

**Foreign language and translation C3 (Arabic)**

Code: 101386  
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

### 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 the subject 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)

### Objectives and Contextualisation

Learning objectives

The aim of this subject is to continue developing students' communicative competencies in their Foreign Language C (Arabic), as well as to begin working on fundamental contrastive aspects and professional translation practice when working from Arabic.

6 course credits are for language skills, and 3 credits for translation exercises.

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

Understand written texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.1)

Write about personal and general topics on familiar subjects. (CEFR-FTI B1.1)

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) Solve basic contrastive problems for the language combination

## Competences

- 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 of non-specialised texts.
- 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.
- Working effectively in teams.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual 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 technological resources in order to solve translation problems: Applying the basic technological resources in order to solve different types of translation problems of non-specialised written texts in standard language.
4. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate different types of non-specialised written texts in standard dialect.
5. 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 different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
6. Assessing the obtained results in the information retrieval process in order to translate: Assessing the obtained results in the information retrieval process in order to translate different types of non-specialised written texts in standard dialect.
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of different types of non-specialised written texts in standard dialect.
8. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts from different fields and of different functions with problems of linguistic variation and cultural references.
9. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
10. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informational needs in order to translate different types of non-specialised written texts in standard dialect.
11. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate different types of non-specialised written texts in standard dialect.
12. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts in standard dialect.
13. Identifying the translation as an act of communication that is addressed to a recipient: Identifying the translation as an act of communication that is addressed to a recipient.
14. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
15. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.

16. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts in standard dialect.
17. Producing written texts from different fields and with specific communicative purposes: Producing different kinds of non-specialised written texts in standard dialect with specific communicative purposes.
18. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised written texts with problems of linguistic variation and cultural references, from several fields and with several functions, that are appropriate to their context and possess linguistic correctness.
19. Solving interferences between the working languages: Solving interferences between the working languages.
20. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit different types of non-specialised written texts in standard dialect.
21. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate different types of non-specialised written texts in standard dialect.
22. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve basic translation problems of different types of non-specialised written texts in standard dialect.
23. Working effectively in teams: Working effectively in teams.

## Content

### LANGUAGE

- Linguistic connectors **طَبَّ رَلَا تَاوَدَا**
- The hamza **هَلَا زَمَّ هَلَا**
- The participles **لَوْعَفَمَلَا مَسَاوَلَعَا فَا لَمْ سَا**
- The circumstantial attribute **لَا حَلَا**
- The absolute complement **قَلْ طَمَلَا لَوْعَفَمَلَا**
- The exception **إِلَا ، طَقَفَ / رِيغَ ، يوسَ ، إِلَا : عَانَتْ سَالَا**
- The restriction **رَصَحَلَا**

Development of reading comprehension.

Exercise the reading comprehension of narrative texts putting the emphasis on contrastivity.

Development of written expression.

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

Development of socio-cultural knowledge.

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

### TRANSLATION:

- Basic methodological principles that govern the practice of translation. Problems, techniques and fundamental strategies of the translation of texts in standard language.
- The resolution of contrastive difficulties: differences in conventions of writing, lexical, morphosyntactic and textual.
- The resolution of problems of translation of texts on personal topics and general topics of known areas.

## Methodology

The language content of the subject will be developed from oral explanations by the teacher and the performance of tasks focused to achieve 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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Language: Master (lecture) class	13	0.52	1
Language: Production of written production activities	5	0.2	1
Language: Reading comprehension activities	5	0.2	1
Language: Reading comprehension activities	15	0.6	1
Language: Realization of oral production activities	5	0.2	1
Language: Resolution of exercises	7	0.28	1
Translation: Completion of lexical acquisition exercises	5.5	0.22	1
Translation: Comprehensive and analytical reading of texts in the foreign language	7	0.28	1, 19
Translation: Individual and group translation of texts in a foreign language	7	0.28	1, 19
Translation: Problem solving and controlled translation exercises	7	0.28	1, 19
Type: Supervised			
Language: Supervision and review of exercises	8	0.32	1
Language: Supervision and review of oral and written activities	7	0.28	1, 19
Translation: Individual translation of texts in a foreign language	4	0.16	1, 19
Translation: Problem solving and controlled translation exercises	3.5	0.14	1, 19
Type: Autonomous			
Language: Preparation of grammar and vocabulary exercises (individual or group)	10	0.4	1, 16, 7, 17
Language: Preparation of reading comprehension activities (individual or group)	25	1	1, 2, 16, 7
Language: Production of written production activities (individual or group)	40	1.6	1, 2, 14, 18, 17
Translation: Documentation search	5	0.2	4, 11, 9
Translation: Knowledge expansion	7.5	0.3	1, 3, 16, 7, 20, 19
Translation: Memorization of the lexicon of the texts	5	0.2	1, 16, 7
Translation: Preparation of translations and works	20	0.8	1, 3, 6, 20, 10, 12, 13, 11, 21, 19, 9, 22

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## Assessment

It is essential to approve the two parts of the subject (language and translation) to consider the approved subject.

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.

Recovery can access students have been submitted to activities the weight of which amounts to 66.6% (two-thirds) or more of the final grade and have taken a weighted median score 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, copy, phishing, etc.) in an activity evaluation, qualification assessment of this activity will be 0. If irregularities occur in various assessment activities, the final qualification subject will be 0.

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

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Grammar	30%	4	0.16	1, 2, 15, 16, 14, 8, 7, 18, 17
Reading comprehension	5%	0.5	0.02	1, 2, 4, 15, 16, 6, 8, 7, 23
Translation: Controlled translation exercises	7.5%	1	0.04	1, 12, 21, 19
Translation: Final translation exam	7.5%	1	0.04	1, 3, 10, 13, 11, 5, 19, 9, 22
Translation: Proof of lexical acquisition	7.5%	1	0.04	1, 19
Translation: Translation of Arabic texts	7.5%	1	0.04	1, 3, 6, 20, 10, 11, 19, 9, 22
Vocabulary	5%	1	0.04	1, 2, 15, 16, 14, 8, 18, 17
Written exercises	30%	4	0.16	1, 14, 18, 17

## Bibliography

## Bibliography and web links

### Textbooks:

- Abu-Sharar, H., Arabic for foreigners. Practical grammar of the Arabic language, II edition. Servei de Publicacions, F.T.I, UAB, 2015.
- Abu-Sharar, H., Arabic for foreigners. Reading texts, II edition. Servei de Publicacions, F.T.I, UAB, 2007.
- Abu-Sharar, H., Sayings and popular sayings compared. Servei de Publicacions, F.T.I, UAB, 1998.
- Abboud, Peter F. McCoros, Ernest N., Elementary Modern Standard Arabic. Part 1, II. Cambridge University 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 Easy reading.
- Hernández Martínez, J. (2009): Gramática practice of Arabic: Editions of Albujaayra.
- PARADELA, N. (1999): Manual of Arabic syntax, Madrid: Editions of the UAM.
- Sini, Mahmud Ismael., Al-kitab Al-asasi fi ta'lim al-luga al-arabiia ligair al-natikina biha - أساسيات / كتاب / العربية لغير الناطقين بها - The main book / Arabic for non-natives .
- Texts selected by the teacher.

### Dictionaries:

- Current, Federico: Tribute to Prof .: Arabic - Spanish Dictionary. Instituto Hispano - Árabe de Cultura. Madrid, 1987.
- Corriente, Federico: Tribute to Prof .: New Spanish - Arabic Dictionary. Instituto Hispano - Árabe 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.

### TRANSLATION

It is recommended that students acquire at least ONE of these bilingual dictionaries:

- a) Cortés, Julio: Dictionary of Modern Cultured Arabic, Arabic-Spanish, Madrid, Gredos, 1996,
- b) Corriente, Federico: Arabic-Spanish Dictionary, new edition), Barcelona, Herder, 2005.
- c) Cinca, Dolors & Castells, Margarita: Diccionari àrab-català, Barcelona, encyclopedic Catalan 2007.

## Software

Microsoft Teams, Campus Virtual de la UAB.