

**Foreign language B for translators and interpreters 4
(English)**

Code: 101507
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	2

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: 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

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

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures with reading / oral comprehension activities and oral interaction	10	0.4	2, 1, 5, 4, 3, 8, 7, 6
Oral comprehension activities / accent recognition and oral production	14	0.56	2, 4, 7, 6
Reading comprehension of specialised texts and producing specialised written texts exercises	18	0.72	1, 5, 3, 8
Type: Supervised			
Preparing, supervising and revising oral and / or written exercises	7	0.28	2, 1, 5, 4, 3, 8, 7, 6
Type: Autonomous			
Preparation, completion and revision / correction of exercises or oral and / or written tasks	32.5	1.3	2, 1, 5, 4, 3, 8, 7, 6
Preparing and carrying out specialised texts written production exercises	31	1.24	1, 8
Preparing and carrying out reading comprehension activities of specialized texts	30	1.2	1, 5, 3

Assessment

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

Title	Weighting	Hours	ECTS	Learning Outcomes
Exercises (Continual assessment)	30	0	0	2, 1, 5, 4, 3, 8, 7, 6
Final evaluation Oral comprehension / recognition of major accents	10	2	0.08	2, 4, 7, 6
Final evaluation Oral test (specialized text)	10	2	0.08	2, 4, 7, 6
Final evaluation Reading comprehension (specialized text)	20	2	0.08	1, 5, 3
Final evaluation Writing	20	1	0.04	1, 8
Oral exam	10	0.5	0.02	2, 4, 7, 6

Bibliography

Obligatory course reading:

The teacher will confirm the title of the course reader

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

Dictionaries:

The BBI Combinatory Dictionary of English. The John Benjamins Publishing Company.

The Collins Cobuild English Language Dictionary. Collins.

The Concise Oxford English Dictionary. Oxford University Press.

Merriam Webster's Collegiate Dictionary. Merriam Webster Incorporated.

The Oxford Advanced Learner's Dictionary. Oxford University Press.

The Oxford Collocations Dictionary. Oxford University Press.

Recommended reading and recent publications:

<http://www.collinsdictionary.com/>. Angles (*The Collins English Dictionary*).

<http://thetis.bl.uk/> : anglès (British National Corpus).

<http://www.corpusdelespanol.org> : espanyol.

<http://www.ucl.ac.uk/english-usage/ice/index.htm> : anglès (International Corpus of English: textos de diverses variants geogràfiques).

<http://www.collins.co.uk/Corpus/CorpusSearch.aspx> : anglès.

<http://www2.gsu.edu/~wwwesl/egw/jones/words.htm> (Basic British/American Dictionary)

<http://www.termcat.net/> (Terminology Help Catalan / English)

<http://www.catalanencyclopaedia.com/> (Enciclopedia Catalana in English)

<http://www.itdgpublishing.org.uk/ITDG%20Publishing%20Books%20Housestyle.htm> (Punctuation and Style Help)

<http://www.onlineordbog.dk/wordnet/en/e7/collocation.php>. (useful first reference for common collocations in English)

<http://www.websters-online-dictionary.org/> (On Line English Dictionary (AM))

<http://www.investopedia.com/dictionary/> (On line dictionary of business terminology and useful references)

Grammar and spelling manuals:

Carter, Ronald et al.: *Exploring Grammar in Context*, Cambridge University Press.

Crystal, David. *Making Sense of Grammar*. Pearson Education.

Davidson, George. *How to Punctuate*. Penguin Books.

Hewings, M. *Advanced Grammar in Use*, Cambridge University Press.

Quirk, R and S. Greenbaum: *A University Grammar of English*, Longman.

Swan, M.: *Practical English Usage*, Oxford University Press.

Truss, Lynn. *Eats, Shoots & Leaves*. Fourth Estate.

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

Evans, Vyvyan. *The Language Myth*. Cambridge: Cambridge University Press, 2014.

Everett, Daniel. *Language: The Cultural Tool*. London: Profile Books, 2013.

Hughes, Dominic and Benedict Phillips: *The Oxford Union Guide to Successful Public Speaking*. Virgin Publishing, Ltd., 2000.

MacArthur, B. *The Penguin Book of Historic Speeches*. Penguin, 1996.

" " " " . *The Penguin Book of Twentieth-Century Speeches*. Penguin, 1993.

Pinker, Stephen. *The Language Instinct*. Penguin . London, 1994.

Complementary Books and reference material related to dialects and Sociolects:

Bauer, Laurie, Janet Holmes and Paul Warren. *Language Matters*. London: Palgrave MacMillan, 2006.

Carr, Philip. *English Phonetics and Phonology: An Introduction*. Blackwell Publishing. 2nd edition, 2013.

Collins, Beverley and Inger M. Mees. *Practical Phonetics and Phonology: A Resource Book for Students*. London and NY: Routledge, second edition, 2008.

Corbet J. McClure Derrick and Jane Stuart-Smith, Jane (eds.). *The Edinburgh Companion to Scots*. Edinburgh University Press, 2003.

Crystal, David. *How Language Works*. London: Penguin Books, 2007.

" " " " . *The English Language*. London: Penguin Books, 2002.

" " " " . *The Cambridge Encyclopaedia of the English Language* . Cambridge University Press, 1995.

Hughes, A. and P. Trudgill: *English Accents and Dialects*. Arnold, 1996

Milroy, J. and L. Milroy: *Real English: The Grammar of English Dialects in the British Isles*. Longman, 1993.

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

<http://www.bbc.co.uk/radio4/routesofenglish/> (informació sobre els accents i dialectes de l'anglès)

<http://www.bbc.co.uk/radioscotland/> (ràdio Scots English accent)

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

<http://www.rte.ie/radio/> (major Irish radio station on line)

Trudgill, Peter. *Sociolinguistics: An Introduction to Language and Society*. Penguin: London. Fourth Edition, 2000.

Source information from scientific Political and cultural fields.

Students are recommended to do background reading in these fields