

| Degree                               | Type | Year |
|--------------------------------------|------|------|
| 2500249 Translation and Interpreting | FB   | 1    |

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Language proficiency required: English language level B2.1 CEFR (Common European Framework of Reference). When starting the course students should be able to:

- Understand different types of written texts about general topics in familiar subject areas. (CEFR-FTI B2.1)
- Write fairly complex texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.2)
- Understand clearly pronounced English about personal and general topics in familiar subjects. (CEFR-FTI B1.1)
- Express themselves in spoken English on personal and general topics in familiar subject areas. (CEFR-FTI B1.1)

Listening / reading comprehension and writing skills required to follow this course - students should be able to:

- Understand class instructions as well as the homework given by the instructor.
- Take class notes providing these are clearly expressed.
- Understand, with help when needed, instructions and messages such as, for example, digital library catalogues or instructions and messages on the virtual campus platform.

## Objectives and Contextualisation

The aim of this course is to develop the students' Foreign Language B (English) communicative competencies and reading comprehension skills so that they can to begin direct translation.

At the end of the course the student should be able to:

- Understand different types of written texts about general topics in familiar subject areas. (CEFR-FTI B2.1)
- Write fairly complex texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.2).
- Understand different types of spoken English about general topics in familiar subject areas. (CEFR-FTI B2.1)
- Express themselves in spoken English on personal and general topics in familiar subject areas using relatively complex constructions. (CEFR-FTI B1.2)

## Competences

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language 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.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual 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 verbal texts of several fields: Comprehending verbal texts about personal and general topics of well-known areas.
4. 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.
5. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas.
6. 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.
7. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts about personal and general topics of well-known areas.
8. 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.
9. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts about personal and general topics of well-known areas.
10. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
11. 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.
12. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

## Content

1. Reading Comprehension aimed at translation
  - 1.1 Reading strategies
  - 1.2 Identification of genres
  - 1.3 Identification of author intention
  - 1.4 Identification of principal and secondary ideas
  - 1.5 Identification of discursive frameworks
  - 1.6 Identification of coherence and cohesion
  - 1.7 Identification of the reader
2. Writing exercises aimed at translation
  - 2.1 Synthesis strategies
  - 2.2 Writing towards an ending
  - 2.3 Writing of principal and secondary ideas
  - 2.4 Coherent and cohesive writing
  - 2.5 Revision and correcting
3. Listening and Oral exercises
  - 3.1 Understanding lectures on general topics
  - 3.2 Exercises on phonetic correction
  - 3.3 Speaking on personal themes and general areas (narrative, descriptive etc)
4. Knowledge of comparative rhetoric
  - 4.1 Comparative grammar
  - 4.2 Lexical knowledge and false friends
  - 4.3 Comparison of formal conventions

## Activities and Methodology

| Title  | Hours | ECTS | Learning Outcomes |
|--|-------|------|-------------------|
| Type: Directed   |       |      |                   |
| Listening comprehension activities                           | 10    | 0.4  | 2                 |
| Oral exercises: Oral summary and analysis of a text          | 8     | 0.32 | 1, 2              |
| Reading comprehension and listening comprehension activities | 15    | 0.6  | 1, 2              |
| Written production and oral production activities            | 10    | 0.4  | 1, 2              |

|   |     |      |      |
|---|-----|------|------|
| Type: Supervised  |     |      |      |
| Preparation, supervision and revision of oral and written exercises | 7.5 | 0.3  | 1, 2 |
| Type: Autonomous  |     |      |      |
| Reading comprehension activities                                    | 16  | 0.64 | 2    |
| Written and Oral exercises  | 17  | 0.68 | 1, 2 |
| Written and summary exercises                                       | 17  | 0.68 | 1, 2 |
| Written production activities                                       | 35  | 1.4  | 1    |

The abilities in English as a Foreign Language will be broadened and deepened and the necessary specific ones will be developed with regard to translation:

On the one hand, the global abilities and communication skills of the foreign language;

On the other hand, special language skills in English as a Working Language for translation, by providing special emphasis on those that are of a pragmatic, intercultural and contrastive relevance for translation, heuristics or instruments for language learning.

The character of the subject is theoretical-practical. The basis of textual analysis (linguistic and translational) will be dealt with, of the reception and textual production in English. All knowledge, skills, strategies and activities of the subject will be developed through work with and on texts (standard models and current copies).

#### Training activities

Accomplishment of tasks to develop strategies and methods of reading and textual comprehension.

Performance of tasks to develop strategies and methods of discourse analysis for translation.

Dealing with typical linguistic and intercultural problems manifested in current texts, followed by grammar tasks, exercises or corresponding detection tasks.

Systematization of textual synthesis and bases of linguistic mediation by means of periphrasis, reformulation or explanation of textual contents.

Performance of oral and written communicative tasks based on the creation of specific genres.

(e.g. abstract, abstract, working script, oral presentation, textual analysis, review, linguistic autobiography) on topics of a cultural (inter-), linguistic or translational nature in language B.

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.

## Assessment

### Continuous Assessment Activities

| Title                         | Weighting | Hours | ECTS | Learning Outcomes |
|-------------------------------|-----------|-------|------|-------------------|
| Continuous assessment: Essays | 15%       | 3     | 0.12 | 1                 |

|  |     |     |      |                                       |
|--|-----|-----|------|---------------------------------------|
| Continuous assessment: Oral expression and comprehension | 10% | 2   | 0.08 | 2, 5                                  |
| Continuous assessment: Reading comprehension             | 15% | 3   | 0.12 | 1                                     |
| Continuous assessment: Reading comprehension and summary | 15% | 3   | 0.12 | 1                                     |
| Final Exam: Essay  | 10% | 1   | 0.04 | 1                                     |
| Final Exam: Reading comprehension and summary            | 15% | 1   | 0.04 | 1, 2                                  |
| Final Exam: Language Analysis                            | 10% | 0.5 | 0.02 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 |
| Final Exam: Reading Comprehension                        | 15% | 1   | 0.04 | 1                                     |

### Continuous evaluation

Continuous evaluation and final evaluation of the language level. The evaluation system is based on written and oral activities and tests.

Evaluation system and activities:

- Working with texts on topics related to foreign language for translators and interpreters.
- Tests involving real tasks and/or simulated text communication in a foreign language.
- Tests involving reading/listening comprehension and written/oral production.

### Evaluation and diagnostic techniques used

Different types of evaluation common in language teaching will be combined for continuous and final evaluation (see CEFR, Chapter 9.3):

- Continuous formative evaluation in written or oral tasks.
- Language level proficiency evaluation at the end of the semester.

What needs to be taken into account regarding the evaluation for Foreign Language B English 1

1. Theoretical knowledge will not be evaluated but rather applying it to resolve tasks, exercises or practical tests.
2. In the final written evaluations, which measure language proficiency or level - reading comprehension, written summary and written essay - a minimum grade of 5.0 must be achieved according to the CEFR. Please note: students who do not attain this minimum mark will not qualify for the language level proficiency criteria for the language of this subject, as set out in section 4 of this course programme. This means that the student who does not obtain a pass in these three final tests will not be entitled to a certification of their level according to the Common European Framework of Reference / Royal Decree 1041/2017, Article 7,1.2.
3. The requisite language levels correspond to Royal Decree 1041/2017 and the specific criterion levels FTI-MCER set out in sections 4 and 5.
4. In cases where the student has completed 25% or less of the evaluated tasks, the grade of "non-evaluable" will be assigned.

### Revision

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing evaluated activities. Students must arrange reviews in agreement with the lecturer.

## Re-evaluation / Resit

1. Students must fulfil the following requirements to be eligible to resit the final evaluation / final evaluations: 1) have completed a minimum of 66.6% of the evaluated tasks for the course, 2) have a global average between 3.5 and 4.9. The student can only resit the final evaluation / final evaluations which they have failed.
2. In cases where the student has completed between 25.1% and 66.5% of the evaluated tasks for the course, they are not eligible to resit and the global mark obtained during the course will be assigned (whether a passing or failing mark).
3. In cases where the completed evaluated tasks are 25% or less, the grade of "non-evaluable" will be assigned.
4. In cases of a final evaluation / final evaluations resulting in a fail mark due to copying or plagiarism, the student is not eligible for a resit.
5. In no case will it be possible to make a final evaluation / final evaluations the equivalent of 100% of the grade.

## IMPORTANT

Reminder: "copying" is considered to be work that reproduces all or a large part of the work from one to another colleague, and "plagiarism" is the act of presenting part or all of an author's text as one's own, that is, without citing the sources, whether it is published on paper or in digital form on the Internet. Copying and plagiarism are intellectual theft and therefore contravene university regulations that will be sanctioned with a "zero" mark. In the case of copying between two students, if it is not possible to know who copied who, the sanction will be applied to both students. If there are several irregularities in the evaluation activities of the same subject, the final grade for this subject will be zero.

## 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

Single assessment will include a minimum of three assessment activities of different typology, as stated in the evaluation guidelines. Grade revision and resit procedures for the subject are the same as those for continuous assessment. See the section above in this study guide.

## Bibliography

### Dictionaries

*The Collins Cobuild Advanced Learner's Dictionary of English* (2006) London: Cengage ELT

*The Collins Cobuild English Usage Dictionary* (2004) London: Collins

*The BBI Combinatory Dictionary of English* (1997) Amsterdam/Philadelphia: John Benjamins Publishing Co.

*Merriam Webster's Collegiate Dictionary* (2004) Springfield: Merriam Webster Inc.

### Grammar References

Carter, Ronald et al. (2000) *Exploring Grammar in Context*. Cambridge: CUP

Hewings, M. (2005) *Advanced Grammar in Use* (with answers and CD-ROM), Cambridge: CUP.

Murphy, R. (2004) *English Grammar in Use* (with answers and CD-ROM), Cambridge: CUP.

Swan, M. (2005) *Practical English Usage*, Oxford: OUP.

Practice

<http://www.bbc.co.uk/worldservice/learningenglish/>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/sounds/>

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/pron/quiz/quiz1/>

## Software

None

## Language list

| Name                       | Group | Language | Semester       | Turn          |
|----------------------------|-------|----------|----------------|---------------|
| (PAUL) Classroom practices | 1     | English  | first semester | morning-mixed |
| (PAUL) Classroom practices | 2     | English  | first semester | morning-mixed |
| (PAUL) Classroom practices | 3     | English  | first semester | morning-mixed |
| (PAUL) Classroom practices | 4     | English  | first semester | morning-mixed |