

**Foreign language B for translators and interpreters 3
(English)**

Code: 101510
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	1

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
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Gema Rubio Carbonero
Sarah Julia West
Maeve Catherine Howley
Roland Keith Pearson

Prerequisites

Required language level: English B2.4. CEFR (Common European Framework of Reference).

A 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

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 produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of written texts of a certain complexity about general topics of well-known areas.
6. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics and from a wide variety of fields.
7. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
8. 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.
9. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
10. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts of a certain complexity from general topics of well-known areas, and with specific communicative purposes, following standard modes of discourse.
11. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

1. Introduction to linguistic variation and dialectal differences
2. Analysis and observations on the dialects of the UK and Ireland and how they relate to Standard English.
3. Analysis of texts reflecting dialectal differences: implications (socio-linguistic angle).
4. Recognising a range of dialect and sociolectal differences; also shifts in style and registre
5. Recognising the purpose / aim of a text (target reader, implicit / explicit messages etc.).
6. Recognising a range of text features: ideology, humour (irony, satire etc.).
7. Introduction to oral rhetorical devices.
8. Summarising spoken texts.
9. Oral production of speeches on current affairs.

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 the work with and on texts (standard models and current examples).

Training activities

1. the development of strategies and methods of reading and textual comprehension (see 6.1.-6.4);
2. the development of strategies and methods of textual analysis (linguistic and grammar, translational analysis),
3. the treatment of typical linguistic and intercultural problems (B-A) manifested in current texts, followed by tasks or grammar and / or performative exercises or corresponding detection tasks;
4. The analysis and recognition of a range of accents more frequent in English.
5. the improvement of textual production in English (production of specific copies following text models) and the revision of defective texts;
6. 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 listening comprehension and interaction activities	12	0.48	2, 1, 6, 5, 4, 3, 10, 9, 8, 7, 11
Reading comprehension and written preproduction activities	15	0.6	1, 6, 5, 3, 10, 9, 11
Reading comprehension, listening comprehension and oral production	15	0.6	2, 1, 6, 5, 4, 3, 10, 9,

activities			8, 7, 11
Type: Supervised			
Preparation, supervision and revision of oral and / or written exercises	7.5	0.3	2, 1, 6, 5, 4, 3, 10, 9, 8, 7, 11
Type: Autonomous			
Preparation, completion and revision / correction of exercises or oral and / or written tasks	32	1.28	2, 1, 6, 5, 4, 3, 10, 9, 8, 7, 11
Preparing and carrying out reading comprehension activities	32.5	1.3	1, 6, 3
Preparing and carrying out written exercises	30	1.2	1, 5, 10, 9, 11

Assessment

The above information on assessment, assessment activities and their weighting is merely a guide. The subject 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 Continuous assessment	40	0	0	2, 1, 6, 5, 4, 3, 10, 9, 8, 7, 11
Final evaluation: Oral comprehension and synthesis	20	2	0.08	2, 1, 5, 4, 10, 9, 8, 7, 11
Final evaluation: Reading comprehension	20	2	0.08	1, 6, 3
Final evaluation: Writing	20	2	0.08	1, 5, 10, 9, 11

Bibliography

Obligatory Texts

To be determined

The course dossier available on campus virtual and the photocopy centre

Diccionaris

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

- [Espanyol](#)

The Collins Cobuild English Language Dictionary. Collins. (*Modern British English*)

The Concise Oxford English Dictionary. Oxford University Press. (*standard British English*)

The Concise Scots Dictionary. Edinburgh University Press.

A Dictionary of Hiberno-English. Gill and MacMillan. Ed. Terence Patrick Dolan

Macquarie Dictionary. Ed. Arthur Delbridge et al, eds. McMahons Point, New South Wales: Macquarie Library. (*standard Australian English*)

Merriam Webster's Collegiate Dictionary. Merriam Webster Incorporated. (*American English*)

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

Scots-English, English-Scots Dictionary. Lomond Books.

The Scots Thesaurus. Edinburgh University Press

<http://www.catalanencyclopaedia.com/> (Enciclopèdia Catalana en anglès)

<http://www.dsl.ac.uk/dsl/> (inclou els dos diccionaris oficials de l'anglès escocés)

<http://www2.gsu.edu/~wwwesl/egw/jones/words.htm> (anglès britànic-nord-americà)

<http://www.hiberno-english.com/archive.htm> (diccionari online Hiberno-English)

<http://www.itdgpublishing.org.uk/ITDG%20Publishing%20Books%20Housestyle.htm> (estil/puntuació)

www.proz.com (Translator's Forum / Workspace / Terms Help)

<http://www.scots-online.org/dictionary/index.htm> (diccionari de Scots English amb guia de pronunciació i variacions)

<http://www.scotsindependent.org/features/scots/index.htm> (frases fetes, poesies i comptes en Scots English)

<http://www.termcat.net/>

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

Grammar Manuals and resources

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

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.

Discursos, gèneres orals, com estructurar i fer un discurs, etc.:

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 URLs for consultation covering dialects, sociolects and sociolinguistics

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

Bex, Tony and Richard J. Watts (eds.). *Standard English: The Widening Debate*. Routledge London and New York, 2000.

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

" " " ". *The Stories of English*. Penguin Books, 2005.

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

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

Holmes, Janet. *Introduction to Sociolinguistics*. London: Longman, 2001.

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.

Quirk, Randolph. "Language Varieties and Standard Language", in Roxy Harris and Ben Rampton (eds.), *The Language, Ethnicity and Race Reader*. London: Routledge, pp. 97-106, 2003.

Turner, George W., ed. *Good Australian English and Good New Zealand English*. Sydney: Reed Education, 1972. 67

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

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

<http://www.scotslanguage.com/> (recurs general del - informa sobre novetats pel que fa al "Scots")

Miscellaneous

<http://www.bbc.co.uk/radio/aod/mainframe.shtml?http://www.bbc.co.uk/radio/aod/> (BBC Radio on Demand)

