Use of Languages

Yes

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

Contact

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Teachers

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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.

Competences

- Producing written texts in language A in order to translate.
- Understanding oral texts in language A in order to interpret.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
4. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of verbal texts of several fields.
5. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the essential information of clear verbal texts about personal and general topics.
6. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to produce clear verbal texts about personal and general topics.
7. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand verbal texts from different fields.

Content

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

Grammatical topics of the course:

- General and specialized vocabulary. Families of words. Synonyms and antonyms. Locutions, sayings and...
- Pronouns: types and uses.
- The verbal conjugation. Uses of verbal forms: indicative, subjunctive, conditional, imperative. Reflexive verbs...
- Uses of ser and estar.
- Connectors and discursive markers.

Methodology

The classes of this subject will be eminently practical and the teacher's theoretical explanations will be interspersed to introduce concepts. An inductive methodology will be followed, in which students will consolidate their previous knowledge and improve their linguistic skills. In the same way, they will work with a wide range of texts; by starting with topics they have some knowledge of, the thematic range will gradually expand.

While the four skills outlined in the Common European Framework of Reference for Languages will be integrated, special emphasis will be placed on oral and written reception, given its importance in the field of translation and interpretation. Taking into account the different linguistic skills of students from different countries, methodology and contents will be adapted to their individual needs. Likewise, their linguistic, sociolinguistic, pragmatic, socio-cultural and cultural skills will meet their 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 students’ level of knowledge of each one of them. In general terms, directed
and supervised activities will include exercises of grammar, written expression, oral expression through debates, role-plays, simulations, etc. Autonomous activities will include tasks in listening comprehension (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 students’ autonomous work will be enhanced, providing resources for self-learning (activities with solutions, supplementary bibliography, etc.).

Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type: Directed</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar, spelling, accent and punctuation exercises</td>
<td>15</td>
<td>0.6</td>
<td>1</td>
</tr>
<tr>
<td>Level test: Exercises and writing to become aware of weak and strong points</td>
<td>3</td>
<td>0.12</td>
<td>1</td>
</tr>
<tr>
<td>Debates in class</td>
<td>4</td>
<td>0.16</td>
<td>1, 7</td>
</tr>
<tr>
<td>Debates on current issues</td>
<td>5</td>
<td>0.2</td>
<td>1, 7</td>
</tr>
<tr>
<td>Theoretical-practical sessions of grammar, idioms, spelling and punctuation, lexical fields, etc.</td>
<td>15</td>
<td>0.6</td>
<td>1</td>
</tr>
<tr>
<td><strong>Type: Supervised</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preparation of debates / presentations on topical issues (in groups)</td>
<td>5</td>
<td>0.2</td>
<td>1, 7</td>
</tr>
<tr>
<td>Writing on current or interesting topics</td>
<td>5</td>
<td>0.2</td>
<td>1</td>
</tr>
<tr>
<td><strong>Type: Autonomous</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daily press reading (electronic or paper format)</td>
<td>90</td>
<td>3.6</td>
<td>1, 6, 7, 5, 4</td>
</tr>
<tr>
<td>Review of the topics treated in class</td>
<td>30</td>
<td>1.2</td>
<td>2, 3, 1, 7</td>
</tr>
<tr>
<td>Grammar, spelling, accent and lexical exercises</td>
<td>40</td>
<td>1.6</td>
<td>1</td>
</tr>
<tr>
<td>Observation of linguistic, sociolinguistic and pragmatic behavior of native speakers</td>
<td>10</td>
<td>0.4</td>
<td>1, 6, 7, 5, 4</td>
</tr>
</tbody>
</table>

Assessment

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

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, it will be part of the final grade of the semester/course, to be communicated 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/teachers.

At the beginning of the course students will be informed more specifically about this or other work (individual or in team) that will be part of the final grade.
At the end of each semester there will be a 90-minute exam, about all the contents that have been taught during the semester in the respective groups. The exam will consist of sections of grammar, as well as comprehension and writing.

- The evaluable tests could be:

- Oral expression test (30%)
- Written expression test (30%)
- Final written examination (40%)

Review

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

Missed/failed assessments activities

Students who have submitted evaluation activities whose weight amounts to at least 66.6% (two thirds) or more of the final grade and who have obtained a weighted grade of 3.5 or more will have the right to be re-evaluated.

At the time of giving the final grade, before publishing the acts, the teacher will communicate in writing a date and time of re-evaluation. The teacher can both propose a re-evaluation activity for each activity suspended or not submitted or gather various activities.

- In no case may a grade be re-evaluated by means of a final test equivalent to 100% of the grade.
- In case of re-evaluation, the maximum grade that the student can obtain will be 5.

Classification as "not assessable"

A "Not-evaluable" will be assigned when the evaluation evidence provided by the student equals a maximum of one quarter of the total grade of the subject.

Misconduct in assessment activities

In cases of irregularity (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 evaluation activities then the student will be given a final mark of "0" for the course.

Evaluation activities in which irregularities have occurred (such as plagiarism, copying, identity theft) are excluded from re-evaluation.

Note: The information concerning student evaluation, the type of evaluation activities and their relative weighting in the final mark is a general orientation only. This information will be specified at the beginning of the course by the professor responsible for the subject.

Assessment Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final written examination</td>
<td>40%</td>
<td>1</td>
<td>0.04</td>
<td>2, 3, 1</td>
</tr>
<tr>
<td>Oral expression test</td>
<td>30%</td>
<td>1</td>
<td>0.04</td>
<td>1, 6, 7, 5, 4</td>
</tr>
<tr>
<td>Written expression test</td>
<td>30%</td>
<td>1</td>
<td>0.04</td>
<td>1</td>
</tr>
</tbody>
</table>
Bibliography

Possible class manuals:


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

Reinforcement manuals:


Dictionaries


Diccionario Uso español actual. 2012. Madrid: SM

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


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:

- Ejercicios de español para extranjeros: [http://www.ver-taal.com](http://www.ver-taal.com)
- Cuaderno intercultural: [http://www.cuadernointercultural.com/materiales/print/actividades1/](http://www.cuadernointercultural.com/materiales/print/actividades1/)
- El País: [http://www.elpais.com](http://www.elpais.com)
- Diccionario Real Academia Española en línea: [http://drae.rae.es](http://drae.rae.es)