UAB
Universitat Autònoma de Barcelona

Foreign language and translation C3 (Arabic)

Code: 101386
ECTS Credits: 9

2025/2026

Degree	Type	Year
Translation and Interpreting	OB	3

Contact

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Teachers

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Teaching groups languages

You can view this information at the end of this document.

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 أَدَوات الرَّبط

- The hamza الهَمزَُةِ

- The participles اسمُ الفاعِل لواسِم المفعول
- The circumstantial attribute الحال
- The absolute complement المفعول المطلق
- The exception الاستثناء: إلا، سوى، غير / فقط، إلا
- The restriction الحصر
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.

Activities and Methodology

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	
Translation: Knowledge expansion	7.5	0.3	1, 16, 7, 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, 19

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.

Assessment

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Grammar	20%	4	0.16	1, 2, 15, 16, 14, 8, 7, 18, 17
Reading comprehension	5%	0.5	0.02	1, 2, 15, 16, 8, 7
Translation: Controlled translation exercises	20%	2	0.08	1, 19, 23, 9, 22
Translation: Translation of Arabic texts	20%	2	0.08	1, 4, 3, 6, 20, 10, 12, 13, 11, 21, 5, 19
Vocabulary	10%	1	0.04	1, 2, 15, 16, 14, 8, 18, 17
Written exercises	25%	4	0.16	1, 14, 18, 17

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 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.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5.

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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

Single assessment

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 teacher responsible for the subject, for the record.

Single assessment will be carried out in person on <u>one</u> day. 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 final grade for the subject will be calculated according to the following percentages:

Written production evaluation activities 40%

Grammar knowledge assessment activities 30%

Lexical knowledge assessment activities 30%

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

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. CambridgeUniversity 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 Tunis, 1991.
- "Al-Qiraa Al-Muyassara" 1 + 2 القراءة الميسرة Easy reading.
- Hernández Martínez, J. (2009): Geramática practice of Arabic: Editions of Albujayra.
- 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 - الكتاب الأساسي / اللغة 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.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

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