

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

Teaching groups languages

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

Prerequisites

None.

Objectives and Contextualisation

Learning objectives

The purpose of this course is to teach students basic language skills in Foreign Language C Arabic to prepare them for direct translation.

Upon finishing 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)

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 graphic, lexical and morphosyntactic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
6. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic knowledge.
7. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
8. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending a diverse typology of verbal texts of general topics of well-known areas.
9. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the information of clear and simple oral texts of general topics.
10. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear verbal texts about general topics.
11. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending verbal texts about personal and general topics of well-known areas.
12. 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.
13. 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.
14. 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.
15. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
16. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the essential information of written texts about general topics.
17. 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.
18. 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.
19. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce simple verbal texts about general topics.
20. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas.
21. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts of a certain complexity about personal and general topics of well-known areas.
22. 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 written texts of a certain complexity about general topics of well-known areas.
23. 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.

24. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.
25. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about topics related to the immediate environment.
26. 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.
27. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies to use the basic graphic and lexical system in order to produce simple written expressions related to the immediate environment.
28. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts about personal and general topics of well-known areas.
29. 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.
30. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand clear verbal texts about general topics.
31. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand simple and clear verbal texts about general topics.
32. 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.
33. 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.
34. 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.
35. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
36. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
37. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
38. Producing verbal texts from different fields and with specific communicative purposes: Producing basic verbal texts with specific communicative purposes, following standard models of discourse.
39. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
40. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal expressions related to the immediate environment.
41. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal texts about general topics that are appropriate to their context.
42. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas.
43. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts of a certain complexity about personal and general topics of well-known areas.
44. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
45. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
46. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing basic written expressions related to the immediate environment with linguistic correctness.
47. 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.

48. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing written texts about general topics that are appropriate to their context.
49. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
50. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

Development of linguistic knowledge

Phonetics and spelling: The vowel system. The consonantal system. Auxiliary graphemes. Solar and lunar letters. Vowel and syllable quantity: short vowels, the *tanwn*, diphthongs and the accent.

The Arabic word and its types: noun, verb and particle.

Personal pronouns. Autonomous forms and suffixes.

Grammatical gender: Feminine and masculine, the functioning of *ta marbuta*.

The *nisba* adjective.

Numbers from 1 to 100 (without inflection).

Development of reading comprehension

Learning the Arabic alphabet, grasping its structure and beginning to understand very simple texts.

Development of written expression.

Learning Arabic calligraphy and starting to write.

Development of oral expression and comprehension

Learning to differentiate between and pronounce the phonetic features of Arabic.

Development of sociocultural knowledge

Introduction to the sociolinguistic reality of Arabic: Arabic and the Semitic languages, the multiglossia situation, modern Standard Arabic, the Arabic alphabet as a graphic medium for other languages.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activities	0	0	
Grammar and vocabulary exercises revision	15	0.6	1, 27
Lectures	15.75	0.63	1
Oral comprehension activities	10	0.4	8, 9, 10, 11, 28, 29, 30, 31

Oral production activities	10	0.4	17, 18, 19, 20, 21, 38, 39, 40, 41, 42, 43
Reading comprehension activities revision	18	0.72	1, 37
Written production activities	10	0.4	1, 27, 46
Type: Supervised			
Reading, writing and phonetics exercises	5	0.2	1
Supervision and revision of grammar and vocabulary exercises	12.5	0.5	1, 27, 37, 46
Written production activities supervision	5	0.2	1, 27, 46
Type: Autonomous			
Preparation of grammar and vocabulary exercises	40	1.6	1, 27
Preparation of written production activities	30	1.2	1, 27, 46
Preparation of reading comprehension activities	20	0.8	1, 34
Reading and writing exercises	22.5	0.9	1, 34

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
- 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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Grammar tests	40%	5	0.2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50
Reading comprehension	30%	3	0.12	1, 2, 3, 4, 5, 6, 7, 12, 13, 14, 15, 16, 32, 33, 34, 35, 36, 37, 50

assessment
activities

Written production assessment activities	30%	3.25	0.13	1, 2, 3, 4, 5, 6, 7, 22, 23, 24, 25, 26, 27, 44, 46, 48, 49
--	-----	------	------	---

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 a number of 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

The single assessment consists of three pieces of evidence:

Evidence 1: *Vocabulary test*

Description: Application test of vocabulary knowledge.

Grade: Represents 35% of the final grade.

Evidence 2: *Grammar test*

Description: Application test of lexical knowledge, grammatical knowledge and reading comprehension.

Grade: Represents 45% of the final grade.

Evidence 3: *Oral test*

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

Grade: Represents 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 follows the same system procedures as for the continuous evaluation.

Bibliography

Textbooks

- Aguilar, V., M. Á. Manzano y J. Zanón (2010) *Alatul. Iniciación a la lengua árabe A1.1*. Barcelona: Herder.
- Aguilar, V., A. Rubio y L. Domingo (2014) *Mabruk. A2.1*. Murcia: Diego Marín.

Reference Works/books

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

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.aldadis.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	first semester	morning-mixed

PROVISIONAL