

Spanish as a foreign language for translators and interpreters 1

Code: 101284
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	A

Contact

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Use of languages

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

Teachers

Alba Igarreta Fernandez
Carolina Julia Luna

Prerequisites

This course is intended for students from other countries whose mother tongue is not Spanish. To take this course, it is necessary to perform a level test, whereby groups will be established according to the determined levels.

Objectives and Contextualisation

The subject "Spanish Language for Translators and Interpreters 1" is conceived as an alternative subject in the curriculum of the Degree in Translation and Interpretation for foreign students who, in the framework of the different exchange programs, are studying a semester or A course at the Universitat Autònoma de Barcelona. This subject has as main objective to expand, improve and consolidate the knowledge of Spanish language of the students.

Skills

- Producing written texts in language A in order to translate.

Learning outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.

Content

Since the training needs of the students of each of the groups (corresponding to the different levels of linguistic competence) vary and are very heterogeneous, the contents of this subject are adapted to each of the groups. In general terms, the contents will cover grammatical, lexical, communicative and socio-cultural aspects, adapted to the different levels in each of the groups.

Methodology

The classes in this subject will be eminently practical and the theoretical explanations of the teacher will be interposed

to present concepts. It will follow an inductive methodology in which the student reinforces his previous knowledge

and improving his linguistic competence. In the same way, they will work with a wide range of texts.

Starting with themes of which they have some prior knowledge, the theme will be gradually expanded.

While the four skills set out in the Common European Framework of Reference for Languages will be integrated,

special emphasis will be placed on oral and written reception, given their importance in the field of translation and interpretation.

Taking into account the different language skills of students from different countries, the methodology and contents will be adapted

to the individual needs of students. Likewise, they will respond to their linguistic, sociolinguistic, pragmatic, sociocultural and cultural

competence needs in the context in which the language they learn is spoken. The vehicular language in the classroom is Spanish.

Activities

The activities and the number of hours devoted to them, as well as the learning outcomes, vary among the different groups,

depending on the level of knowledge of the students of each one of them. In general terms, directed and supervised activities

will include exercises in grammar, written expression, oral expression through debates, role-plays, simulations, etc.

Autonomous activities will include oral comprehension tasks (using current audiovisual resources), written expression (drafting, letters, etc.)

and consolidation and expansion of lexicon (using materials from both basic bibliography and other additional resources).

In these activities the autonomous work of students will be enhanced, providing resources for self-learning (activities with solutions, supplementary bibliography, etc.).

Activities

Title	Hours	ECTS	Learning outcomes
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Type: Directed

Grammar, spelling, accent and punctuation exercises	15	0.6	1
Level test: Exercises and writing to become aware of weak and strong points	3	0.12	1
Debates in class	4	0.16	1
Debates on topical issues	5	0.2	1
Theoretical-practical sessions of grammar, idioms, spelling and punctuation, lexical fields, etc.	15	0.6	1

Type: Supervised

Preparation of debates / presentations on topical issues (in groups)	5	0.2	1
Writing on current or interesting topics	5	0.2	1

Type: Autonomous

Daily press reading (electronic or paper format)	90	3.6	1
Observation of linguistic, sociolinguistic and pragmatic behavior of native speakers	10	0.4	1
Review of the topics treated in class	30	1.2	1
Grammar, spelling, accent and lexical exercises	40	1.6	1

Evaluation

Continuous assessment is sought that values the individual progression of each student. There will be at least one assignment done outside the classroom that will form part of the final note of the semester / course to be specific or responsible teachers of each group within the course. Its value within the overall grade will depend on the difficulty and the criteria of the teacher or teachers. At the beginning of the course more specifically in each group will be this or other works (individual or in group) that will be part of the final note. At the end of each semester there will be a 90-minute examination of all the contents that have been taught during the semester in the respective group. The examination will cover sections of grammar as well as comprehension and writing. For semester students, the end-of-semester exam will

while annual students will receive 50% of your final grade in each of the two exams. To pass the subject, the annual student

must obtain an average grade of 5 out of 10, resulting from the average between the two exams. The grade will be calculated

when the student has not presented to 75% of the assessable activities.

Note can only be recovered in the following cases:

- When, justifiably, the student has not submitted to 25% -30% of evaluable activities.

- When the final note prior to the minutes is between 4 and 4.9.

- In both cases the student will be presented exclusively to activities not presented or suspended.

- Suspended evidence for copying or plagiarism is excluded from note recovery.

Copy is considered a work that reproduces in whole or in large part the work of another colleague, and as plagiarism

the fact of presenting part or all of an author's own text, that is to say, without citing the sources, is published in print

or in digital format on the Internet. Copy and plagiarism are intellectual robberies and, therefore, constitute a fault

that will be sanctioned with the note 0 (zero). In case of a copy between two students, if it is not possible to determine

who has copied from whom, the sanction will be applied to both students.

- In case of several irregularities in the evaluation activities of a same subject, the final grade of this subject will be 0.

- In no case will it be possible to recover a note by means of a final test equivalent to 100% of the grade.

Note: The information about the evaluation, the type of evaluation activities and their weight on the subject

is for guidance only.

This information will be specified at the beginning of the course by the teacher responsible

for each group of the subject.

Evaluation activities

Title	Weighting	Hours	ECTS	outcomes
Semester examinations	Annual students: 2x1,5 hours (2x50%); Semester students: 1.5 hours (100%)	3	0.12	1

Bibliography

Possible class manuals:

Agustín, J. et al. 2005. Aula 1. Libro del Alumno. Barcelona: Difusión. ISBN: 9788484432548

Agustín, J. et al. 2005. Aula 2. Libro del Alumno + CD. Barcelona: Difusión. ISBN: 9788484432555

Agustín, J. et al. 2005. Aula 3. Libro del Alumno + CD. Barcelona: Difusión. ISBN: 9788484432562

Chamorro Guerrero, M^a D. et al. 2006. El Ventilador. Curso de perfeccionamiento de español. C1. Barcelona: Difusión. ISBN: 978-3125148642

Estudios Hispánicos de la Universidad de Barcelona. 2009. Destino Erasmus 2 + CD. Niveles intermedio y avanzado (B1 y B2). Madrid: Sociedad General Espanola de Libreria (SEGL). ISBN: 978-8497784146

Jaime Corpas et al. (2014): Aula internacional 4. (B2.1) Curso de español. Nueva edición. Barcelona: Difusión. ISBN: 9788415620853

Jaime Corpas et al. (2014): Aula internacional 5. (B2.2) Curso de español. Nueva edición. Barcelona: Difusión. ISBN: 9788415846802

In each of the groups the respective level manuals can be used.

Reinforcement manuals:

Castro, Francisca. 1996. Uso de la gramática española: elemental. Madrid: Edelsa. ISBN: 9788477111337

Castro, Francisca. 1997. Uso de la gramática española: intermedio. Madrid: Edelsa. ISBN: 9788477111344

Castro, Francisca. 1997. Uso de la gramática española: avanzado. Madrid: Edelsa. ISBN: 9788477111351

Castro, Francisca. 1996. Uso de la gramática española: claves, elemental. Madrid: Edelsa. ISBN: 9788477111658

Castro, Francisca. 1997. Uso (intermedio) de la gramática: claves. Madrid: Edelsa. ISBN: 9788477111788

Castro, Francisca. 1997. Uso (avanzado) de la gramática: claves. Madrid: Edelsa. ISBN: 9788477111801

Rosario Alonso et al. Gramática básica del estudiante de español. Barcelona: Difusión. ISBN:9788484437260

REAL ACADEMIA ESPAÑOLA. 2010. Ortografía de la lengua española. Madrid: Espasa Calpe

Matte Bon, Francisco. 2000. Gramática comunicativa del español I: de la lengua a la idea. Madrid: Edelsa. ISBN:9788477111047

Matte Bon, Francisco. 2000. Gramática comunicativa del español II: de la idea a la lengua. Madrid: Edelsa. ISBN:9788477111054

Instituto Cervantes (1994): La enseñanza del español como lengua extranjera. Plan curricular del Instituto Cervantes. Madrid: Instituto Cervantes.

VV. AA. (2005): Gramática básica del estudiante de español. Madrid: Edelsa.

VV. AA.(2007): Gramática de uso del español. Teoría y Práctica. Madrid. Ediciones S. M.

Palomino, A. (1998): Dual. Pretextos para hablar. Madrid: Edelsa.
Reyes, Graciela (1998): Cómo escribir bien en español. Barcelona: Arco/Libros

Dictionaries

REAL ACADEMIA ESPAÑOLA. 2014. Diccionario de la lengua española. Madrid: Espasa Calpe

Diccionario Uso español actual. 2012. Madrid: SM

Diccionario Salamanca de la lengua española. 2007. Madrid: Santillana-Universidad de Salamanca

Diccionario de español para extranjeros. 2002. Madrid: SM

In addition, the use of bilingual dictionaries of the respective mother tongues of students is recommended, especially in the lower-level groups.

Complementary electronic addresses:

- Aprender español: <http://www.aprenderespanol.org/>
- Ejercicios de español para extranjeros: <http://www.ver-taal.com>
- Cuaderno intercultural: <http://www.cuadernointercultural.com/materiales/print/actividades1/>
- El País: <http://www.elpais.com>
- Instituto Cervantes: <http://cvc.cervantes.es/ensenanza/default.htm> (de especial interés, sección Aveteca: http://cvc.cervantes.es/ensenanza/actividades_ave/aveteca.htm target="_blank">http://cvc.cervantes.es/ensenanza/actividades_ave/aveteca.htm)
- Videoele: <http://www.videoele.com/>
- Diccionario Real Academia Española en línea: <http://drae.rae.es>