Arabic, Arabic-Spanish. Ed. Gredos, 1st ed., 1996, Madrid.

#### Webs d'interès

#### Pedagogical resources

- <http://www.um.es/docencia/antanins/cms/>
- [http://www.ub.edu/luga/ael/index\\_esp.html](http://www.ub.edu/luga/ael/index_esp.html)
- <http://personal.us.es/kadhim/>
- <http://www.laits.utexas.edu/aswaat>
- <http://www.ub.edu/luga/ael/>
- <http://www.almadrassa.org/>
- [http://www.laits.utexas.edu/aswaat/video\\_s.php](http://www.laits.utexas.edu/aswaat/video_s.php)

#### Diccionaris en línia

- <http://www.almaany.com/ar/dict/ar-ar/>
- <http://www.um.es/alqatra/>
- <http://www.lessan.org/libro>