

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

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Iván Lorenzo Pardina Cosculluela

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, textual, rhetorical and linguistic variation related knowledge.

3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of verbal texts of several fields.
4. 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 ve
- 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

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, 4
Debates on current issues	5	0.2	1, 4
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, 4
Writing on current or interesting topics	5	0.2	1
Type: Autonomous			
Daily press reading (electronic or paper format)	90	3.6	1, 4, 3
Review of the topics treated in class	30	1.2	2, 1, 4
Grammar, spelling, accent and lexical exercises	40	1.6	1
Observation of linguistic, sociolinguistic and pragmatic behavior of native speakers	10	0.4	1, 4, 3

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%)

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

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 nocase 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 the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

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

Title	Weighting	Hours	ECTS	Learning Outcomes
Final written examination	40%	1	0.04	2, 1
Oral expression test	30%	1	0.04	1, 4, 3
Written expression test	30%	1	0.04	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: http://cvc.cervantes.es/ensenanza/actividades_ave/aveteca.htm)
- Videoele: <http://www.videoele.com/>
- Diccionario Real Academia Española en línea: <http://drae.rae.es>