

Degree	Type	Year
2500249 Translation and Interpreting	OB	2

## Contact

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## Teaching groups languages

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

## Prerequisites

To take this subject students must be able to

- Understand written texts of some complexity about personal and general topics of different areas. CE5, MECR FTI B.2.3
- Produce written texts about general topics of well-known areas. CE6, MECR FTI B2.1
- Understand verbal texts of some complexity about personal and general topics of well-known areas. CE7 MECR FTI B2.2
- Produce verbal texts of some complexity about general topics of well-known areas. CE8 MECR FTI B2.1

## Objectives and Contextualisation

The aim of the subject is to develop the student's communicative skills in Language B, strengthen the textual comprehension skills required for direct and inverse translation.

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

- Understand written texts of different types and of some complexity about general topics of a wide range of areas and registers (CE5 MECR FTI B2.4)
- Produce written texts of some complexity about personal and general topics of well-known areas (CE6 MECR FTI B2.2)
- Understand oral texts of different types about general topics of well-known areas (CE7 MECR FTI B2.2)
- Produce verbal texts about personal and general topics of well-known areas (CE7 MECR FTI B2.2)

cf: Linguistic competence and mediating competence in:

Generalitat de Catalunya et. al. [Ed.] (2003): Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Barcelona: Eds. Diario Oficial Generalitat de Catalunya; and Real decreto 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 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.
12. Working effectively in teams: Working effectively in teams.

## Content

### Grammar contents

- Review of past tenses in a narrative
- Argumentative connectors in formal language
- Use of subjunctive
- Modalities
- Passive and Pronominal Voices

## - Emphasis and focus

### Written and oral comprehension

Without leaving aside other genres, the subject will focus on argumentative and instructive texts, such as: an opinion article, a political speech, an advertising speech, an extract from a manual, a patient information bulletin, a recipe, etc.

A novel written in standard and colloquial language will also be studied.

In all texts, emphasis will be placed on

- plays on words, humorous passages
- linguistic loans
- implicits and cultural references
- language registers: oral language/written language, colloquial register, slang

### Written and oral production

- Express an opinion on a society issue
- Share an experience, a memory
- Debate and argue about a social issue
- Prepare a review of a written or oral document

### Culture

We will focus on cultural aspects related to the media and the political system of the reference country (countries).

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Reading comprehension activities	10	0.4	1, 2, 3, 6, 11
Specific master classes with activities of oral comprehension, written notes and oral interaction	8	0.32	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Written activities	10	0.4	1, 2, 5, 10, 11
Type: Supervised			
Preparation, supervision and revision of oral and written activities	17	0.68	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Type: Autonomous			
Reading comprehension and oral preproduction and production activities	46	1.84	1, 2, 4, 7, 8

## 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.

The nature of the subject is theoretical - practical. It will deal with the basics of textual analysis (related to linguistics and translation), reception and textual production in French. All the knowledge, skills, strategies and activities of the subject will be developed through working with and on texts (standard models and current examples).

### Activities

- Tasks aimed at developing strategies and methods for reading and understanding a text.
- Tasks aimed at promoting strategies and methods for speech analysis.
- Analysis of frequent linguistic and intercultural (B-A) problems in current texts, followed by grammar drills, performative tasks or exercises aimed at detecting such problems.
- Introduction to textual synthesis and the basics of linguistic mediation by means of periphrases, reformulation or explanation of textual contents.
- Oral and written communicative tasks based on specific genres of the university course (e.g. abstract, summary, oral presentation, dissertation, textual analysis, review, etc.) on topics of a (inter-) cultural, 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
Course work	10%	1.5	0.06	1, 2, 3, 5, 6, 9, 10, 11
Listening	20%	2.5	0.1	1, 2, 11
Morphosyntactic and lexical exam	20%	2.5	0.1	1, 2, 5, 6, 9, 10, 11
Reading	20%	2.5	0.1	1, 2, 3, 6, 11
Speaking	15%	2	0.08	1, 2, 4, 7, 8, 11, 12
Written exam	15%	2	0.08	1, 2, 3, 5, 7, 9, 10, 11, 12

Evaluation is continuous. Students must demonstrate their progress through activities (homework or exams). The terms of these evaluation activities (schedule, etc.) will be given during the first days of class.

There will be partial tests that include different evaluation activities (reading and oral comprehension, written and oral expression, grammar and vocabulary, etc.). The total grade will be calculated based on the percentages established for each competency. The student passes if he/she has a total average of 5 or higher. The table hereinabove indicates the typology of the evaluation activities and their coefficients

The information about the evaluation, the type of evaluation activity and its weight on the course is for information purposes only. The teacher in charge of the course will specify it at the beginning of the course.

#### Revision

At the time of giving the final grade prior to the minutes, the teacher will communicate in writing a date and time of review. The review of the different evaluation activities will be agreed between the teacher and the student.

#### Retake exam

Students who have submitted activities with a weight equivalent to 66.6% (two thirds) or more of the final grade and who have obtained a weighted grade of 3.5 or more will be eligible for remediation.

At the time of giving the final grade prior to the final grade of the course, the teacher will communicate in writing the recovery procedure. The teacher may propose a recovery activity for each failed or not presented activity or may group several activities. In no case may the recovery consist of a single finalevaluation activity equivalent to 100% of the grade.

In case of a retake exam, the maximum grade that the student can obtain is a 5, except in exceptional cases such as absences due to illness (and always with medical justification).

Consideration of "Not evaluable".

A "not evaluable" will be assigned when the evaluation evidence provided by the student is equivalent to a maximum of one quarter of the total grade of the subject.

#### Irregularities in the evaluation activities

In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the grade of this evaluation activity will be 0. In case of irregularities in several evaluation activities, the final grade for the subject or module will be 0. - Repeated behavior of copying, plagiarism and fraudulent procedures gives rise to a request for the opening of a disciplinary file to the student.

#### Single assesement

Speaking 20%

Reading: 30%

Writing : 30%

Grammar exam: 20%

## **Bibliography**

Grammar book: Anouch Bourmayan, Yves Loiseau, Odile Rimbert, Isabelle Tallandier, Grammaire essentielle du français - B2 (Éditions Didier) (2017). ISBN : 9782278087327

## **Software**

No specific software is used for this course

## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	French	first semester	morning-mixed

PROVISIONAL