

Degree	Type	Year
Translation and Interpreting	FB	1

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Teaching groups languages

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Prerequisites

Language proficiency required: English language level B2.2 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 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)

Objectives and Contextualisation

The aim of this course is to consolidate the students' Foreign Language B (English) communicative competencies, develop their reading comprehension skills needed for direct translation of different types of non-specialised texts as well the competencies needed to begin inverse translation.

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

- Understand different types of written texts about general topics which cover a wide range of subject areas, styles and registers. (CEFR-FTI B2.3)
- Write different types of text about general topics in familiar subject areas. (CEFR-FTI B2.1)
- Understand different types of spoken English about general topics in subject areas, reflecting the most commonly used styles or registers. (CEFR-FTI B2.3)
- Express themselves in different types of spoken English on general topics in familiar subject areas. (CEFR-FTI B2.1)

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, textual 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 verbal texts of several fields: Comprehending a diverse typology of verbal texts of 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 from a wide variety of fields and registers.
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 of a certain complexity 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 a diverse typology of written texts of a certain complexity about 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 of a certain complexity about general topics from a wide variety of fields and registers.
9. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
10. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts of a certain complexity about personal and general topics of well-known areas.
11. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
12. 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.
13. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

1. Translation-oriented written comprehension:

1.1. Reading strategies for understanding texts of diverse typology on general topics of a wide range of subjects and a range of scopes and registers

1.2. Identification of ideology in texts

1.3. Identification of intertextuality in texts

1.4. Identification of textual genre

2. Written production oriented to translation

2.1. Synthesis of texts of diverse typology on general subjects of a wide range of scopes and registers

2.2. Narrative genres

2.3. Genres of opinion

2.4. Information genres

2.5. Reviews

2.6. Revision and correction

3. Oral comprehension and expression

3.1. Comprehension of oral texts of diverse typology on general subjects of different types and more common registers.

3.2. Production of oral texts of diverse typology on general subjects of different types areas and more common registers.

4. Knowledge of contrastive rhetoric

4.1. Contrasting different types of grammar

4.2. Lexical knowledge and false friends

4.3. Contrasting genres

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oral expression and listening activities	6	0.24	2
Reading comprehension activities	13	0.52	1
Summary activities	10	0.4	2, 1
Writing Exercises	13	0.52	1

Type: Supervised			
Supervised and reviewed reading comprehension activities	7.5	0.3	2, 1
Type: Autonomous			
Listening and speaking activities	10	0.4	2
Reading comprehension	33	1.32	1
Summary activities	20.5	0.82	1
Writing exercises	23	0.92	2, 1

- Performing Tasks
- Carrying out projects
- Troubleshooting
- Solving exercises

Teaching Methodology

English foreign language skills will be broadened and deepened and the specific skills required for translation will be developed: on the one hand, global skills and foreign language communication skills, and on the other, special language skills in English as the working language for translation, with special emphasis on those that are of pragmatic, intercultural and contrasting (BA) relevance for translation.

The character of the subject is theoretical - practical. It will deal with the basics of textual analysis (linguistic and translational), reception and textual production in English. All the knowledge, skills, strategies and activities of the subject will be developed through and by working with and on texts (standard models and current examples).

Training activities

- Accomplishment of tasks to develop strategies and methods of reading and textual comprehension.
- Accomplishment of tasks to develop strategies and methods of speech analysis for translation.
- Dealing with frequent linguistic and intercultural (B-A) problems manifested in current texts, followed by tasks or grammar exercises and/or performative or corresponding detection tasks.
- Systematization of textual synthesis and the bases of linguistic mediation through periphrasis, reformulation or explanation of textual contents.
- The improvement of textual production in English (production of concrete copies following text models) and the revision of defective texts.
- Carrying out oral and written communicative tasks based on the preparation of specific genres of the university career (e.g. abstract, summary, work script, oral presentation, textual analysis, review, linguistic autobiography) on topics of a cultural (inter-), linguistic or translational nature in B language.

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
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Continuous assessment: Oral expression and comprehension	10%	3	0.12	2
Continuous Assessment: Essays	10%	3	0.12	1
Continuous Assessment: Reading Comprehension	15%	3	0.12	1
Continuous Assessment: reading comprehension and summary	15%	1.5	0.06	1
Final evaluation: Reading Comprehension	15%	1	0.04	1, 8, 4
Final evaluation: Reading comprehension and summary	15%	1	0.04	1
Final evaluation: Essay	10%	1	0.04	1
Final evaluation: Oral comprehension	10%	0.5	0.02	2, 1, 8, 7, 6, 5, 4, 3, 12, 11, 10, 9, 13

Continuous assessment

Continuous formative 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 2

1. Theoretical knowledge will not be evaluated but rather applying it to resolve tasks, exercises or practical tests.
 1. 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.
 2. The requisite language levels correspond to Royal Decree 1041/2017 and the specific criterion levels FTI-MCER set out in sections 4 and 5.
 3. 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.
 1. 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).
 2. In cases where the completed evaluated tasks are 25% or less, the grade of "non-evaluable" will be assigned.
 3. 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.
 4. 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

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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