Foreign language B for translators and interpreters 4
(English)

Code: 101507
ECTS Credits: 6

<table>
<thead>
<tr>
<th>Degree</th>
<th>Type</th>
<th>Year</th>
<th>Semester</th>
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<tbody>
<tr>
<td>2500249 Translation and Interpreting</td>
<td>OB</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Contact
Name: Jonathan Walker
Email: Jon.Walker@uab.cat

Use of Languages
Principal working language: English (eng)
Some groups entirely in English: No
Some groups entirely in Catalan: No
Some groups entirely in Spanish: No

Teachers
Geoffrey Vito Belligoi
Graham Perry
Sarah Julia West
Maeve Catherine Howley
Roland Keith Pearson

Prerequisites
Prerequisites Required language level: English B2.4. CEFR (Common European Framework of Reference). At the beginning of this course students should be able to: Understand different types of written texts, with fairly complex constructions, which cover a wide range of subjects and able to discern stylistic and dialectal variation. (CEFR-FTI C1.1) Write different types of texts about general topics in various subject areas. (CEFR-FTI B2.3) Understand different types of spoken English, using fairly complex construction, about a wide range of fields and able to discern different styles or registers. (CEFR-FTI C1.1) Express themselves in different types of spoken English on general topics in familiar subject areas using fairly complex constructions. (CEFR-FTI B2.2)

Objectives and Contextualisation
Learning objectives

The aim of this course is to develop the language competencies needed for direct translation of basic specialised texts, consolidate language competencies needed for inverse translation and to develop aural / oral language competencies for interpreting, including studying principal dialects. At the end of the course students should be able to:

Understand different specialised types of written texts, with fairly complex constructions, about a wide range of subjects. (CEFR-FTI C1.3) Write different types of texts, using fairly complex constructions, about a wide range of subjects and employing the most common styles and registers. (CEFR-FTI C1.1)
Understand different types of spoken English about a wide range of subject areas and able to discern variation in accents, styles or registers. (CEFR-FTI C1.3)

Express themselves in different types of spoken English on general topics in a wide range of subject areas using fairly complex constructions. (CEFR-FTI B2.4)

Competences

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Understanding written texts in a foreign language 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.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. 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.
4. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of oral texts about general topics of several fields.
5. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of complex written texts from a wide variety of fields, detecting the stylistic and geographical differences.
6. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
7. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of oral texts of a certain complexity of general topics from different fields, that are appropriate to their context and possess a high level of linguistic correctness.
8. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.

Content

- Analyse hybrid text features: business and financial from the media.
- Reading comprehension - hybrid texts: business and financial from the media.
- Recognise a range of text features: ideology, humour (irony, satire etc.).
- Listening comprehension: understand and recognise a range of regional / social accents.
- Speaking skills: rhetorical tricks and devices.

Oral presentations: main issues related to the economy, business and finance

Methodology

Teaching methodology and training activities

Teaching methodology
The skills in English Foreign Language will be expanded and deepened and the necessary specifics for translation will be developed: on the one hand, the global competences and communication skills of the foreign language, on the other, the special linguistic competences in English as a Working Language for Translation, with special emphasis on those that are pragmatic, intercultural and contrastive (BA) for translation, heuristics or instruments for language learning.
The nature of the subject is theoretical-practical. The bases of the textual analysis (linguistic and translational), of the reception and textual production in English will be treated. All the knowledge, competences, strategies and activities of the subject will be developed through and through work with and on texts (standard models and current models)

Training activities

- the development of strategies and methods of reading and textual comprehension (see 6.1.-6.4);
- the development of strategies and methods of textual analysis (linguistic and grammar, translational analysis),
- the treatment of typical linguistic and intercultural problems (B-A) manifested in current texts, followed by tasks or grammar and/or performed exercises or corresponding detection tasks;
- the analysis and recognition of a range of accents more frequent in English.
- the improvement of textual production in English (production of specific copies following text models) and the revision of defective texts;
- the development of strategies and methods of oral production in English on general topics of known fields.

Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures with reading / oral comprehension activities and oral interaction</td>
<td>12</td>
<td>0.48</td>
<td>2, 1, 5, 4, 3, 8, 7, 6</td>
</tr>
<tr>
<td>Oral comprehension activities / accent recognition and oral production</td>
<td>12</td>
<td>0.48</td>
<td>2, 4, 7, 6</td>
</tr>
<tr>
<td>Preparation, completion and revision / correction of exercises or oral and/or written tasks</td>
<td>29.5</td>
<td>1.18</td>
<td>2, 1, 5, 4, 3, 8, 7, 6</td>
</tr>
<tr>
<td>activities with specialised reading textos and specialised writing reproduction tasks</td>
<td>20</td>
<td>0.8</td>
<td>1, 5, 3, 8</td>
</tr>
</tbody>
</table>

Type: Supervised

| Preparation, supervision, completion and revision of oral and/or written exercises | 27.5  | 1.1  | 2, 1, 5, 4, 3, 8, 7, 6 |

Type: Autonomous

| Preparation and realization of reading comprehension activities of specialized texts | 17    | 0.68 | 1, 5               |
| Preparation and realization of written production activities of specialized texts | 32    | 1.28 | 8                  |

Assessment

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

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.

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 students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

Assessment Activities

<table>
<thead>
<tr>
<th>Title</th>
<th>Weighting</th>
<th>Hours</th>
<th>ECTS</th>
<th>Learning Outcomes</th>
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<tbody>
<tr>
<td>Continued evaluation</td>
<td>40</td>
<td>0</td>
<td>0</td>
<td>2, 1, 5, 4, 3, 8, 7, 6</td>
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<tr>
<td>Final evaluation Oral comprehension / main accent recognition</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Final evaluation Oral test (specialized text)</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>2, 4, 7, 6</td>
</tr>
<tr>
<td>Final evaluation Reading comprehension (specialized text)</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>1, 5, 3</td>
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<tr>
<td>Final evaluation Writing</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>1, 8</td>
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</table>

Bibliography

Bibliography and web links:

Obligatory course reading:

A Week in December - Sebastian Faulks

El dossier Idioma B4 Anglès (disponible alServei Reprogràfic o al Campus Virtual en format digital).

Dictionaries:

The Collins Cobuild English Language Dictionary. Collins.


Merriam Webster's Collegiate Dictionary. Merriam Webster Incorporated.


**Recommended reading and recent publications:**

- [http://thetis.bl.uk/](http://thetis.bl.uk/): anglès (British National Corpus).
- [http://www2.gsu.edu/~wwwesl/egw/jones/words.htm](http://www2.gsu.edu/~wwwesl/egw/jones/words.htm): (Basic British/American Dictionary)
- [http://www.termcat.net/](http://www.termcat.net/): (Terminology Help Catalan / English)
- [http://www.catalanencyclopaedia.com/](http://www.catalanencyclopaedia.com/): (Enciclopedia Catalana in English)

Grammar and spelling manuals:


Material related to language, oral genres, discourse and structure:


Complementary Books and reference material related to dialects and Sociolects:


[http://www.scots-online.org/grammar/pronunci.htm](http://www.scots-online.org/grammar/pronunci.htm) (informació sobre l'anglès d'Escòcia)


[http://www.bbc.co.uk/radioscotland/](http://www.bbc.co.uk/radioscotland/) (ràdio Scots English accent)

[http://www.gazzaro.it/accents/files/accents2.html](http://www.gazzaro.it/accents/files/accents2.html) (recurs general de l'anglès)

[http://www.rte.ie/radio/](http://www.rte.ie/radio/) (major Irish radio station on line)


Source information from scientific Political and cultural fields.

Students are recommended to do background reading in these fields.