Foreign Language D for Translators and Interpreters 1 (Romanian)

Code: 106405
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	1

Contact

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Teaching groups languages

You can check it through this link. To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Prerequisites

None.

Objectives and Contextualisation

The aim of this subject is to initiate the development of students' Language D basic communication skills in order to prepare them for direct translation.It also aims to introduce students to various socio-cultural aspects of Romania.

On successfully completing this subject students will be able to:

Understand written texts on everyday topics (MCRE-FTI A2.2)

Produce very short and simple written texts on topics related to the concrete and immediate environment (MCREFTI A1.2.)

Understand simple and clear oral texts on everyday topics (MCRE-FTI A2.1.)

Produce very short and simple oral texts on topics related to the immediate concrete environment (MCRE-FTI A.1.2.)

Competences

- 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 graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
5. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending information of short and simple written texts about subjects related to the immediate environment.
6. 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.
7. 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 of well-known areas.
8. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
9. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the essential information of written texts about general topics.
10. 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.
11. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple written texts about topics related to the immediate environment.
12. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.
13. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about topics related to the immediate environment.
14. 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 a certain complexity about personal and general topics of well-known areas.
15. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies to use the basic graphic and lexical system in order to produce simple written expressions related to the immediate environment.
16. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
17. 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 from a wide variety of fields and registers.
18. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend information of short and simple written texts related to the immediate environment.
19. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
20. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.

21. 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.
22. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
23. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
24. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing basic written expressions related to the immediate environment with linguistic correctness.
25. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple texts about topics related to the immediate environment with linguistic correctness.
26. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics that are appropriate to their context.
27. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
28. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

Grammar content:

- The personal pronouns in the nominative case

- Usual verbs in the present indicative and the past tense

- The gender of nouns

- The plural of nouns

- The indefinite and the definite article

- The qualifying adjectives

- The interrogative, indefinite and negative pronouns

- The demonstratives

- The cardinal numbers

- Prepositions, conjunctions, adverbs and locutions

Lexical content:

- Professions, family, spaces and objects of everyday life, time, colours, etc.

Additional content will be provided, such as phonetic and orthographic content, as well as communication (greeting, presentation, expressing preferences etc.) and socio-cultural (regions of Romania, traditions, music etc.) content.

Methodology

The training activities will favor the active participation of the students in order to achieve the expected competencies.

The teaching methodology will combine several types of actions and techniques, such as lectures, debates, cooperative learning, simulated situations 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			
Grammar and vocabulary exercises	12	0.48	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 6, 24, 27, 23, 25, 26, 22
Oral comprehension activities	12	0.48	2, 3, 4, 1
Oral production activities	10	0.4	2, 4, 1, 3, 21, 18, 19, 17, 16, 20, 5, 9, 7
Reading comprehension activities	10	0.4	2, 3, 4, 1, 21, 18, 19, 16, 20, 5, 9, 8, 7, 6
Written expression activities	8	0.32	2, 3, 1, 4, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 24, 27, 23, 25, 26, 22
Type: Supervised			
Scheduled tutorials	14	0.56	
Supervision and review of exercises	7.5	0.3	2, 1, 3, 4, 18, 19
Supervision and review of oral and written activities	9	0.36	2, 1, 4
Type: Autonomous			
Preparation of reading comprehension activities	20	0.8	2, 4, 1, 3, 21, 18, 19, 17, 16, 20, 5, 9, 8, 7, 6
Preparation of written expression activities	10	0.4	2, 3, 4, 1, 21, 14, 10, 11, 12, 13, 15, 24, 27, 23, 25, 26
Solving exercises	30	1.2	2, 1, 3, 4, 21, 18, 19, 16, 20

Assessment

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

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.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism,copying, impersonation) are excluded from recovery.

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

The final grade for the subject will be calculated according to the following percentages:

Oral expression and comprehension tasks: 25%

Two reading comprehension, grammar and vocabulary tests: 25% and 25%

Written expression test: 25%

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
First reading comprehension, grammar and vocabulary test	25%	2	0.08	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 11, 12, 13, 15, 5, 9, 8, 7, 6
Oral comprehension and expression assignments	25%	2	0.08	2, 1, 3, 4, 28
Second reading comprehension, grammar and vocabulary test	25%	2	0.08	2, 3, 4, 1, 21, 18, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 6, 24, 25, 26
Written expression test	25%	1.5	0.06	2, 3, 4, 1, 21, 18, 19, 17, 16, 20, 14, 10, 11, 12, 13, 15, 5, 9, 8, 7, 6, 24, 27, 23, 25, 26, 22, 28

Bibliography

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González-Barro, José Damián (2015), *Esquemas de rumano: Gramática y usos lingüísticos*. Madrid: Centro de Lingüística Aplicada Atenea.
Kohn, Daniela (2009), *Puls. Manual de limba român pentru strini*. Iasi: Polirom.
Platon, Elena et alii (2012), *Manual de limba român ca limba strin(RLS): A1-A2*. Cluj-Napoca: Casa Cării de tiină.
Moldoveanu Pologea, Mona (2016), *Learn Romanian.* Bucuresti: Rolang Publishing House.
http://www.vorbitiromaneste.ro/

Software

None.