

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

Code: 101508  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	2

## 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

## Prerequisites

To take this subject students must be able to:

- Understand somewhat complex written texts about personal and general topics from different areas. CE5, CEFR FTI B.2.4
- Produce somewhat complex written texts about general topics from familiar areas. CE6, CEFR FTI B2.2, B2.3
- Understand somewhat complex oral texts about personal and general topics from familiar areas. CE7 CEFR FTI B2.2
- Produce somewhat complex oral texts about general topics from familiar areas. CE8 CEFR FTI B2.1, B2.2

## Objectives and Contextualisation

The aim of the subject is to develop students' communication skills in French and strengthen the textual comprehension skills they require for direct and inverse translation.

On successfully completing this subject, students will be able to:

- Understand different types of complex written texts from a wide range of fields, perceiving stylistic and geographical differences. (MCRE-FTI C1.2.)
- Produce different types of somewhat complex written texts on general subjects from a wide range of fields and in the most common registers. (MCRE-FTI B2.4.)
- Understand different types of somewhat complex oral texts on general subjects from a wide range of fields and in the most common registers. (MCRE-FTI B2.4)
- Produce different types of oral texts about general topics from different fields. (MCRE-FTI B2.3)

See also linguistic competences and mediating competences in: Generalitat de Catalunya et al. [Ed.] (2003): *Marc europeu comú de referència per a les llengües: aprendre, ensenyar, avaluar*. Barcelona: Eds. Diari Oficial Generalitat de Catalunya; i Reial Decret 1041/2017.  
[http://www.boe.es/diario\\_boe/txt.php?id=BOE-A-2017-15367](http://www.boe.es/diario_boe/txt.php?id=BOE-A-2017-15367) , Annex I.

## 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.
- 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 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.
9. Working effectively in teams: Working effectively in teams.

## Content

### 1. Communication contents

- Written comprehension: detailed comprehension of a wide range of texts with emphasis on the following aspects: implicit contents, marks of subjectivity, rhetoric, style.
- Written production: review, essay, document synthesis.
- Oral comprehension: detailed comprehension of a wide range of audiovisual documents with emphasis on the following aspects: implicit contents, slang, idiomatic expressions, humor, irony.
- Oral expression: debates, individual and group presentations.

### 2. Lingüístic contents

Phonetics: introduction to French accents and varieties.

Grammar:

- *Verbal tense and modes*: further study of past tenses, understanding some uses of the imperfect subjunctive, expressing nuances with the help of verbal modes.

- *Nominal syntagmas and pronouns*: the relative pronouns, unusual indefinite adjectives, double pronominalization.

- *Time and logical relationships*: revision of logical adverbs of formal discourse, revision of the proposition participle, use of conjunctive expressions, consequence and comparison, revision of the concessional tours, understanding a formal conditional, unusual prepositive and adverbial phrases, pragmatemes.

Textual linguistics: revision of anaphora, coherence, thematic progression, language registers, modalisation and subjectivity, language registers.

Morphology: nominalisation, suffixes, homonymy/polysemy, onomatopoeia.

Phraseology: collocations, metaphorical expressions/semantic labels, pragmatic phrases, proverbs.

Play on words and humor

**3. Thematic content**: social struggles and political recoveries, glottophobia, wokism, mental health, world of work, colonial memories, emotional capitalism, culture and emancipation.

## Methodology

Teaching Methodology

The competencies in French as a foreign language will be broadened and strengthened and the specific skills required for translation will be developed: on the one hand, general and communicative skills in the foreign language, on the other hand, linguistic skills in French used as a working language for translation, with special emphasis on those that have a pragmatic, intercultural and contrastive (B-A) relevance for translation, or play a heuristic or instrumental role in language learning.

Formative tasks

1. Tasks aimed at developing strategies and methods for reading and understanding a text.
2. Tasks aimed at promoting strategies and methods for speech analysis.
3. Identification and analysis of frequent linguistic and intercultural (B-A) problems in current texts, followed by correction exercises.
4. Introduction to textual synthesis and the basics of linguistic mediation by means of periphrases, reformulation or explanation of textual contents.
5. Completion of oral and written communicative tasks based on the preparation of academic texts (e.g. summary, oral presentation, textual analysis, review, essay).

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 comprehension activities	10	0.4	2, 1, 5, 3

Written activities	10	0.4	2, 1, 5, 8
Type: Supervised			
Preparation, supervision and revision of oral and written activities	25	1	2, 1, 5, 4, 3, 8, 7, 6
Type: Autonomous			
Oral comprehension and production activities	46	1.84	2, 1, 4, 3, 7, 6
Reading comprehension and written production activities	46	1.84	2, 1, 5, 8

## Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

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.

Should face-to-face assessment prove impossible, the form of the exam will be adapted to available on-line tools in UAB without changing the assessment weighting. Homework, activities and participation will be carried out on line, by way of forums, wikis and/or debates on Teams, making sure all students can access them. Besides, grammar and vocabulary tests will be included into expression and comprehension exams.

### 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
Individual and group tasks	40%	7	0.28	2, 1, 5, 3, 8
Oral comprehension test	15%	1.5	0.06	1, 5, 3
Oral presentation about a text	15%	1.5	0.06	1, 5, 4, 3, 7, 6, 9
Written comprehension exam	15%	1.5	0.06	2, 1, 5, 3, 8
Written exam	15%	1.5	0.06	2, 1, 5, 3, 8

## Bibliography

- *ABC DALF*. Clé (2021). ISBN : 9782090353846.

- *Grammaire progressive du français. Niveau perfectionnement (B2-C2)*. Clé (2019). ISBN : 9782090382099.

The specific bibliography and a list of available digital ressources will be provided to students through the virtual campus.

## Software

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