UAB
Universitat Autònoma de Barcelona

Foreign language B for translators and interpreters 4 (German)

Code: 101509
ECTS Credits: 6

2025/2026

Degree	Type	Year
Translation and Interpreting	OB	2

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Teaching groups languages

You can view this information at the of this document.

Prerequisites

Preliminary Note: specially designed subject for students of translation studies and applied interpreting (Profile: German as professional language in translation and interpreting, no general language course). This subject requires a defined level of German L2 / GFL (see CEFR/GeR level indications).

Oral and written comprehension indispensable for the follow-up of the subject. The student:

- can understand instructions during the lessons and about the tasks provided by the teacher.
- can take notes of informations at a conference if this is more or less dictated.
- can understand, with some help, instructions and messages of medium difficulty, like for example instructions and messages in the virtual rooms of the subject.

At the beginning of the German course B4 the student must be able to:

- Understand written texts of diverse typology with a certain complexity on general subjects from a wide range of fields and registers. [CFRL/MECR CE5: B2.4]
- Produce written texts of diverse typology with a certain complexity on general subjects of known fields. [CFRL/MECR CE6 B2.2
- Understand oral texts of diverse typology with a certain complexity on general subjects of known fields. [CFRL/MECR CE7: B2.2]
- Produce oral texts of diverse typology on general topics of known fields. [CFRL/MECR CE8: B2.1]

Level of language proficiency required:

German language: Vantage-Level B2.4 (Common European Framework of Reference)

Illustrative descriptor, item for German as a foreign language (GfL/DaF):

Kann die Inhalte komplexer Texte zu konkreten und abstrakten Themen verstehen; versteht im eigenen Spezialgebiet auch Fachdiskussionen des Studiums. Kann sich so verständigen, dass ein normales Gespräch mit Muttersprachlern mit geringer Anstrengung auf beiden Seiten gut möglich ist. Kann sich zu einem vorbereiteten Themenspektrum verständlich und detailliert ausdrücken, einen Standpunkt zu einer aktuellen Frage erläutern und die Vor- und Nachteile verschiedener Möglichkeiten angeben.

Level overviews at:

Goethe-Institut Inter Nationes u.a. [Hg.](2001): *Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen.* Berlin/München/Wien/Zürich/New York: Langenscheidt; http://www.goethe.de/z/50/commeuro/i0.htm

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; http://llengua.gencat.cat/ca/serveis/informacio_i_difusio/publicacions_en_linia/classific_temes/temes_materials_di

Real Decreto 1041/2017, BOE-A-2017-15367, «BOE» Nº. 311, 23/12/2017, http://www.boe.es/diario_boe/txt.php?id=BOE-A-2017-15367 *(=> Nivel Intermedio B1)*

Objectives and Contextualisation

Contextualization and formative objectives of the subject German language B4

The function of the German B4 course is to develop the textual skills required for the direct translation of simple specialist texts, to consolidate the textual skills required for reverse translation and to provide the skills required for interpretation.

At the end of the German B4 course the student will be able to:

- Understand complex written texts of diverse typology from a wide range of fields appreciating stylistic and geographical differences. [CE:5: MECR FTI C1.2]
- Produce written texts of diverse typology with some complexity on general subjects from a wide range of fields and more frequent registers. [CE6: MECR FTI B2.4]
- Understand oral texts of diverse typology with some complexity on general subjects from a wide range of fields and more frequent registers. [CE7: MECR FTI B2.4]
- Produce oral texts of diverse typology on general subjects from different fields. [CE8: MECR FTI B2.3.]

(1) Illustrative descriptor MECR for German as a foreign language (DaF)

Common reference levels: Global level descriptors (DaF)

Illustrative descriptor, item for German as a foreign language

Kann praktisch (fast) alles, was er / sie liest oder hört, (nahezu) mühelos verstehen, sofern es sich um mündliche oder geschriebene Varianten der Standardsprache handelt. Kann Informationen aus verschiedenen schriftlichen und mündlichen Quellen filtern und Inhaltsangaben dazu verfassen und dabei Begründungen und Erklärungen in einer zusammenhängenden Darstellung wiedergeben. Kann sich spontan, flüssig und genau ausdrücken und auch bei komplexeren Sachverhalten feinere Bedeutungsnuancen deutlich machen.

(2) Specialized competences in the working language (item profile German translation):

- Kann fast alle inhaltlichen Aspekte einer großen Bandbreite von komplexen Sachtexten und nach entsprechender Vorbereitung auch Fachtexte und längere literarische Prosatexte sehr präzise Inhaltsangabe, analysieren und kommentieren. Kann einen Text oder bestimmte Textstellen für die Notwendigkeiten eines anderen Rezipienten oder Textziels informationserhaltend und wirkungsadäquat reformulieren.
- Kann die (meisten) Registerunterschiede der Standardsprache unterscheiden, die Funktion rhetorischer und stilistischer Mittel in gesprochenen und geschriebenen Texten erfassen.
- Kann bei Texten die kulturellen Markierungen erkennen und ihrer kontextuellen Bedeutung zuordnen.
- Kann die sprachlichen und außersprachlichen Bedingungen standard- und fachsprachlicher Textsorten erkennen, dabei auch implizite Textintentionen erfassen und ihre Wirkungen auf Textadressaten beurteilen.

- Kann bei eigenen Texten die üblichen sprachlichen und außersprachlichen Konventionen der Gestaltung, der Gliederung und Textorganisation im Deutschen einhalten.
- Kann die Relevanz sprachlicher und außersprachlicher Merkmale für die Übersetzung erkennen.
- Kann klare, gut strukturierte Studienarbeiten zu komplexen Themen schreiben und dabei relevante Aspekte wirksam gewichten und präzise dokumentieren. Kann in Texten einen effektiven, logischen und lesegerechten Stil verwenden.
- Kann effektiv mit erlernten Recherchetechniken und disponiblen Technologien des Fachbereichs umgehen oder diese im Rahmen seiner Möglichkeiten und Notwendigkeiten kooperativ und selbstständig nutzen.

(1) Comp. Global Competences, Levels B2-C1.2, In: [CEFR, GeR]

Goethe-Institut Inter Nationes u.a. [Hg.](2001): *Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen*. Berlin/München/Wien/Zürich/New York: Langenscheidt; http://www.goethe.de/z/50/commeuro/i0.htm

(2) Refer to the corresponding Level Scales, Textual Competences (Textkompetenzen) and Linguistic Mediation Competences (Sprachmittlung), in:

Glaboniat, Manuela et. al. (2005): *Profile Deutsch. Lernzielbestimmungen, Kannbeschreibungen und kommunikative Mittel für die Niveaustufen A1, A2, B1, B2, C1 und C2 des »Gemeinsamen europäischen Referenzrahmens für Sprachen«*. Berlin/München/Wien/Zürich/New York: Langenscheidt;

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

Contents of the subject German B4

Summary of contents of German Language B4 for translators and interpreters

1. Strategies and techniques for the comprehension of complex written texts of diverse typology from a wide range of fields, appreciating the stylistic and geographical differences (narrative, descriptive, expository, instructive, and argumentative that contain some frequent communicative particles).

2. Strategies and techniques for the production of written texts of diverse typology with certain complexity on general subjects of a wide range of fields and more frequent registers and standard texts of the study (narrative, descriptive, expository, instructive and argumentative).

3. Strategies and techniques for the comprehension of oral texts of diverse typology with certain complexity on general subjects of a wide range of fields of study (narrative, descriptive, expository, argumentative, instructive or didactic), appreciating the most common differences in register, style and geography.

4. Strategies and techniques for the production of oral texts of diverse typology on general subjects of different fields of study (narrative, descriptive, expository, argumentative and metatextual).

5. Linguistic and textual notions for the study of the B language and for translating.

Morphosyntactic, lexical, textual, pragmatic and orthographic knowledge to be able to translate.

6. Personalized strategies and procedures for language learning and the use of specific reference tools for the autonomous study of language B.

Concretization of contents on subject

a) GRAMMAR

Review of some topics of German grammar in context:
             - the passive tense
             - the indirect style (indirekte Rede)
             - the Konjunktiv II
             - lexical derivation
             - modal particles

b) TEXTUAL GRAMMAR

1. Translation-oriented reading comprehension

1.1. Reading strategies and techniques: Identification of the author's intention, identification of the type of reader, identification of the main and secondary ideas, identification of discursive marks, identification of the means of coherence and cohesion.

1.2. Identification of different types of textual genres: *Ereignis- und Prozessbeschreibung; Ergebnisberichte, Ereignisschilderung, alltägliche und belletristische Erzählung, explizite und implizite Argumentation*; Understanding of different types of didactic genres for language B: *Sprachlern- und Landeskundetexte, Fachtexte eigener und verwandter Domänen*.

2. Written production aimed at translation

2.1. Production of written texts of diverse typology with some complexity on general subjects from a wide range of areas and most frequent registers.

2.2. Textual production strategies and techniques: synthesis; textual production by purpose (author and reader); production of main and secondary ideas; control of coherence and cohesion; revision and correction.

2.3. Production of written texts of diverse typology on general subjects and standard texts of the study, following German textual models.

3. Comprehension of oral texts of diverse typology with some complexity on general subjects of a wide range of fields and most frequent registers, or of the study:

3.1. Strategies and techniques for the comprehension of oral texts of diverse typology with certain complexity on general subjects of known fields (*Reportage, Augenzeugenbericht, Werbegespräch, Kommentar, Rede*) or of the studies of translation.

3.2. Strategies and techniques for the comprehension of oral texts on general topics of study (*Lehrgespräche*)

4. Oral expression - standard-speaking

4.1. Strategies and techniques for the production of oral texts of diverse typology on general subjects of different fields of study (narrative, descriptive, expository, argumentative).

4.1.1. Pronunciation: exercises in orthophonic correction and prosodic adaptation.

4.1.2. Exercises of distinction and phonetic reproduction (distinctive prosody).

4.2. Strategies and techniques for the production of metatextual texts.

4.2.1. Systematization of oral summaries of written texts (*explizierende Inhaltsangabe*).

4.2.2. Strategies for oral analysis of main textual characteristics of written texts.

5. Linguistic knowledge and skills for the study of language B and for translation:

5.1. Linguistic and textual notions for the study of the B language and for translation.

5.1.1. Basis of analysis for textual models of genres of written or oral texts and didactic texts of language in Language B.

5.1.1.1. Classification of textual genres in German. German Macros and Superstructures. Text functions of German textual grammar. Contrast with the classifications of the A languages. Linguistic and extralinguistic features of the functions *Sachliche Darstellung or Expressiver Ausdruck, direkter und indirekter Appell*.

5.1.2. Knowledge of morphosyntactic, lexical, textual grammar and spelling, knowledge of extralinguistic features to be able to translate.

5.1.2.1. Aspects of DaF Grammar and GermanFunctional Grammar corresponding to the certificates for the reference levels of language B (*Referenzgrammatik Oberstufe* GER C1-C2).

5.1.2.2. Lexical aspects corresponding to the vocabulary required for the reference level certificates for language B (*Referenzwortschatz Oberstufe* GER C1-C2).

5.1.2.3. Conventions of standard writing and orthotypography in Language B.

5.1.2.4. Contrast of the systems of cohesion and coherence or textual organization, of the orthographic conventions in language B and languages A.

5.1.2.5. Contrasting extralinguistic and cultural conventions for communication in language B and languages A.

6. Personalized strategies and procedures for language learning and the use of consultation tools relevant to the autonomous study of language B:

6.1. Personalized strategies and procedures for language learning.

6.2. Use of research tools or documentation of information in B language to carry out language tasks or activities and standard academic work in B language.

For more detailed information on the contents of the subject, see:

Doerr, Emmanuel (2005ff.): *Textgrammatik Deutsch. Textwissen Oberstufe DaF für Übersetzer und Dolmetscher.* Unterrichtsmaterialien Deutsch B, Teil 1. Bellaterra: Universitat Autònoma de Barcelona. Facultat de Traducció i d' Interpretació.

Doerr, Emmanuel (2005ff.): *Grammatik Deutsch. Schemata, Hilfslisten für das Schreiben und Übersetzen.* Unterrichtsmaterialien Deutsch B, Teil 3. Universitat Autònoma de Barcelona. Facultat de Traducció i d' Interpretació.

Doerr, Emmanuel (2011ff.): *Übersetzungsrelevante Analyse. Ein kurzer Überblick.* Anhang zu Textgrammatik Deutsch. Unterrichtsmaterialien Deutsch B, Teil 4. Bellaterra: Universitat Autònoma de Barcelona. Facultat de Traducció i d'Interpretació. Edición actualizada [B4]

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lehrgespräch Specific master classes with activities of oral comprehension, written notes, oral interaction, (Master Class and didactic classroom dialogue).	8	0.32	2, 1, 5, 4, 3, 7, 6
Textarbeit Reading comprehension and written pre-production activities (Comprehension, draft, reformulation, writing, synthesis and summary).	10	0.4	1, 5, 3, 8
Textsortenarbeit Reading comprehension and oral production activities (comprehension, textual analysis, script-schemes, oral summaries)	10	0.4	2, 1, 5, 4, 3, 7, 6
Type: Supervised			
Monitored preparation, supervision and review of oral/written exercises (Übungsarbeiten)	14	0.56	2, 1, 5, 4, 3, 8, 6
Type: Autonomous			
Preparation and application of reading comprehension activities (Lektüre Schriftliche Hausarbeit)	15	0.6	1, 5, 3, 9
Preparation and performance of written production activities (Schriftliche Hausarbeit und Vorarbeiten)	30	1.2	1, 8
Preparation, performance and review/correction of exercises, oral and/or written tasks (Übungsarbeiten)	52.5	2.1	2, 1, 5, 4, 3, 8, 7, 6

Teaching methodology and training activities

Workloads

6 ECTS (100%) equivalent to 150 hours

Breakdown:

4.2 ECTS of Self-study & learning (67%), equivalent to 100.5 hours

1.68 ECTS Face-to-face learning, 2021/22: 33,3%, equivalent to 42 hours

1.12 ECTS of Managed Learning (18.6%), equivalent to 28 hours

0.56 ECTS of Supervised Learning (0,093%), equivalent to 14 hours of instruction and guidance

0.3 ECTS for assessments and reassessment (5%), equivalent to 7.5 hours of proficiency assessment and 1.5 hours of diagnostic assessment

Teaching Methodology

The German Foreign Language (DaF) skills will be broadened and deepened, and the specific skills required for translation will be developed: On the one hand, the global competences and communicative skills of the foreign language, on the other hand, the special linguistic competences in German as a Working Language for Translation, with special emphasis on those which are of pragmatic, intercultural and contrastive relevance for translation (B-A), heuristics or instrumental for language learning (*kulturpaarspezifische pragmatische Kompetenzen, Lernfertigkeiten, instrumentale Fertigkeiten*).

Overview:

With regard to the specific text competencies, the text progression of the German B subjects will be dealt with in B1 (first semester), especially classes and types of texts with the so-called German macrostructures: *Deskription/Beschreibende Texte (Objekt- und Prozessbeschreibung), Chronik (Ergebnisbericht versus Ereignisschilderung*) and corresponding functions - and in B2 (second semester) especially classes and text types with the so-called German macrostructures: *Chroniken (Ergebnisbericht versus Ereignisschilderung versus Erlebniserzählung)* and corresponding functions.

Withregard to the specific text skills, we will deal with - following the textual progression of the German B subjects - in B3 especially with classes and types of texts with the so-called German macrostructures: *Explizite und implizite Argumentation (Erlebniserzählung, Werbetext; explikative und appellative Argumentation)* and corresponding functions, and - in B4 especially classes and types of oral texts with written basis, and critical or essay texts with so-called German macrostructures: *Explizite und implizite Argumentation (Interview, Streitgespräch, Debatte, Rede; Rezension, Glosse, Essay*) and corresponding functions.

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

Training activities

Except for point f, the following chronological process applies in the processing of the above-mentioned types of texts:

a. the development of strategies and methods of reading and textual comprehension;

b. the development of strategies and methods of textual analysis (linguistics and grammar of text, translation analysis),

c. the treatment of typical linguistic and intercultural B-A problems manifested in current texts, followed by grammar and/or performative tasks or exercises or corresponding detection tasks;

d. the systematization of textual synthesis and the bases of linguistic mediation through periphrasis, reformulation or explanation of textual contents;

e. the improvement of textual production in German (production of specific copies following text models) and the revision of defective texts;

f. the preparation of specific genres of university studies (e.g. abstract, summary, working script, oral presentation, textual analysis, review, linguistic autobiography) on topics of a cultural, linguistic or translatological (inter-) nature in the B language.

The production of texts will be limited to general or study topics or domains (relevant fields in translation and interpretation).

In accordance with the German teaching method known as *Lerner- und Handlungsorientierter Unterricht* (student action-oriented teaching), applied to the Teaching of German as a Foreign Language (DaF) for translation and interpretation, tasks based on the processing of authentic and current texts can be modified during the course, either according to the topicality of the texts or according to the specific didactic needs of the students, detected by means of continuous formative assessment or diagnostic assessment. The progressive definition and quantity (between 6 and 10 activities) of the specific tasks will therefore depend on the specific didactic needs of the students, without exceeding the total of the stipulated hours.

Note: Please, read carefully the special and detailed information of the subject in the Moodle Classroom.

For more detailed information on the methodology applied in the framework of the subject, see:

Doerr, Emmanuel (2005ff.): *Lernziele Deutsch B. Adaptierung und Skalierung nach dem Gemeinsamen europäischen Referenzrahmen für Sprachen: Deutsch als 1. Fremdsprache der Übersetzung*. Fächer Deutsch B1, B2, B3, B4. 2. überarbeitete und erweiterte Fassung. Bellaterra (Barcelona): Universitat Autònoma de Barcelona. Facultat de Traducció i d'Interpretació.

Types of Activities	Hours	ECTS Credits	Learning outcomes
Type: Directed	28		
›*Lehrgespräch*‹ Specific master classes with activities of oral comprehension, written notes, oral interaction, ('Master Class and didactic classroom dialogue').	8	0.32	E05.06, E05.18, E05.33
›*Textarbeit*‹ Reading comprehension and written pre-production activities (Comprehension, draft, reformulation, writing, synthesis and summary).	10	0.4	E06.06, E06.17, E06.31, E06.34, E06.37
›*Textsortenarbeit*‹ Reading comprehension and oral production activities (comprehension, textual analysis, script-schemes, oral summaries)	10	0.4	E05.06, E05.18, E05.33, E06.06, E06.17, E06.31, E06.34, E06.37, E08.04, E08.15, E08.25, E08.29
Type: Supervised	14		
	14	0.56	

Monitored preparation, supervision and review of oral/written exercises (›*Übungsarbeiten*‹)			E05.06, E05.18, E05.33, E08.15, E08.25, E08.29
Type: Autonomous Learning	100,5		E05.06, E05.18, E05.33, E06.06, E06.17, E06.31, E06.34, E06.37
Preparation and application of reading comprehension activities (› *Lektüre Schriftliche Hausarbeit*‹)	18	0.6	E05.06, E05.18, E05.33, E08.04, E08.15, E08.25, E08.29
Preparation and performance of written production activities (› *Schriftliche Hausarbeit und Vorarbeiten*‹)	30	1.2	
Preparation, performance and review/correction of exercises, oral and/or written tasks (›*Übungsarbeiten*‹)	52.5	2.1	E05.06, E05.18, E05.33, E06.06, E06.17, E06.31, E06.34, E06.37, E08.04, E08.15, E08.25, E08.29
All types	***150.5***	***5.7***	***All Comp.***

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment of reading and oral summary comprehension activities and oral production: Assessment of language proficiency or CEFR-level (»Mündliche Prüfung«)	20%	2	0.08	2, 1, 5, 4, 3, 7, 6
Coursework & Continuous formative guided assessment (»Übungsarbeiten«)	15%	2	0.08	2, 1, 5, 4, 3, 8, 7
Diagnostic achievement-assessment (DIALANG) & diagnostic self-assessment of language proficiency/CEFR-level (Diagnostische Sprachstandstests)	0%	1.5	0.06	1, 5, 3, 8
Reading comprehension and written assignments (writing-test) 40% Assessment of reading comprehension and writing activities: language proficiency or CEFR-level (Schriftliche Prüfung)	35%	3	0.12	1, 5, 3, 8, 9
Reading comprehension and written pre-professional term-paperassessment of autonomous and in team reading comprehension and writing performance: Assessment of language proficiency CEFR-level	30%	2	0.08	1, 5, 3, 8, 9

Continuous assessment

Assessment and reassessment activities, equivalent to 7.5 hours of proficiency assessment and 1.5 hours of diagnostic assessment

Please, read carefully the special and detailed information in the *leaflet on testing and housework*-document »*Merkblatt zu Prüfung und Hausarbeit*«, Moodle Virtual Campus of the subject, folder ›*Prüfungen*‹ and the assessment calendar in »*Prüfungstermine, Revision*«.

Assessment system criteria

Continuous formative assessment of the learning and final assessment of the language level. The assessment system is organized in modules, distributed in individual works and written and oral tests. There are 0.3 ECTS for assessment [and reassessment] (5%), equivalent to 7.5 hours (without counting reassessment-hours) and 1.5 hours of diagnostic achievement assessment.

Assessment and diagnostic system and activities:

- Textual work for translators and interpreters on foreign-language-related topics,
- Tests of execution of real and/or simulated tasks of textual communication in a foreign language,
- Reflective diaries on the language learning process for translators and interpreters: Linguistic autobiography in a foreign language with self-assessment DIALANG (European Language Portfolio),
- Tests with open-ended questions of comprehension and textual production,
- Tests with closed-ended questions of comprehension and textual production.

Assessment and diagnostic techniques:

For continuous and final assessment, different types of assessment, common in language teaching, will be combined (see CEFRL, Chapter 9.3):

- Intermediate achievement assessment (*Sprachstandstest*) and diagnostic assessmentof entry level; these will be compulsory, but will not be assessed with grades.
- Proficiency assessment (*Qualifikationsprüfung*) in the middle and at the end of the semester,
- Formative assessment (*formative Beurteilung*),
- Direct assessment of production skills,
- Indirect assessment of comprehension skills by means of written and/or oral tests,
- Assessment-grids - *Selbstbewertung* & DIALANG diagnostic tests - obligatory, but not to be assessed with grades).

Some facts that must be considered for the assessment in Language B:

1. Theoretical knowledge will not be evaluated but always its application in the resolution of tasks, exercises or practical tests.
2. Please note that in the final written and oral tests for the Assessment of language proficiency or level (1) *Schriftliche Prüfung*, (written summary and commentary on a current text), (2) *Mündliche Prüfung* (oral assessment test) you have to get a "*rite* - pass" (min. 5:10) for the assessment according to Common European Framework of Reference (CEFR) and Royal Decree 1041/2017, Article 7,1-2.
3. The binding language levels of the subject correspond to the aforementioned RD and to the specific *criterion* levels FTI-CFRL, indicated in sections 4 and 5 of this guide; see. Illustrative descriptor-items. Certification and assessment of the general linguistic competence and mediation competences according to COAT-FTI (29/06/2018)
4. The written assessment tests, *Schriftliche Prüfungen* (weight 35%), comprise excercises on German grammar, the synthesis of a current text and a text commentary, corresponding to the CEFR-level; 60% of the partial mark corresponds to the reading comprehension and synthesis, 40% to functional expression, grammar and orthography.

5. In the oral test, *Mündliche Prüfung* (20%), an oral summary and analysis of a current text, corresponding to the CFRLlevel, must be carried out.
6. *Übungsarbeiten.* formative assessment tasks (6-10 written, oral and DaF grammar exercises): Generally, as a rule, these supervised course tasks which form part of the continuous progressive assessment (15%) will not be accepted or corrected if they are delivered outside of the progression and deadline set by the teacher. In order to recover the delivery of one of these continuous training jobs, an explicit permission will be needed to deliver it within a later period of no more than five working days. A calendar of tasks will be published in the Moodle Classroom of the subject (*Abgabetermine*).
7. The delivery of the semester work, *Schriftliche Hausarbeit*, includes the pre-traductological reading and review of a book and is one of autonomous dedication and activity (for a volume of about 45 hours, equivalent weight: 20% of the final weighted grade). Note: After re-registration, the half-yearly work (*Schriftliche Hausarbeit*) has to be carried out on another book of the annual course list (*Bücherliste Deutsch Bx zu Werken der Schriftlichen Hausarbeit*) than the works of previous years.] In the case of de-programming of this activity the final weighting will be: Written assessment, *Schriftliche Prüfung*, pes 40%, Oral test, *Mündliche Prüfung*, weighting: 30%, Continuous assessment tasks, *Übungsarbeiten*, corresponding weight and quantity: 30%.
8. A "non-assessable" will be assigned when the assessment evidence provided by the student is equivalent to a maximum of one quarter (25%) of the total grade of the subject (100%).
9. As far as the **certification of the domain or level of language** it will have to be considered that this level will not be valid if students do not present to a Proficiency assessment or fail to pass one of the final tests for the Proficiency assessment of the domain or level of the language, *Schriftliche Prüfung, Mündliche Prüfung*.
10. In case of irregulary (plagiarism, copying, impersonation, etc.) in an assessment activity, the rating of this assessment activity will be 0. In case of irregularities in several assessment activities, the final grade of the subject or module will be 0. - Repeated conduct of copying, plagiarism and fraudulent procedures to the subjects of German Language B gives rise to the request to open a disciplinary file to the student.

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.

General Rules of the Faculty of Translation and Interpreting

The teacher may establish an assessment activity for each activity being recovered. The teacher may also group several assessment activities, provided that all learning outcomes subject to remediation are assessed and the same criteria forassessment and weighting-score of the final grade is maintained.

In nocase, recovery can consist in a single final assessment activity equivalent to 100% of the grade.

Assessment activities where irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

Specific regulations for Language B1 (German and French):

The recovery of evaluable activities will be in the 2nd semester, after the B2 assessment, vid. FTI Calendar of recovery and reassessment activities.

State Regulations on the Assessment of Language Levels: Royal Decree 1041/2017, BOE-A-2017-15367, «BOE» Nr. 311, 23/12/2017, http://www.boe.es/diario_boe/txt.php?id=BOE-A-2017-15367

Advice about UAB ordinances and regulations

Every effort has been made to ensure the accuracy of the information given above. However, courses are subject to regular review and revision and the university reserves the right to amend course offers according to UAB ordinances and regulations. Students should contact the corresponding coordinator regarding the *status* for courses they are considering.

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 lecturer responsible for the subject, for the record.

Single assessment will be carried out in person on oneday 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 types, as stated in the assessment guidelines.

Grade revision and retake procedures for the subject are the same as those for continual assessment. See the section above in this Study Guide.

Bibliography

Bibliography of the subject

Dossiers of the subject to the Reprographic Service of the FTI (Faculty of Education, Building G5, ground floor):

Doerr, Emmanuel (2005ff.): *Textgrammatik Deutsch. Textwissen Oberstufe DaF für Übersetzer und Dolmetscher.* Unterrichtsmaterialien Deutsch B, Teil 1. Edición actualizada. Bellaterra: Universitat Autònoma de Barcelona. Facultat de Traducció i d'Interpretació. Edición actualizada

Doerr, Emmanuel (2005ff.): *Grammatik Deutsch. Schemata, Hilfslisten für das Schreiben.* Unterrichtsmaterialien Deutsch B, Teil 3. Edición actualizada. Bellaterra: Universitat Autònoma de Barcelona. Facultat de Traducció i d'Interpretació. Edición actualizada

Doerr, Emmanuel (2011ff.): *Übersetzungsrelevante Analyse. Ein kurzer Überblick.* Anhang zu Textgrammatik Deutsch. Unterrichtsmaterialien Deutsch B, Teil 4. Bellaterra: Universitat Autònoma de Barcelona. Facultat de Traducció i d'Interpretació. Edición actualizada [B4]

The bibliography with the compulsory housework of the four-monthly Term-paper will be found at the Virtual Campus, in the Moodle Classroom of the subject:

»Bücherliste Deutsch B zu Werken der Schriftlichen Hausarbeit«.

Folder ›Kursprogramme und Bücherlisten‹ (Kursprogramme and Bücherlisten)

Special and detailed information for the assessment and final tests will be found in the document »Merkblatt zu Prüfung und Hausarbeit«, Moodle Classroom of the subject, folder ›Prüfungen‹.

The specific bibliography and links to websites on language, culture and society can be found in the Moodle Classroom of the subject, and in:

Doerr (2005ff.): *Textgrammatik* Deutsch. see: Bibliographie.

Doerr (2005ff.): *Grammatik Deutsch*. see: Bibliographie.

Moodle Classrooms German Language B: https://cv.uab.cat/portada/ca/index.html

Software

No specific software is required to carry out this subject, apart from a text reader in Word (.docx) or similar format and in PDF. The use of online dictionaries, such as Duden or Pons, is recommended.

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	German	second semester	morning-mixed