

**Foreign language and translation C5 (French)**

Code: 103692  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	4	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: (fre)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Teachers

Patricia Lopez Garcia

### Prerequisites

Students must be able to :

- Understand different types of somewhat complex written texts from different domains, and perceive their stylistic differences and diatopic variety. (MCRE-FTI C1.1)
- Write different types of texts about general topics from different domains. (MCRE- FTI B2.3)
- Understand different types of somewhat complex oral texts from different domains, and perceive their diastatic variety. (MCRE-FTI C1.1)
- Produce different types of somewhat complex oral texts about general topics from different domains. (MCRE-FTI B2.4).

### Objectives and Contextualisation

The objective of this subject is to continue the development of students' communication skills in their C language to prepare them to perform specialised direct translation in different domains. On successfully completing this subject, students will be able to:

- Understand different specialised, somewhat complex written texts from different domains. (MCRE-FTI C1.3)
- Write different types of somewhat complex texts with stylistic differences, from different domains. (MCRE- FTI C1.1)
- Understand different types of oral texts from different domains, and perceive their stylistic differences and diatopic variety. (MCRE-FTI C1.3)

- Produce different types of complex oral texts with different registers, from different domains. (MCRE-FTI C1.2)

## Competences

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.
- Using documentation resources in order to interpret.
- Using documentation resources in order to translate.
- Working effectively in teams.

## 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 and linguistic variation 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. Applying the documentation resources in order to solve interpretation problems: Applying the documentation resources in order to solve problems of a diverse typology of complex oral texts of a wide variety of fields and registers in foreign language.
5. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of specialised written texts of certain complexity from a wide variety of fields.
7. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of different fields and with specific communicative purposes.
8. Implementing strategies in order to understand verbal texts from different fields: Applying strategies in order to comprehend a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.
9. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of specialised written texts of a certain complexity from a wide variety of fields.
10. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
11. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts with a certain complexity about general topics of a wide variety of the most common fields and registers, and that possess specific communication purposes, following standard models of discourse.
12. Solving interferences between the working languages: Solving interferences between the working languages.
13. Working effectively in teams: Working effectively in teams.

## Content

- a) Revision and consolidation of the contents of the previous courses
- b) Communicative content

- Présenter l'actualité sociale et culturelle du monde francophone à l'oral et à l'écrit
- Exposer un problème, débattre sur un sujet d'actualité, convaincre à l'oral et à l'écrit
- Exprimer une opinion nuancée, un point de vue à l'oral et à l'écrit
- Échanger sur un réseau social
- Interpréter un texte littéraire
- Exprimer ses sentiments à l'oral et à l'écrit
- Rapporter un discours
- Analyser et synthétiser le contenu de textes d'une certaine complexité et de différents domaines de spécialité.

## Methodology

To achieve the established objectives, this subject mainly involves practical classes based on a communicative approach.

Students must keep abreast of the news and information published on the Virtual Campus / Moodle (assignments to be performed outside class, deadlines, review arrangements, etc.).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Reading activities	11	0.44	5, 10, 9, 6
exercises to be performed in class	10	0.4	
lectures and oral presentations by students	11.5	0.46	2, 3, 1, 10, 9, 7, 12
listening activities	10	0.4	2, 4
writing activities	10	0.4	1, 7, 11, 12
Type: Supervised			
supervised oral /writing activities	15	0.6	2, 3, 1, 10, 9, 7, 6, 11, 12
Type: Autonomous			
Grammar and vocabulary exercises	16	0.64	2, 3, 1, 10
Preparation of assessment activities	11	0.44	2, 3, 1, 4, 5, 10, 9, 8, 7, 6, 11
Preparation of writing activities	10	0.4	1, 7, 12
preparation of listenings	10	0.4	2, 4
preparation of reading activities	18	0.72	5, 10, 9, 6

## Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Tasks and tests deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's lecturer will provide full information when teaching begins.

### Related matters

All 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
Listening assignments	15%	1.5	0.06	2, 3, 4, 8, 12
Reading comprehension assignments	30%	2	0.08	2, 3, 10, 9, 6
Speaking assignments	15%	1	0.04	2, 3, 1, 12, 13

Vocabulary and grammar assignments	20%	1	0.04	2, 3, 1, 5, 12
Writing assignments	20%	2	0.08	2, 1, 7, 11, 12, 13

## Bibliography

Additional reading materials and digital resources will be published on the Virtual Campus

### Workbooks

BOULARES, Michèle ; FREROT, Jean-Louis (2017) : *Grammaire progressive du français* (Niveau avancé avec livret de corrigés). Paris : Clé International

GRÉGOIRE, Maïa ; KOSTUKI, Alina (2017) : *Grammaire progressive du français* (Niveau perfectionnement avec livret de corrigés). Paris : Clé International

### Grammar

RIEGEL, Martin; PELLAT, Jean-Christophe; RIOUL, René (2018) : *Grammaire méthodique du français* (7<sup>e</sup> édition). Paris : Presses Universitaires de France

### Digital resources

Trésor de la langue Française informatisé, [ <http://www.atilf.fr/tfij>], ATILF - CNRS & Université de Lorraine.

TV5MONDE- Langue française,

[https://langue-francaise.tv5monde.com/?utm\\_source=tv5monde&utm\\_medium=metanav&utm\\_campaign=langue](https://langue-francaise.tv5monde.com/?utm_source=tv5monde&utm_medium=metanav&utm_campaign=langue)

Ortolang (Outils et Ressources pour un Traitement Optimisé de la LANGue) <https://www.ortolang.fr/>

Cocoon (Collection de corpus oraux numériques) : <https://cocoon.huma-num.fr/exist/crdo/>

Conseil International de la langue française : <http://www.cilf.fr/>

## Software

Browser and text editor.