

**Foreign language and translation C1 (Arabic)**

Code: 101404  
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	1

**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

**Teachers**

Hesham Abu-Sharar Abu-Sharar

**Prerequisites**

At the beginning of the course students should be able to:

Understand short and simple written texts about topics related to the immediate environment. (CEFR-FTI A1.2)  
Write very short and simple texts on topics related to the immediate environment. (CEFR-FTI A1.2)  
Recognise the basic phonological and lexical system, and understand elementary spoken Arabic expressions related to the immediate environment. (CEFR-FTI A1.1)  
Use the phonological and lexical system and reproduce elementary spoken expressions in Arabic related to the immediate environment. (CEFR-FTI A1.1)

**Objectives and Contextualisation**

The aim of this subject is to begin developing the students' basic communicative competences in Foreign language C (Arabic) to prepare them for direct translation. All course credits are for language skills.

At the end 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)  
Recognise the basic phonological and lexical system, and understand elementary spoken Arabic expressions related to the immediate environment. (CEFR-FTI A1.1)  
Use the phonological and lexical system and reproduce elementary spoken expressions in Arabic related to the immediate environment. (CEFR-FTI A1.1)

**Competences**

- Producing written texts in a foreign language in order to translate.
- 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 graphic, lexical and morphosyntactic knowledge.
3. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose of basic written texts about general topics.
4. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce simple written texts about general topics.
5. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
6. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing simple written texts about general topics with linguistic correctness.

## Content

Development of linguistic knowledge

The noun of action or masdar.

Suffixing the pronoun with the verb.

The affirmative future.

The coordinated sentence (م، ف، و نكل).

Absolute denial.

The adverb of time.

The comparative (ل).

Adjectives of colour and diptotes.

The concordance of irrational plurals.

The perfective aspect.

Verbal derivation: simple and derivative forms of the verb.

Development of reading comprehension

Developing the ability to read and understand simple narrative texts, emphasising the triconsonantal and derivative structure.

Development of written expression

Stimulating the production of written texts (essays and summaries) on topics worked on class.

Development of oral expression and comprehension

Refining phonetic correctness and developing oral skills in relation to everyday topics.

Development of sociocultural knowledge Desenvolupament dels coneixements socio-culturals

Learning more about Arabic and the Arab world on the basis of the topics studied in class, from a comparative perspective.

## Methodology

To achieve the established objectives, this subject involves both lectures and practical classes.

Students must keep abreast of the news and information published on the Virtual Campus / Moodle.

All activity deadlines are indicated in the subject's schedule and must be strictly adhered to.

The work students carry out mainly consists of:

- Lectures
- Individual/group presentations in class
- Written assignments
- Assignments to be performed outside class

- Exercises to be performed in class
- A series of exams
- Exam

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	18	0.72	
Oral comprehension activities	5	0.2	
Oral production activities	5	0.2	
Reading comprehension activities	25	1	
Resolution of exercises	20	0.8	
Written production activities	10	0.4	
Type: Supervised			
Grammar and vocabulary exercises supervision and revision	15	0.6	
Written production activities supervision and revision	7.5	0.3	
Type: Autonomous			
Preparation of grammar and vocabulary exercises.	38.25	1.53	
Preparation of written production activities	35	1.4	
Preparation of reading comprehension activities	35	1.4	

## Assessment

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.

### 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
Activities and tests of vocabulary knowledge	15%	1.5	0.06	2, 1, 5, 4, 3, 6
Grammar tests	40%	4.25	0.17	2, 1, 5, 4, 3, 6
Reading comprehension assessment activities	20%	2.5	0.1	2, 1, 5, 3
Written production assessment activities	25%	3	0.12	1, 4, 6

## Bibliography

### Textbooks

- Aguilar, V., A. Rubio y L. Domingo (2014) Mabruk. A2.1. Murcia: Diego Marín.

(Main Textbook)

Abu Sharar, H. (2015, 2a ed.) Árabe para extranjeros. Textos de lectura. Barcelona: Servei de Publicacions de la Universitat Autònoma de Barcelona.

(Complementary Textbook)

(Manual complementario)

### Reference Works/books

- Hernández Martínez, J. Gramática pràctica de àrabe. (de A1 a B1) Almería: Albujaia.

(Arabic grammar)

- Paradela, N. (1999): Manual de sintaxis àrabe, Madrid: Ediciones de la UAM.

### Syntax book

- VV. AA. (2000): Introducció a la llengua àrab, Barcelona: Edicions UB.

(Gramàtica àrabe)

### Dictionaries

<http://www.almaany.com/>

(Online onolingual and multilingual dictionary)

### Websites

<https://www.laits.utexas.edu/aswaat/>

(Audiovisual materials covering all levels of Arabic. Some videos come with ad hoc exercises)

<https://www.aldadis.com/>

(Resources for students and teachers of Arabic as a foreign language. )

[http://intercentres.edu.gva.es/intercentres/46013220/caravana\\_del\\_sur/](http://intercentres.edu.gva.es/intercentres/46013220/caravana_del_sur/)

(Auxiliary materials for the autonomous study of Arabic and lifelong learning)

<http://www.um.es/docencia/antanins/cms/>

(Website with various resources for students of Arabic)

<https://varabic.wordpress.com/>

(Audiovisual resources for students and teachers of Arabic with many realia images.)

<http://www.yamli.com/>

(Arabic search engine and automatic transliterator)