

Degree	Type	Year
2500249 Translation and Interpreting	FB	1
2500249 Translation and Interpreting	OT	4

Contact

Name: Lucia Molina Martinez

Email: lucia.molina@uab.cat

Teachers

Lucia Molina Martinez

Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

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

Recognise the writing system, elementary vocabulary and understand basic written expressions related to their immediate environment. (CEFR-FTI A1.1)

Use the writing system and elementary vocabulary to write simple texts related to their immediate environment. (CEFR-FTI A1.1)

Objectives and Contextualisation

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

Upon finishing 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)

Competences

Translation and Interpreting

- 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 phonological, lexical and morphosyntactic basic knowledge.
3. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending information of short and simple written texts about subjects related to the immediate environment.
4. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce basic verbal expressions related to the immediate environment.
5. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple written texts about topics related to the immediate environment.
6. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand basic verbal expressions related to the immediate environment.
7. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend information of short and simple written texts related to the immediate environment.
8. Producing verbal texts that are appropriate to their context and possess linguistic correctness:
Producing basic verbal expressions related to the immediate environment.
9. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing really short and simple texts about topics related to the immediate environment with linguistic correctness.

Content

Development of linguistic knowledge

Root and scheme.

Case (the concept of declensions and case vowels).

The nominal sentence and its negation with the verb **سَيَل** (singular)

Nouns: Determination and non-determination.

The state of annexation or *idfa*.

Number: singular, dual and regular plural

Demonstrative pronouns of proximity and distance.

The expression "to have": ل / دنع / ىدل / م. (Affirmative and negative).

The expression "there is, there are". (Affirmative and negative)

Ordinal numbers

The verbal phrase. The imperfect indicative.

The affirmative imperative.

Development of reading comprehension

Developing the ability to read very simple texts.

Development of written expression

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

Development of oral expression and comprehension

Grasping basic oral expressions and applying strategies to produce basic oral expressions.

Development of sociocultural knowledge

Grasping specific cultural features of Arab society and culture.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Grammar and vocabulary exercises revision	9	0.36	1, 5, 9
Lectures	15	0.6	1
Oral comprehension activities	8	0.32	2, 6
Oral production activities	8	0.32	2, 4, 8
Reading comprehension activities	15	0.6	1, 7, 3
Writing production activities	8	0.32	1, 5, 9
Type: Supervised			
Supervision and revision of grammar and vocabulary exercises	12.75	0.51	2, 1
Supervision and revision of oral and writing activities	10	0.4	1, 5, 9
Type: Autonomous			
Preparation of grammar and vocabulary exercises	45	1.8	1, 5
Preparation of oral expression and comprehension activities	15	0.6	2, 6, 4, 8

Preparation of reading comprehension activities	33	1.32	1, 7, 3
Preparation of reading comprehension activities	35	1.4	1, 5, 9

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:

- Written and oral comprehension activities
- Written and oral production activities
- Solving exercises
- Individual/group presentations
- Partial exams

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Grammar knowledge assessment activities	40%	4.5	0.18	2, 1, 7, 6, 3
Oral production assessment activities	5%	0.5	0.02	2, 1, 7, 6, 4, 3, 8
Vocabulary assessment activities	25%	3	0.12	2, 1, 7, 6, 3
Written production assessment activities	30%	3.25	0.13	2, 1, 7, 6, 5, 3, 9

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

Review

When publishing final grades 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 final grade for the subject and that they have a weighted average grade of at least 3.5.

The lecturer will inform students, in writing, of the procedure involved when publishing final grades prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover several such activities. Under no circumstances may an assessment activity worth 100% of the final grade be retaken or compensated for. In the case of retakes, the maximum grade will be 5 (Pass).

Classification as "not assessable"

In the event that the assessment activities a student has performed account for 25% or less of the subject's final grade for the subject, 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 grade of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the student involved will be given a final grade of "0" for the subject. Assessment activities in which irregularities have occurred (e.g., plagiarism, copying, impersonation) are excluded from retake activities.

Single assessment

Single assessment will include a minimum of three assessment activities of different types, as stated in the assessment guidelines.

Grade revision and retake procedures for the subject are the same as those for continual assessment. See the section above in this Study Guide.

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the lecturer responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

The single assessment consists of three pieces of evidence:

Evidence 1: *Grammar test*

Description: Application test of grammatical knowledge and reading comprehension

Grade: 45% of the final grade.

Evidence 2: *Writing*

Description: Application test of written expression.

Grade: 35% of the final grade.

Evidence 3: *Oral test*

Description: Oral skills application test (prosody, reading and conversation).

Grade: 20% of the final grade.

Revision

The revision of the final qualification follows the same procedure as for the continuous evaluation.

Missed/failed assessment activities

The missed/failed assessment activities follow the same procedures as for the same recovery system as for the continuous evaluation.

Bibliography

Textbook

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

Supplementary Textbook

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

Reference Works/books

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

(Arabic grammar)

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

Syntax book

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

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://learning.aljazeera.net/en/pages/about-us>

(Audiovisual resources for students and teachers of Arabic as a foreign language)

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

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

http://www.eoivalencia.net/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)

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

(Arabic search engine and automatic transliterator)

Software

Word processor in Arabic.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Arabic	second semester	morning-mixed