

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

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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 |
|---|-------|------|-------------------|
| 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

A continuous evaluation that evaluates the individual progression of each student is intended.

A minimum of three evaluation activities of two different types are planned, distributed throughout the course. No evaluation activity may represent more than 40% of the final grade.

There will be at least one individual work done outside the classroom that will be part of the final grade of the semester / course to be specified by the teacher or teachers responsible for each group within the subject. Its value within the overall score will depend on the difficulty of the same and the criterion of the teacher or professors. At the beginning of the course you will be informed more specifically in each group about this or other work (individual or group) that will be part of the final grade.

At the end of each semester there will be a 90-minute exam, on all the contents that have been taught during the semester in the respective group. The exam will contain sections of grammar, as well as comprehension and writing.

The evaluable tests could be:

- Expression test (20%)
- Written expression test (20%)
- Oral final exam (20%)
- Final written examination (40%)

Revision

Prior to formally entering final marks, the lecturer will publish the date / time for assessment revision and the final mark. The lecturer and student will agree on the day / time to revise any of the assessed course activities.

Recovery

Students have the right to resit or make up evaluated work providing they have submitted a minimum of 66.6% (two thirds), or more, of the formally assessed work which makes up the final grade and who have an average of 3.5 or more according to the evaluation criteria.

The lecturer will inform students of the procedure for resitting or making up evaluated work when they publish the final grade. This will be published before the final mark is entered into the system. The lecturer may require an individual assignment / test to make up for each failed evaluated task, or task not performed, or choose to combine failed assessed tasks for the same purpose.

- In no case can a note be recovered by means of a final test equivalent to 100% of the note.

- In case of recovery, the maximum grade that the student can obtain will be 5.

"No-evaluable" mark

A mark of *no-evaluable* (N/A Not Assessable) will be awarded if a student fails to hand in more than 25% of the assessed work used to calculate the final mark.

Plagiarism, copying, identity theft

In cases of plagiarism, copying, identity theft, etc. in an evaluation activity, a mark of "0" will be given. If such a case is detected over more than one of the evaluable exercises then the student will be given a final mark of "0" for the course.

A student does not have the right to resitting or making up work in cases of plagiarism, copying or identity theft.

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 | Learning outcomes |
|-----------------------|--|-------|------|-------------------|
| Semester examinations | Annual students: 3 hours (2x40%); Semester students: 6 hours (40%) | 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 Española de Librería (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:<ahref="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>