

**Foreign language and translation C5 (Arabic)**

Code: 103690  
ECTS Credits: 6

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

**Contact**

Name: Anna Gil Bardaji  
Email: anna.gil.bardaji@uab.cat

**Use of Languages**

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

**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 non-specialized simple 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 informative texts in Modern Standard Arabic.

## 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 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.
- 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 lexical, morphosyntactic, textual and rhetorical knowledge.
3. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve translation problems of diverse typology of basic non-specialised texts (expository, argumentative, educational type texts) in standard dialect.
4. 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.
5. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of basic non-specialised texts in standard dialect (expository, argumentative and educational type texts).
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 of well-known areas.
8. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
9. 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.
10. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.
11. 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.
12. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts with a certain complexity about personal and general topics of well-known areas, that are appropriate to the context and possess linguistic correctness.
13. Implementing strategies in order to understand verbal texts from different fields: Applying strategies in order to comprehend a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.

14. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.
15. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
16. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of complex oral texts from a wide variety of fields and registers, that are appropriate to their context and possess linguistic correctness.
17. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of basic non-specialised written texts (expository, argumentative, educational text types) in standard dialect, that are appropriate to their context and possess linguistic correctness.
18. Solving interferences between the working languages: Solving interferences between the working languages.
19. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know different kinds of translation problems and errors of a diverse typology of basic non-specialised written texts (expository, argumentative...) in standard dialect.
20. 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 a diverse typology of translation problems of basic non-specialised texts in standard dialect.
21. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate.
22. 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 different types of basic non-specialised texts in standard dialect.
23. Working effectively in teams: Working effectively in teams.

## Content

### TRANSLATION

- Identification and resolution of translation problems of non-specialized, simple and informative texts in Modern Standard Arabic, taken from the Arabic press (in the classroom and at home).
- Use of technological and documentation tools for the translation of non-specialized, simple and informative texts in Modern Standard Arabic, taken from the Arabic press (in the classroom and at home).
- Exercises to strengthen reading and lexical skills (in the classroom).

### LANGUAGE

Grammatical contents:

I- The masdar's syntax (II)

رَدَّصَ الْمَلِكُ + دَنَعَ = لَعَنَ + امْدَنَعَ

يَتَحَذَّرُ ... يَلْعَنُ ضَمِّي مَلِكًا

رَدَّصَ الْمَلِكُ + رَثَكَ أُنَمُّ

رَدَّصَ الْمَلِكُ + لَيْضَفَ تَلَامِيذًا

رَدَّصَ مَلِكًا + دَاوَا + أَمُّ

## II- The exclamative structures

To express the excellence of a quality بَجْعَةً تَلْ لَام

To express quantity and the substantive's excellence مَكَ

The vocative اهْ تَيْ، اهْ يَيْ، اي

## III- Objects of the verbal sentences (II)

Cause object هَلْ جَالْ لَوْعْ فَمِ ل

Specification object زَيْمِ تَلْ

Place and time objects نَاكْمِ لْ فَرْطُو نَامْ زَلْ فَرْطْ

## IV- Kada and similar verbs

Verbs of imminence دَاكْ = (نَا) كَشَوَا = (نَا) دَاكِي - دَاكْ

Inchoative verbs بَهْ، عَرَشْ، مَقْ، دَخَا، آدَتَا، آدَبْ: عَوْرَشْ لْ لَاعَفَا

Verbs of will and hope يَسَّعْ: عَاجَرْ لْ لَاعَفَا

## V- Verbs with two direct objects:

Transformation verbs ... كَرَّتْ، دَخَّتَا، بَهَوْ، لَعَجْ: (رِيصْ تَلْ) لِيَوْحْ تَلْ لَاعَفَا

Verbs that express a belief or a probability

... مَلَّعْ، دَجْوِيَارْ: نِيْقِي لْ لَاعَفَا

... مَعَزْ، بَسَحْ، دَعْ، نَطْ: نَا حَجَرْ لْ لَاعَفَا

## Written and oral comprehension and expression:

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

Exercises 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.

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

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

Exercises to development of oral expression and comprehension.

Exercises 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 exercises are a series of activities (such as written production assignments, lexical and grammatical exercises and translation of simple texts extracted from the Arabic press).

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: Oral production activities                                 | 1.5   | 0.06 | 16                                                                            |
| Language: master classes                                             | 4     | 0.16 | 1                                                                             |
| Language: oral comprehension assessment activities                   | 4     | 0.16 | 13, 5                                                                         |
| Language: problem-solving through exercises                          | 2     | 0.08 | 1, 13                                                                         |
| Language: reading comprehension activities                           | 4     | 0.16 | 1, 15, 7                                                                      |
| Language: written production activities                              | 2     | 0.08 | 2, 11, 12                                                                     |
| Learning results                                                     | 0     | 0    |                                                                               |
| Translation: Analytical and comprehensive reading of texts in Arabic | 32.5  | 1.3  | 1, 15, 7, 19, 20                                                              |
| Type: Supervised                                                     |       |      |                                                                               |
| Language: supervision and review of exercises                        | 4     | 0.16 | 1, 15, 7                                                                      |
| Language: supervision and review of oral and written activities      | 3     | 0.12 | 1, 2, 3, 15, 14, 13, 11, 12, 10, 7, 6, 5, 19, 20, 9, 21, 17, 16, 4, 18, 8, 22 |
| Translation: Individual translation of texts in Arabic               | 16.25 | 0.65 | 9, 4, 8, 22                                                                   |
| Type: Autonomous                                                     |       |      |                                                                               |
| Language: Grammar and vocabulary exercises                           | 5.5   | 0.22 | 1, 2, 11                                                                      |
| Language: reading exercises                                          | 10.5  | 0.42 | 2, 15, 7                                                                      |
| Language: writing exercises                                          | 17    | 0.68 | 2, 11, 12                                                                     |
| Translation: translation of texts and related activities             | 37.5  | 1.5  | 1, 2, 3, 15, 14, 13, 11, 12, 10, 7, 6, 5, 19, 20, 9, 21, 17, 16, 4, 18, 8, 22 |

## Assessment

Students must pass both parts of the subject (language and translation) to be assessed. If the student fails one of the parts, the final mark will be the mark of the failed part.

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, 11, 12            |
| Language: Oral comprehension assessment activities | 2,5%      | 0.5   | 0.02 | 13, 5                |
| Language: Vocabulary assessment activities         | 7,5%      | 0.5   | 0.02 | 1, 2, 11, 12         |
| Language: written production                       | 20%       | 1     | 0.04 | 1, 2, 15, 11, 12, 23 |

|                                                     |     |      |      |                                                                               |
|-----------------------------------------------------|-----|------|------|-------------------------------------------------------------------------------|
| Translation: Translation of class texts             | 15% | 1    | 0.04 | 1, 2, 3, 15, 14, 13, 11, 12, 10, 7, 6, 5, 19, 20, 9, 21, 17, 16, 4, 18, 8, 22 |
| Translation: Vocabulary acquisition exercises       | 15% | 1    | 0.04 | 2, 10, 17, 18                                                                 |
| Translation: final dissertation                     | 15% | 1    | 0.04 | 1, 2, 3, 15, 14, 13, 11, 12, 10, 7, 6, 5, 19, 20, 9, 21, 17, 16, 4, 18, 8, 22 |
| Translation: taking part in the translation debates | 5%  | 0.75 | 0.03 | 1, 2, 19, 20, 9, 21, 4, 8, 22                                                 |

## Bibliography

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

- Abu-Sharar, Hesham (2015). *Árabe para extranjeros: gramática práctica de la lengua árabe*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona. Col·lecció Materials, 189. 2ª edición.
- Abu-Sharar, Hesham (2015). *Árabe para extranjeros: textos de lectura*. Bellaterra: Servei de Publicacions de la Universitat Autònoma de Barcelona. Col·lecció Materials, 190. 2ª edición.
- Aguilar Cobos, José David (2017). *El archivo del verbo árabe; cuaderno de ejercicios*. Melilla: Ediciones Albujaia.
- 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.
- Aguilar, Victoria; Pérez Cañada, Luis Miguel & Santillán, Paula (Eds. 2010). *Enseñanza y aprendizaje de la lengua árabe. Arabele 2009*. Murcia: Ediciones de la Universidad de Murcia.
- 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 morfología verbal de l'àrab*. Facsímil sin editor todavía, cedido por la autora.
- Cinca, Dolors (2005). *Oraltat, narrativa i traducció; reflexions a l'entorn de Les mil i una nits*. Vic: Editorial Eumo.
- Corriente, Federico & Ferrando, Ignacio (2005). *Diccionario avanzado árabe-español. Tomo I*. Barcelona: Editorial Herder.
- Corriente, Federico & Mohamed Baba, AhmedSalem Ould (2010). *Diccionario avanzado español-árabe. Tomo II*. Barcelona: Editorial Herder.
- Cortés, Julio (1996). *Diccionario de árabe culto moderno árabe-español*. Barcelona: Editorial Gredos.
- 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.
- Gil-Bardají, Anna (2008) "Primeras aproximaciones críticas al orientalismo: los orígenes de una controversia". *Awraq, Estudios sobre el mundo árabe e islámico contemporáneo*, XXV:183-202.
- 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'Ibn al-Qutiyya de Cordue". Revue Forum. Paris: Press de la Sorbonne Nouvelle. 7(1):39-59.
- Gil-Bardají, Anna (2009) "[Translating al-Andalus: Otherness and Identity Discourses in Conde's 'Descripción de España'](#)". Journal of Multicultural Discourses, 4(2):221-236.
- Gil-Bardají, Anna (2009) [Traducir al-Andalus: el discurso del Otro en el arabismo español](#). EUA, Reino Unido: Edwin Mellen Press. 408 p.
- Gil-Bardají, Anna (2010) "[Entrevista a Julio César Santoyo](#)". Quaderns, Revista de traducció. 17:271-281.
- Gil-Bardají, Anna (2010) "Los 62 nombres del vino. La traducción de la poesía báquica de Abu Nuwás". Ibáñez Rodríguez, M. et al. (eds.). Vino, lengua y traducción. Servicio de Publicaciones de la Universidad de Valladolid: Soria, 37-46.
- Gil-Bardají, Anna (2016) "[La traducción del árabe en España: panorámica histórica](#)". En Quaderns, revista de traducció. Vol 23: 59-78.
- Gil-Bardají, Anna. (2007) "[Carne de canon: el arabismo español como traductor del Otro](#)". Quimera, 289:12-19.
- Hernández Martínez, Joana (2009). *Gramática práctica de árabe*. Melilla: Ediciones Albuja. y.
- Morales Delgado, Antonio (2014). *Gramática árabe comentada*. Melilla: Ediciones Albuja. y.
- Moustauou Sghir, Adil (2015). *Árabe en los medios de comunicación*. Melilla: Ediciones Albuja. y.
- 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>

- Carandell Robusté, Juan; Sánchez Ratia, Jaime; Teziti, Ahmed (2008). *Árabe de prensa. Vol. I y II. Con 2 CDs*. Toledo: Escuela de Traductores de Toledo.

<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://darijadictonary.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](http://www.lexilogos.com/english/arabic_dictionary.htm)

- Lexilogos árabe-inglés-árabe:

[http://www.lexilogos.com/arabe\\_langue\\_dictionnaires.htm](http://www.lexilogos.com/arabe_langue_dictionnaires.htm)

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

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

## **Software**

Microsoft Teams, UAB online platform (Campus Virtual).