UAB
Universitat Autònoma de Barcelona

Foreign language B for translators and interpreters 3 (English)

Code: 101510
ECTS Credits: 6

2025/2026

Degree	Type	Year
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

Required language level: English B2.4. CEFR (Common European Framework of Reference).

A the beginning of this course students should be able to:

- Understand different types of written texts, with fairly complex constructions, which cover a wide range of subjects and able to discern stylistic and dialectal variation. (CEFR-FTI C1.1)
- Write different types of texts about general topics in various subject areas. (CEFR-FTI B2.3)
- Understand different types of spoken English, using fairly complex construction, about a wide range of fields and able to discern different styles or registers. (CEFR-FTI C1.1)
- Express themselves in different types of spoken English on general topics in familiar subject areas using fairly complex constructions. (CEFR-FTI B2.2)

Objectives and Contextualisation

The aim of this course is to develop the language competencies needed for direct translation of basic specialised texts, consolidate language competencies needed for inverse translation and to develop aural / oral language competencies for interpreting, including studying principal dialects.

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

- Understand different specialised types of written texts, with fairly complex constructions, about a wide range of subjects. (CEFR-FTI C1.3)
- Write different types of texts, using fairly complex constructions, about a wide range of subjects and employing the most common styles and registers. (CEFR-FTI C1.1)
- Understand different types of spoken English about a wide range of subject areas and able to discern variation in accents, styles or registers. (CEFR-FTI C1.3)
- Express themselves in different types of spoken English on general topics in a wide range of subject areas using fairly complex constructions. (CEFR-FTI B2.4)

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

1. Introduction to linguistic variation and dialectal differences

2. Analysis and observations on the dialects of the UK and Ireland and how they relate to Standard English.
3. Analysis of texts reflecting dialectal differences: implications (socio-linguistic angle).
4. Recognising a range of dialect and sociolectal differences; also shifts in style and registre
5. Recognising the purpose / aim of a text (target reader, implicit / explicit messages etc.).
6. Recognising a range of text features: ideology, humour (irony, satire etc.).
7. Introduction to oral rhetorical devices.
8. Summarising spoken texts.
9. Oral production of speeches on current affaris.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures with listening comprehension and interaction activities	12	0.48	2, 1, 6, 5, 4, 3, 10, 9, 8, 7, 11
Reading comprehension and written preproduction activities	15	0.6	1, 6, 5, 3, 10, 9, 11
Reading comprehension, listening comprehension and oral production activities	15	0.6	2, 1, 6, 5, 4, 3, 10, 9, 8, 7, 11
Type: Supervised			
Preparation, supervision and revision of oral and / or written exercises	13.6	0.54	2, 1, 6, 5, 4, 3, 10, 9, 8, 7, 11
Type: Autonomous			
Preparation, completion and revision / correction of exercises or oral and / or written tasks	26.8	1.07	2, 1, 6, 5, 4, 3, 10, 9, 8, 7, 11
Preparing and carrying out reading comprehension activities	28	1.12	1, 6, 3
Preparing and carrying out written exercises	26	1.04	1, 5, 10, 9, 11

The skills in English Foreign Language will be expanded and deepened and the necessary specifics for translation will be developed: on the one hand, the global competences and communication skills of the foreign language, on the other, the special linguistic competences in English as a Working Language for Translation, with special emphasis on those that are pragmatic, intercultural and contrastive (BA) for translation, heuristics or instruments for language learning.

The nature of the subject is theoretical-practical. The bases of the textual analysis (linguistic and translational), of the reception and textual production in English will be treated. All the knowledge, competences, strategies and activities of the subject will be developed through and through the work with and on texts (standard models and current examples).

Training activities

1. the development of strategies and methods of reading and textual comprehension (see 6.1.-6.4);
2. the development of strategies and methods of textual analysis (linguistic and grammar, translational analysis),
3. the treatment of typical linguistic and intercultural problems (B-A) manifested in current texts, followed by

tasks or grammar and / or performative exercises or corresponding detection tasks;
4. The analysis and recognition of a range of accents more frequent in English.
5. the improvement of textual production in English (production of specific copies following text models) and the revision of defective texts;
6. the development of strategies and methods of oral production in English on general topics of known fields.

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
Evaluació: Oral test	10%	1.7	0.07	4, 8, 7, 12
Evaluation: Oral comprehension and synthesis	10%	1.7	0.07	2, 1, 5, 10, 9
Evaluation: Reading Comprehension	10%	1.7	0.07	2, 1, 6, 3
Evaluation: Writing	10%	1.7	0.07	2, 1, 5, 10, 9
Evalutation: Dialects	10%	1.7	0.07	2, 1
Final evaluation: Oral comprehension and synthesis	15%	1.7	0.07	2, 1, 5, 4, 10, 9, 8, 7, 11
Final evaluation: Reading comprehension	20%	1.7	0.07	1, 6, 3
Final evaluation: Writing	15%	1.7	0.07	1, 5, 10, 9, 11

Continuous assessment

The information about evaluation, the types of evaluations and their relative weight is for orientation purposes only. The lecturer coordinating this subject will give specific details at the beginning of the course.

Evaluation system

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 evaluation for Foreign Language B English

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, listening 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 doesnot obtain a pass in these three final testswill 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 required language levels correspond to Spanish 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 to resit.
5. In no case will it be possible to make a final evaluation / final evaluations the equivalent of 100% of the grade.

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 <u>one</u> 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 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.

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 actof presenting partor 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.

In the case of retakes, the maximum grade will be 5.

Bibliography

Obligatory Texts

To be determined

The course dossier available on campus virtual and the photocopy centre

Diccionaris

The BBI Combinatory Dictionary of English. The John Benjamins Publishing Company.

- Espanyol

The Collins Cobuild English Language Dictionary. Collins. (*Modern British English*)

The Concise Oxford English Dictionary. Oxford University Press. (*standard British English*)

The Concise Scots Dictionary. Edinburgh University Press.

A Dictionary of Hiberno-English. Gill and MacMillan. Ed. Terence Patrick Dolan

Macquarie Dictionary. Ed. Arthur Delbridge et al, eds. McMahons Point, New South Wales: Macquarie Library. (*standard Australian English*)

Merriam Webster's Collegiate Dictionary. Merriam Webster Incorporated. (*American English*)

The Oxford Advanced Learner's Dictionary. Oxford University Press.

Scots-English, English-Scots Dictionary. Lomond Books.

The Scots Thesaurus. Edinburgh University Press

http://www.catalanencyclopaedia.com/ (Enciclopèdia Catalana en anglès)

http://www.dsl.ac.uk/dsl/ (inclou els dos diccionaris oficials de l'anglès escocés)

http://www2.gsu.edu/~wwwesl/egw/jones/words.htm (anglès britànic-nord-americà)

http://www.hiberno-english.com/archive.htm (diccionari online Hiberno-English)

http://www.itdgpublishing.org.uk/ITDG%20Publishing%20Books%20Housestyle.htm (estil/puntuació)

www.proz.com (Translator's Forum / Workspace / Terms Help)

http://www.scots-online.org/dictionary/index.htm (diccionari de Scots English amb guia de pronunciació i variacions)

http://www.scotsindependent.org/features/scots/index.htm (frases fetes, poesies i comptes en Scots English)

http://www.termcat.net/

http://www.websters-online-dictionary.org/ (Dictionary -*American English*)

Grammar Manuals and resourses

Carter, Ronald et al.: *Exploring Grammar in Context,* Cambridge University Press.

Hewings, M.: *Advanced Grammar in Use*, Cambridge University Press.

Quirk, R and S. Greenbaum: *A University Grammar of English*, Longman.

Swan, M.: *Practical English Usage,* Oxford University Press.

Discursos, gèneres orals, com estructurar i fer un discurs, etc.:

Hughes, Dominic and Benedict Phillips: *The Oxford Union Guide to Successful Public Speaking*. Virgin Publishing, Ltd., 2000.

MacArthur, B. *The Penguin Book of Historic Speeches*. Penguin, 1996.

" " " " . *The Penguin Book of Twentieth-Century Speeches*. Penguin, 1993.

Pinker, Stephen. *The Language Instinct*. Penguin.London, 1994.

Complementary Books and URLS for consultation covering dialects, sociolects and sociolinguistics

Bauer, Laurie, Janet Holmes and Paul Warren. *Language Matters*. Palgrave MacMillan, 2006.

Bex, Tony and Richard J. Watts (eds.). *Standard English: The Widening Debate*. Routledge London and New York, 2000.

Crystal, David. *How Language Works*. Penguin Books, 2007.

" " " ". *The Stories of English*. Penguin Books, 2005.

" " " ". *The English Language*. Penguin Books, 2002,

" " " ".*The Cambridge Encyclopaedia of the English Language* . Cambridge University Press, 1995.

Holmes, Janet. *Introduction to Sociolinguistics*. London: Longman, 2001.

Hughes, A. and P. Trudgill: *English Accents and Dialects*. Arnold, 1996

Milroy, J. and L. Milroy: *Real English: The Grammar of English Dialects in the British Isles*. Longman, 1993.

Quirk, Randolph. "Language Varieties and Standard Language", in Roxy Harris and Ben Rampton (eds.), *The Language, Ethnicity and Race Reader*. London: Routledge, pp. 97-106, 2003.

Turner, George W., ed. *Good Australian English and Good New Zealand English*. Sydney: Reed Education, 1972. 67

http://www.bbc.co.uk/radio4/routesofenglish/ (informació sobre els accents i dialectes de l'anglès)

http://www.gazzaro.it/accents/files/accents2.html (recurs general de l'anglès)

http://www.scotslanguage.com/ (recurs general del - informa sobre novetats pel que fa al "Scots"

Miscellaneous

http://www.bbc.co.uk/radio/aod/mainframe.shtml?http://www.bbc.co.uk/radio/aod/ (BBC Radio on Demand)

Software

To be determined

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	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	Catalan	first semester	morning-mixed