

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

At the beginning of the course, students should be able to:

- Understand written texts of various types on general topics across a wide range of fields and registers. (CE5: CEFR-FTI B2.3)
- Produce written texts of various types on general topics within familiar fields. (CE6: CEFR-FTI B2.1)
- Understand oral texts of various types on general topics from different fields and the most common registers. (CE7: CEFR-FTI B2.2)
- Produce oral texts of various types on general topics within familiar fields. (CE8: CEFR-FTI B2.1)

## Objectives and Contextualisation

The aim of the course is to promote the development of textual skills necessary for the direct translation of general, non-specialised texts, which exhibit typological diversity and challenges related to linguistic variation. It also seeks to strengthen the essential textual competences required to undertake inverse translation.

By the end of the course, students will have acquired the ability to:

- Interpret written texts of various genres and moderate complexity, dealing with general topics across a wide range of fields and registers. (CE5: CEFR-FTI B2.4)
- Produce written texts of different types and moderate complexity on general topics within familiar domains. (CE6: CEFR-FTI B2.2)
- Understand oral discourse of various kinds and with a certain degree of elaboration, focused on general themes within known contexts. (CE7: CEFR-FTI B2.2)
- Express themselves orally through various text types on general topics related to familiar areas. (CE8: 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 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

### Course Contents

#### Grammar and Language Structures

- Review of verb tenses used in past narrative contexts
- Use of discourse markers to articulate logical relationships and structure arguments
- Functional application of the subjunctive mood in various communicative settings
- Expression of modality: speaker attitudes, obligation, and degrees of probability
- Use of passive constructions and pronominal structures
- Strategies to highlight and foreground key information

## Reading and Listening Comprehension

While a range of text types will be explored, emphasis will be placed on persuasive and instructional texts (e.g. opinion pieces, political and advertising speeches, excerpts from manuals, patient information leaflets, and recipes). In addition, students will read a novel written in both standard and colloquial registers.

Textual analysis will focus particularly on:

- Humour and wordplay
- Use of lexical borrowings
- Implicit meanings
- Interpretation of cultural references (culturally specific items, allusions, connotations)
- Register variation: formal/informal, spoken/written language, slang

## Oral and Written Production

- Expressing personal viewpoints on socially relevant topics
- Recounting meaningful experiences or memories
- Engaging in debates and presenting structured arguments
- Writing a critical review of a written or audiovisual document

## Cultural Dimension

At the beginning of the course, the cultural themes to be explored throughout the term will be introduced.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Reading comprehension activities	14.5	0.58	2, 1, 6, 3, 11
Written activities	14.5	0.58	2, 1, 5, 10, 11
Type: Supervised			
Preparation, supervision and revision of oral and written activities	16	0.64	2, 1, 6, 5, 4, 3, 10, 9, 8, 7, 11
Type: Autonomous			
Reading comprehension and oral preproduction and production activities	40	1.6	2, 1, 4, 8, 7
Reading comprehension and written preproduction and production activities	52	2.08	2, 1, 6, 5, 3, 10, 9, 11

- Students' work will be divided among class attendance, information research and analysis, and the completion of practical exercises.
- The main working tools will include the course materials, supplementary readings, and the academic calendar.
- All tasks have a set submission deadline, which must be respected according to the established schedule.
- Practical assignments will be returned to students with feedback and comments aimed at supporting their improvement.

Note: 15 minutes of one class session will be allocated-according to the calendar set by the programme or institution-for students to complete the teaching and course/module evaluation surveys.

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	2, 1, 6, 5, 3, 10, 9, 11
Listening	20%	2.5	0.1	2, 1, 11
Morphosyntactic and lexical tests	20%	2.5	0.1	2, 1, 6, 5, 10, 9, 11
Reading	20%	2.5	0.1	2, 1, 6, 3, 11
Speaking	15%	2	0.08	2, 1, 4, 8, 7, 11, 12
Written exam	15%	2	0.08	2, 1, 5, 3, 10, 9, 7, 11, 12

At the beginning of the course, detailed instructions regarding the various assessment tasks will be provided.

### CONTINUOUS ASSESSMENT

- The information concerning assessment is indicative. A detailed description will be provided by the instructor at the start of the semester.
- Students must demonstrate their progress by completing various assessment tasks, which are outlined in the table at the end of this section of the Course Guide.

**Review.** When the provisional final grade is issued (prior to the formal submission of grades), the instructor will provide written notification of the date and time for grade review. The review of each assessment task will be scheduled by mutual agreement between the instructor and the student.

**Resits.** Students will be eligible for resit if they have completed assessment tasks accounting for at least 66.6% of the total grade and have obtained a weighted average of 3.5 or higher.

At the time of issuing the provisional final grade, the instructor will inform students in writing of the resit procedure. A separate resit activity may be proposed for each failed or missed assessment, or several may be grouped into a single resit task. Under no circumstances may the resit consist of a single task equivalent to 100% of the final grade.

**"Not Assessable" Status.** A student will receive a "Not Assessable" mark if the submitted assessment evidence corresponds to a maximum of one-quarter of the overall course grade.

**Irregularities in assessment tasks.** In the event of academic misconduct (e.g. plagiarism, copying, identity fraud), the corresponding assessment will be graded as 0. If multiple irregularities are detected, the final course grade will also be 0. Assessment tasks involving irregularities are not eligible for resit.

### SINGLE ASSESSMENT

- This course allows for single assessment in accordance with UAB academic regulations and the FTI's assessment criteria.
- Students must submit their request electronically within the period established by the Faculty and send a copy to the course coordinator as proof of notification.
- The single assessment will take place on one day during week 16 or 17 of the semester. The Academic Administration Office will publish the date and time on the Faculty's website.
- On the day of the single assessment, students will be required to present a valid photo ID (student card, national ID, or passport).

Single assessment components: the single assessment will consist of five tests:

- Reading comprehension test: 20%
- Written expression test: 15%
- Grammar and vocabulary test: 30%
- Listening comprehension test: 20%
- Oral expression test: 15%

## Bibliography

The course materials, including reading books and other resources, will be made available on the virtual campus on the first day of class.

## Software

Not applicable.

## 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	French	first semester	morning-mixed