

Degree	Type	Year
Translation and Interpreting	OB	2

Contact

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Teaching groups languages

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Prerequisites

At the start of this course students should be able to:

Understand simple written texts about everyday topics. (CEFR-FTI A2.1)

Write simple texts about everyday topics (CEFR-FTI A2.1)

Objectives and Contextualisation

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

By the end of the course 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)

Competences

- 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.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.
- Working effectively in teams.

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 graphical, lexical, morphosyntactic and textual basic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual basic knowledge.
6. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of short and simple written texts about subjects related to the immediate environment.
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 from a wide variety of fields and registers.
8. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts about general topics.
9. 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.
10. 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 different fields and with specific communicative purposes.
11. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend information of short and simple verbal texts about the immediate environment.
12. 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.
13. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
14. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple verbal texts about topics related to the immediate environment.
15. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics with linguistic correctness.
16. Working effectively in teams: Working effectively in teams.

Content

Development of linguistic knowledge

عراضم لعفل ب صاون Particles that govern subjunctive -

عراضم لعفل مزاج Particles that govern apocopado -

نامزل فرط The adverbs of time -

ناكم فرط The adverbs of place -

نأ، نأ، نإ: ب صنل فوج Subjunctive and accusative particles -

اهتاوخأوك Kana and her sisters -

Inna and her sisters - انا وأخواتها

The five irregular names - الأسماء الخمسة: يا، أخ، أم، وح، أب

(Zu / Zatu (de) / تاذا / وذ

The prayer of relative المسألة - لوصوم

Negation particles ال، سي، لا، م، د، ع، ريغ

Yusivo - رمألا مال

The comparative لـيـضـفـتـلـا مـسـا

The comparison of superiority

The inferiority comparison

The equality comparative

The superlative

The irregular plurals- ريـسـكـتـلـا عـمـج

Development of reading comprehension

Exercise and expand the reading comprehension of simple narrative texts with an emphasis on capturing the triconsonan and derivative structure-

Development of written expression

Encourage the production of written texts (essays and summaries) on topics studied in class-

Development of oral expression and comprehension

Exercise phonetic correction and expand oral competence in everyday topics-

Development of sociocultural

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

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class (lecture)	15	0.6	
Performing written production activities	10	0.4	
Realization of oral comprehension activities	5	0.2	
Realization of oral production activities	5	0.2	
Realization of reading comprehension activities	28	1.12	
Resolution of exercises	20	0.8	

Type: Supervised		
Supervision and review of exercises	15	0.6
Supervision and review of oral and written activities	7.5	0.3
Type: Autonomous		
Preparation of activities of realization reader (individual or at group)	35	1.4
Preparation of activities of realization reader (individual or at group)	35	1.4
Preparation of exercises of grammar and vocabulary (individual or at group)	37.75	1.51

The contents of the subject will be developed from oral explanations of the teacher and the performance of tasks aimed at achieving 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 exercises.

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
Applied grammar exercises	30%	3.75	0.15	1, 2, 3, 12, 13, 7, 8, 15
Coursework	20%	1.5	0.06	4, 5, 1, 2, 3, 12, 13, 11, 9, 7, 8, 6, 15, 14
Listening comprehension	10%	1.5	0.06	4, 11, 6, 16
Reading comprehension	5%	1.75	0.07	2, 3, 12, 7, 8
Speaking activities	5%	0.75	0.03	4, 5, 9, 14
Written exercises	30%	2.5	0.1	1, 2, 10, 15

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 (Pass).

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 one 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 25%

Lexical knowledge assessment activities 30%

Oral production evaluation activities 5%

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

Textbooks:

- Abu-Sharar, H., Àrab per a estrangers. Practical Gramàtica de la llengua àrab, II edició. Servei de Publicacions, F.T.I, UAB, 2015.

- Abu-Sharar, H., Àrab per a estrangers. Reading texts, II edited. Servei de Publicacions, F.T.I, UAB, 2007.
- Abu-Sharar, H., Refranys i dites populars comparades. 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 Reading Easy.
- Hernández Martínez, J. (2009): Practical Gramática d'àrab: Edicions de Albujaia.
- PARADELA, N. (1999): Manual de sintaxi àrab, Madrid: Edicions of the UAM.
- Sini, Mahmud Ismael., Al-kitab Al-asasi fi ta`lim al-luga al-arabiia ligair al-natikina biha - أساسيات الكتاب / L'arab per als quals no sonnatius.
- Texts selected by professor.

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.

Webs d'interès

Pedagogical resources

<http://www.um.es/docencia/antanins/cms/>
http://www.ub.edu/luga/ael/index_esp.html
<http://personal.us.es/kadhim/>
<http://www.laits.utexas.edu/aswaat>
<http://www.ub.edu/luga/ael/>
<http://www.almadrassa.org/>
http://www.laits.utexas.edu/aswaat/video_s.php

Diccionaris en línia

<http://www.almaany.com/ar/dict/ar-ar/>
<http://www.um.es/alqatra/>
<http://www.lessan.org/libro>

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	Catalan	second semester	morning-mixed