

**UNIVERSIDAD NACIONAL DEL COMAHUE
FACULTAD DE LENGUAS**

Asignatura: **Lengua Inglesa III Aplicada a la Traducción**
Carrera: Traductorado Público en Idioma Inglés (Ord. 499/2011)
Año de cursado: 4º
Año lectivo: 2023

Régimen de dictado: Anual
Número de horas semanales: 7
Número total de horas a dictarse: 224

Departamento: Lengua y Cultura
Área: Lengua Inglesa
Orientación: Lengua Inglesa Aplicada a la Traducción

Equipo docente: Mg. Paula Josefina Liendo – PAD 2
Trad. Stella Maris Maluenda – ASD 3

1. Course description

Translation practices in the last two decades have been steered by the speed of technological advances, the continuous political and social developments around the world and the ubiquity of social and digital media and Artificial Intelligence. This has resulted in a paradigmatic shift, placing translators at the centre to mediate between cultures, as their participation is essential in exchanges about increasingly more complex and delicate issues that AI cannot solve, even more so in the field of sworn translation. Students nowadays are faced with texts that use different channels (oral, written or audiomedial), and belong to different fields (technical, scientific, journalistic, commercial, legal, cultural, humanistic, literary) in order to complete the translation process and solve the decision-making problems inherent to each commission.

The development of *translation competence* (TC) (PACTE, 2009; Hurtado Albir, 2011) is fundamental to fulfil these purposes, as it involves working with a text to determine an objective and a suitable strategy depending on the communicative situation (Presas, 1996 in Clouet, 2010). In a recent collaborative work, Hurtado Albir et al. (2022) review the distinctive features of TC as they relate to each subcompetence, highlighting, among others, the need for students to learn how to solve translation problems and have a dynamic conception of it (*strategic subcompetence*), to have dynamic and coherent knowledge of translation (*knowledge about translation subcompetence*), to combine cognitive and documentation resources (*instrumental subcompetence*). These authors also regard translation competence acquisition (TCA) as a spiralling, rather than lineal, process, that may evolve at different speeds for L1 and L2, for the different subcompetences and fields of specialisation, and is influenced by the learning context. Relevant implications of their analysis point to the importance of focusing more on:

- translation problems related to the writer/speaker's intention;
- the development of the *strategic subcompetence*;
- the development of the writing skill;
- greater use of cognitive resources;
- greater automatization and deliberate practice in problem-solving with specific objectives;

Teaching English to translation trainees can be seen to have a specific purpose, and thus the term *English for Translation Purposes* (ETP) has been coined (Liendo, 2018) to refer to a teaching method that straddles between the acquisition of English as Language B (LB) and the learning of cognitive, metacognitive, instrumental and strategic knowledge related to the task of translating, encompassed by the name Translation Studies, including schools of Translation, TC and the role of translation practice in today's world. Students will develop a deeper level of linguistic, pragmatic and cultural analysis, in order to effectively comprehend, produce and translate texts (oral, written or audiomedial) of a high level of complexity and specificity. This progress is expected to accompany students' acquisition of the target language, metacognition and higher-order cognitive skills as they advance in the course of studies.

In this subject, texts, be they of general interest, technical, scientific, journalistic, commercial, legal, cultural or literary, are analysed as potential Source Texts (ST), in their context of occurrence and with a specific translation commission in mind. LIATRAD III focuses on the rhetorical and discursive nuances of these texts: source, purpose, target audience and intended reaction, register, tone, boosters and hedges, strength of claim and engagement and attitude markers, as well as the techniques chosen. A dynamic approach to equivalence (Nida, as cited by Hatim and Munday, 2004) is also adhered to, considering all the extra-linguistic elements involved in the decision-making process entailed by translation. Additionally, this subject aims at students' achievement of a greater awareness of the ideological stance of translators, in particular in relation to culture, gender and visibility as they make translation choices—conscious or unconscious— for instance, in terms of translation visibility and the application of foreignising or domesticating techniques (Venuti and Gentzler in Hatim, 2013).

As to linguistic competence, language acquisition has an unequivocally central role in the teaching-learning process. Students are expected to reach an ALTE C1 (advanced) level in English after the successful completion of the course; which implies the development of their English language knowledge (as part of their bilingual subcompetence), including not only linguistic but also communicative, discursive and sociocultural cognitive and instrumental content. Language is taught, practised and assessed in use, within the pragmatic linguistic paradigm, where the communicative purpose of language use, the functions of the language, and authentic contexts are prevalent, and interdisciplinary studies, metacognitive and metalinguistic analysis are relevant. The bilingual competence (knowledge of LA and LB) comes together with all the other (strategic, extralinguistic, translation-knowledge, instrumental, psychophysiological; Hurtado Albir et al, 2022), in the discussion of structural, lexical and discursive/rhetorical divergences between Languages A and B in their context of occurrence (authentic texts), where not only systemic differences but also genre conventions, generic competence (Ezpeleta Piorno, 2008) and generic performance (Devitt, 2015) in both language are discussed, and translation problems associated with linguistic (syntactic, semantic, collocational, cohesive, pragmatic, rhetorical) or extralinguistic (contextual, sociocultural, ideological, idiosyncratic) issues are solved.

In terms of skills, LIATRAD III aims at leading students to critically analyse, appreciate and compose texts in English with increasing specificity. Academic literacy in general- and academic discourse in particular—are central in the choice of texts and tasks, in terms of topics, text-types, writing tasks, audiomedial materials and discrete-point grammar and lexis. Academic texts are also addressed from a discursive standpoint, with a view to teaching learners to distinguish and use the main textual features of different types of discourse which they will frequently encounter when furthering their studies, when participating in research and extension projects, when presenting their work at conferences, and in their translating practice. In this case, the focus is on students' instrumental competence (Hurtado Albir et al, 2022), which

comprises different abilities, such as using strategies for documentation, contrastive analysis of texts or professional development and specialisation.

Corpus Linguistics is another tenet of the syllabus. This theoretical and methodological approach allows the study of languages through the collection and processing of linguistic corpora for the use of real, comprehensive data and to access and analyse authentic linguistic productions of real speakers and writers in specific situations (Leech, as cited in Tolchinsky, 2014). As stated by Pérez Paredes (2021), corpora represent real use of the language, as a corpus “is used to model language and we can think of a corpus as a proxy for usage” (p. 1). Language acquisition through corpora is a *data-driven* practice which encourages learning through discovery and favours the development of students’ autonomy and metacognitive reflection of their learning processes (Elvira-García, 2021).

For the analysis and production of written texts, a differential model, called the *sample/process-product/assessment* [SPPA] *model* (Liendo & Massi, 2016) is used. This model is divided into two stages: the first one starts with the analysis of *sample texts* which are thematically related to a specific subject, which are then deconstructed into their linguistic, textual, paratextual and contextual components. Subsequently, these are analyzed and categorized for the creation of a linguistic and textual reservoir which allows for the identification of the rhetorical features of the text type. The second stage –*product/assessment*– focuses on the *production* of a new text, which is the students’ final output, as well as revision, redrafting, and evaluative feedback from students themselves, their peers and teachers.

Student-centeredness is a key aspect in the design of this syllabus, particularly attending to students’ attitude, which Clouet (2010) defines as the learners’ position towards the foreign language, its speakers and the target culture. Emotional factors such as mood, motivation and anxiety are central to the enhancement of *integrative motivation*; thus, materials and activities in LIATRAD III aim at encouraging students to learn a language in its full sociocultural potential, in order for them to establish bonds with another ethnolinguistic groups in general (Gardner & Lambert, 1972, in Clouet, *ibid.*), and with other academic communities in particular. Learners’ creativity, flexibility, adaptability and tolerance are put to the test in the analysis of elements from different cultural communities, allowing a strengthening of their own identity. Along the lines of the latest research (Gardner, 2017), this syllabus design also considers more complex socio-psychological variables of motivation, such as learners’ reaction to the classroom environment, the cultural influences on their acquisition of a foreign culture’s attributes, and the anxiety, persistence and satisfaction associated with the learning process, among others. A range of strategies and techniques, using face-to-face and virtual media, are applied to deal with these issues. Some examples are the SAC (self-assessment chart), filled in by students after individual writing tasks and their redrafting; the WAL (Writing assessment log), an online diary where students pour their reflections upon individual and group writing issues and receive teacher feedback; the final portfolio of written work presented by students in the oral final exam; and the feedback forms filled in by teachers after oral and written work.

As the second of the three subjects which teach ETP, *LIATRAD III* sees future graduates as cultural mediators who interpret the sociocultural phenomena reflected in a text and are aware of the divergences between the systems of their LA ad LB and the different geographical, sociological and communicative varieties of the latter. This course develops learners’ receptive and productive skills to carry out proficient direct and reverse translation and resourceful and independent research; to make accurate and context-appropriate choices of lexis, structures and rhetorical devices in oral and written communication for

effective translation and interpreting jobs; to manage their continuous learning and progress; to be acquainted with the latest ICTs, and to face cultural and academic situations of increasing complexity and divergence from their own paradigms.

2. General aims

The main aims of this subject are that learners can

- develop their communicative competence (including linguistic, social, sociolinguistic, discourse and strategic competences) in English, for an accurate understanding and appropriate and context-sensitive expression of meaning, and particularly in the specific skills, strategies and techniques relevant to the purpose of translating;
- enhance their intercultural competence in English to become effective mediators across cultures who can show sensitivity and expertise in handling diverse *fields, tenors* and *modes* in the acts of communication;
- achieve and demonstrate strategic command of the specific linguistic and extra-linguistic needs of translation practice, in order to successfully understand STs and produce TTs in English, showing sensitivity to textual features (genre, text-type, register, coherence and cohesion) and contextual, communicative and cultural factors (such as the purpose and target culture of a translation, the commission and how it affects the choice of a translation strategy) involved;
- fully develop their academic literacy, and understand the characteristic rhetorical features of the main text-types of the academic genres and their adequate use in texts produced by them;
- continue developing contrastive competence skills, to establish similarities and notice divergences between the source and target languages and cultures (at the linguistic, textual, contextual and cultural levels) and achieve full pragmatic equivalence;
- upgrade their higher-order thinking skills, particularly critical thinking, in connection to abstract, professional, academic or specialised themes, easily identifying intentions, implications and nuances of meaning in both the didactic materials and texts independently retrieved and being able to reproduce them in their own production;
- produce original written and oral (academic or specialised) argumentative texts with a clearly-delineated thesis statement, an adequate organisation of supporting facts and examples, and an effective conclusion, and with a careful selection of the rhetorical devices that best suit their purpose and intended audience;
- develop a positive attitude towards the target language and culture, while learning to self-validate their identity, and enhance their creativity, empathy and adaptability;
- be fully accountable for the choices they make in their translation practice —understood as a decision-making process—, showing awareness of the centrality of translators' role as cultural mediators, and the power this entails; and
- improve their autonomy and metacognitive skills, taking responsibility for their ongoing learning process, reflecting on it and relating their learning experience to their current learning and future professional or academic contexts, using their intellectual, physical and affective faculties.

3. Contents

The course has been organised around six selected units from *Life Advanced* (Dummet, Hughes & Stephenson, 2014). The choice of units responds to the relevance of the linguistic input presented, anticipated learners' preferences, surveys to former students, the applicability of the texts' themes to the main areas of

specialisation students may pursue in their future professional performance and the usefulness of the focused skills and strategies for the development of TC.

Supplementary materials have been compiled in 6 TALU (Text Analysis and Language in Use) Packs. Each of them follows a line of research into a specific field derived from the selected units of *Life Advanced*, extending, by means of an interdisciplinary approach, the scope of the textbook topics to cover more academic aspects and satisfy translation-specific learning demands. Each field contains suggested topics and interdisciplinary lines of questioning which lend themselves to further research, both by the teaching team and the students. Each TALU Pack is organised around textual input (written and audiomedial, fiction and non-fiction, from academic and non-academic sources), as well as self-access materials for the development of linguistic and discursive competence, involving comprehension, analysis, appreciation and production tasks and projects.

As for skills development, reading has been divided into intensive (different text types), extensive (novels and poems) and academic reading skills, and so has listening (audio-texts for intensive listening, audiomedial texts for intensive viewing, podcasts for extensive listening and films and series for extensive viewing); and writing. For this skill, students work with specific text-type drafting and with an Academic Writing Forum, where they discuss their views based on their own interpretation of the literature, mostly around drafting strategies for essay- and academic-article-writing. These workshops have been graded in terms of complexity of themes and language, and sequenced following the thematic content and skills developed in each module. Each TALU Pack also contains task-based project work, namely Audiomedial Projects (AMPs) and Skopos Projects (SPs). For AMPs, students address the first season of an assortment of TV series, docu-series or miniseries, and subsequently produce an academic essay and an oral presentation about selected grammatical, lexical, semantic or rhetorical features discussed in the modules they can identify in different episodes. AMPs are also an opportunity to research into Audiovisual Translation (AVT) and its distinctive features, as this discipline is not addressed in other subjects of the program. Díaz Cintas (2012: 95) points to a connection between AVT and TEFL, as the former brings variety, non-linguistic communication elements and authentic language-culture interaction: “ (AVT) introduce variedad, da cabida a los elementos no-verbales de la comunicación y, lo más importante, permite a los estudiantes ver el tipo de interacción que se establece entre lengua y cultura en un contexto real”. As for SPs, students are expected to carry out different intra and interlinguistic translation tasks that take a written or audiomedial ST as starting point and require a change in the purpose (or *skopos*) of the expected TT, along the lines of the *SP/PA model*.

Whereas the development of reading and writing involve a top-down approach, there is also a linguistic content focus, which includes a bottom-up, discrete-point approach to text production that deals with vocabulary, grammar, syntax, punctuation, spelling, and discourse. The latter includes the main rhetorical features of texts, as well as semantic relations, features of academic discourse, such as strength of claim, boosting and hedging, or data commentary, and specific Translation Studies issues and strategies (such as domestication, foreignization and translators’ visibility; language of discretion and policy, performatives and adverbs in legal texts).

MODULE	TOPICS	INTERDISCIPLINARY FOCUS	SKILLS	LINGUISTIC CONTENT	PROJECT WORK
1 – LESSONS FOR LIFE	Learning from the past Historical figures and their legacy The power of the image Masterpieces and their timelessness Defining your identity Presenting your best qualities Lessons from history and politics Gender-neutral language and neopronouns Collaborative learning and interdisciplinary studies	LANGUAGE AND CULTURE <ul style="list-style-type: none"> • Cognition and metacognition • Learning strategies • Learning and affection • Interdisciplinary education • Translation and language • Translation and interdisciplinarity • Translation and intercultural communication 	RC: GI: blog posts, opinion columns, biography, website posts, non-fiction book foreword, feature articles Ac: articles from the professional section of quality papers, University webpage course description, 1898 translation review, conference brochure, website homepages <i>Extensive Reading:</i> poems Wr: GI: Email/ blog post/online article revision Ac: covering letter <i>Editing and proofreading</i> AcWrFr: essays: the writing process – Papers: Research Article structure Sp job interview group presentations discussions <i>keeping going</i> LC conversation: lessons in life Sociology talk: identity	Gr: Revision of tenses- Perfect and continuous aspects Present and past participles. Voc: Sem. fields: passions: reactions and emotions– cramming for success - the plastic arts – talking about books <i>Phrasal verbs:</i> talking about success and failure <i>Idioms:</i> binomials – proverbs –Ancient myths and history - Shakespeare’s coinages - <i>Collocations:</i> positive situations and feelings <i>Wordbuilding:</i> -ness + suffixes Use (Eng/Sp) Discourse: Text and time: time connectors & grammatical cohesion (revision) – Given and new information	Skopos theory – The commission – C9 (Hatim and Munday) Skopos Project 1: Textual input: La continuidad de los parques – J. Cortázar (short story and video adaptations) Task: Review Audiomedial (AM) Project 1: lessons from the past – binomials and proverbs – tense divergence (contrastive competence) Tasks: Academic essay – oral presentation

MODULE	TOPICS	INTERDISCIPLINARY FOCUS	SKILLS	LINGUISTIC CONTENT	PROJECT WORK
<p>2- INNOVATION</p>	<p>An innovative transport system</p>	<p>INNOVATIONS IN BUSINESS AND SCIENCE</p> <ul style="list-style-type: none"> • Business and marketing innovation • Technological innovations • Patents • Medical innovation • Translation and new technologies • Innovative translation jobs • Marketing and freelance work • Managing your translation business • Manuals, tutorials and instructive texts 	<p>RC: GI: blog posts, speech, newspaper article, opinion column</p>	<p>Gr: Modal verbs (present and past) - Probability (Eng/Sp) – Intensifying adverbs</p>	<p>Skopos Project 2: - Textual input: Abstract (season 2, episode 5, 2019)</p> <p>- Tasks: - Pre-viewing: documentation: summary - While- viewing : note-taking - Post-viewing: opinion essay - letter to the editor - cover letter – leaflet</p> <p>Audiomedial (AM) Project 2: innovation- modality and strength of claim – new idioms/collocations (contrastive competence) Tasks: Academic essay – oral presentation</p>
	<p>Inventions</p>		<p>AI: Patent, user manual, translation blog post, translation blog Q&A Extensive Reading Machines Like Me (Ian McEwan)</p>	<p>Voc: <i>Sem. fields:</i> science & technology– <i>Phrasal verbs:</i> come- changes <i>Idioms:</i> give- science and technology – new idioms – business news <i>Collocations</i> Plans and decisions – quantity and size – groups and amounts</p>	
	<p>Origami engineering</p>		<p>Wr: Descriptive leaflet – instruction manual AcWrFr: essays: argument – Papers: The introduction</p>	<p>Discourse: Data commentary: strength of claim- Degrees of certainty (Ac) - Presenting an argument (Ac)</p>	
	<p>A social entrepreneur</p>		<p>Sp: Discussion Presentation Negotiation Interview LC Interview: innovation Documentary videos: NBC Learn</p>		

<p>3- THE WRITER'S JOURNEY</p>	<p>Travel writing</p> <p>Travelogues</p> <p>Extraordinary journeys</p> <p>Graphic novels (text and image)</p> <p>Films and novels on travelling</p>	<p>TRAVEL AND TOURISM</p> <ul style="list-style-type: none"> PERSONAL AND PROFESSIONAL TRAVEL EXPERIENCES COMMUNICATION ACROSS CULTURES TRAVEL AND TRANSLATION INTERPRETATION AND CULTURE POST-PANDEMIC TRAVEL POST-PANDEMIC TRANSLATION TRANSLATING BICULTURAL LITERATURE 	<p>RC:</p> <p>GI Film review, blog post, newspaper article, online article</p> <p>AI professional blog post, book/article review, writing guidelines</p> <p><i>Extensive Reading:</i> novel 1 - poems</p> <p>Wr: film review – travel article (GI) article review (AI)</p> <p>AWF 3: Essays: formal essays- elements</p> <p>Papers: the discussion section</p> <p>Sp: Discussing, evaluating, giving presentations</p> <p>LC: radio programme, interview and travelogue</p>	<p>Gr: Substitution – nominalisation - ellipsis – reduced relative clauses; participle, infinitive and noun clauses - emphatic structures (Eng/Sp)</p> <p>Voc: <i>Sem. fields:</i> roads and ways, global contact and language enrichment, travel and accommodation, tourism, weather and climate <i>Phrasal verbs:</i> time– weather - places <i>Idioms:</i> rhyming – cast – telling stories - emphasizing <i>Collocations:</i> Travel and adventure <i>Wordbuilding:</i> -ing adjectives</p> <p>Discourse: Modality in legal texts Boosters and hedges- Evaluative language (academic) Academic vocabulary: Key nouns in academic writing and the words they combine with Evaluation and emphasis</p>	<p>Project work:</p> <p>SP3: Academic article review – Source Text: Travel article -<i>Welcome Stranger</i> (by Sebastian Junger)</p> <p>AMP3: cultural elements substitution and ellipsis – repetition and boosting/hedging – semi-specialised vocabulary</p>
---------------------------------------	---	--	---	---	--

<p>4- DIGITAL MEDIA</p>	<p>Digital technology</p> <p>Social media marketing</p> <p>Hackers and IT security</p> <p>Podcasts and blogs</p> <p>AI and threat intelligence</p> <p>Technology and inequality</p> <p>Journalism and translation</p>	<p>NEW TECHNOLOGIES IN THE WORKPLACE</p> <p>DIGITAL NARCISISM</p> <p>THE DIGITAL DIVIDE</p> <p>SOCIAL MEDIA, AI AND FREEDOM OF SPEECH</p> <p>POETRY AND SOCIAL MEDIA</p> <p>THE DIGITAL WORLD AND CONSUMERISM</p> <p>SOCIAL MEDIA AND CUSTOMER SERVICE</p> <p>AI REGULATION IN SCIENCES</p> <p>AI AND E-COMMERCE</p> <p>AI AND ETHICS</p> <p>TRANSLATION IN THE INFORMATION TECHNOLOGY ERA</p>	<p>RC: GI: Newspaper articles – Cartoons – Editorials</p> <p>AI: Book chapters - foreword- specialised articles – translation blog entries</p> <p><i>Extensive Reading:</i> poems</p> <p>Wr: online news report – Foreword</p> <p>AWF: Essays: beginnings and endings</p> <p>Papers: Writing about results</p> <p>Sp: Making presentations</p> <p>Holding discussions</p> <p>LC: watching shorts & podcasts</p>	<p>Gr: Impersonal structures- Reporting verbs - Passive reporting verbs-Expressions with no</p> <p>Voc: <i>Sem. Fields</i></p> <p>Online learning (Ac)</p> <p>E-commerce</p> <p><i>Idioms:</i> break – journalism - advertising</p> <p><i>Collocations:</i> business – making things easier - difficulty</p> <p><i>Wordbuilding:</i></p> <p>Business buzz words – secrets and lies</p> <p>Discourse:</p> <p>Data commentary: structure (AI)</p> <p>Performatives and by- adverbs in contracts</p>	<p>Skopos Project 4: <i>Translation and the news</i></p> <p>- Textual input: 22- Translating News (by David Bellos); news cables and reports in English and Spanish</p> <p>- Tasks: Discussing the role of languages in the news and their visibility</p> <p>Developing a news story for a specified target culture and audience</p> <p>AMP4: digital media: ubiquity and changes to lifestyles – repetition and boosting/hedging – semi-specialised vocabulary</p>
--------------------------------	---	--	--	--	---

5- SOCIAL LIVING	Citizenship education	CIVILISED SOCIETY	RC GI: newspaper articles – editorial - well-known essays – poems - blogposts AI: synopsis of PhD dissertation	Gr: Tag questions – Other types of questions- adverbs - subordination	Skopos Project 5: Translation and (in)visibility - <i>Textual input:</i> research based on Venuti’s tenets on the invisibility of translators - Bo Burnham: Inside (2021) TV special - Small things like these (2022). A novel by Claire Keegan - <i>Tasks:</i> Discursive essay Oral presentation Handout AMP 5: essay on issues related to social living
	A sense of community	SOCIAL ROLES	<i>Extensive Reading:</i> Poems	Voc: <i>Sem. fields:</i> good citizenship - Home styles, lifestyles – Socialising and networking- Festivals in their cultural context <i>Business vocabulary:</i> work-life balance - social reporting	
	Civic Duties	INDIVIDUAL AND SOCIAL RIGHTS	Wr: discursive essay	<i>Idioms:</i> animal – free War and conflict – Greek mythology - Society <i>Collocations:</i> Festivals and celebrations	
	Societal organisation	LAW AND ORDER	AWF: Complex sentences; effective sentences: subordinate clauses, form and function	<i>Wordbuilding:</i> Compound adjectives	
	Lifestyles and freedom	SHARED VALUES IN SOCIETIES	Sp: Discussing – evaluating – giving presentations	Discourse: <i>Writing conclusions</i>	
	Social background and prospects in life	ARCHITECTURE: GENTRIFICATION AND SOCIAL LIVING	LC: lecture – radio interview	<i>(AI) Polysemous words - Metaphors and Idioms - Evaluation, summary, conclusions</i> <i>(AI) Oral presentations</i>	
		CITIZENS’ WELLBEING AND WELFARE			
		CLASSISM, CLASS STRUGGLES AND WAR			
		RACISM AND DISCRIMINATION			
		FEMINISM			
		TRANSLATION AND (IN)VISIBILITY			

<p>6- REASON AND EMOTION</p>	<p>Emotional intelligence</p> <p>Rational and irrational thinking</p> <p>Technological developments in intuition and emotions</p> <p>Showcasing your qualities as a translator</p>	<p>THE NATURE OF THE HUMAN MIND</p> <p>THE ROLE OF INTUITION</p> <p>REASON, EMOTION AND THE PURSUIT OF HAPPINESS</p> <p>NEW TRENDS IN PSYCHOLOGY</p> <p>ADVANCES IN NEUROSCIENCES</p> <p>REASON AND INTUITION IN TRANSLATION</p> <p>EMOTIONAL ABUSE</p> <p>AI AND EMOTIONS</p> <p>EQ</p>	<p>RC: GI: articles, blog-posts, poems AI: Professional blog posts, semi-specialised articles</p> <p>Extensive Reading: novel 2 - poems</p> <p>Wr: speculative letter</p> <p>text-type revision</p> <p>AWF: Writing a research paper</p> <p>LC: radio programme - interview</p> <p>Sp: Discussion . presentation</p>	<p>Gr Unreal Past – Inversion – Fronting - Inversion in conditionals - (Use Eng/Sp)</p> <p>Voc: <i>Sem. fields:</i> feelings – passions: reactions and emotions – antipathies and aversions <i>Phrasal verbs:</i> feelings <i>Collocations:</i> positive and negative situations and feelings <i>Idioms:</i> emotions <i>Wordbuilding:</i> heteronyms (Eng/Sp)</p>	<p>Skopos Project 6: Report on problem areas before translating a novel - <i>Textual input:</i> selected novel. - <i>Tasks:</i> prepare and answer a set of questions – report on problem areas</p> <p>AMP 6: themes and relevance – words connoting positive and negative emotions – metacognitive reflection on AMPs 1-6 <i>Tasks: academic essay - presentation</i></p>
-------------------------------------	--	---	---	--	--

4. Evaluation

Apart from the continuous *formative* evaluation carried out in every lesson, students' progress in their oral and written comprehension and expression will be assessed through *summative* assignments, tests and a final written and oral exam.

In compliance with the University and Faculty regulations, to qualify as *alumno regular*, students should meet the following requirements:

- pass at least **70%** of **all** assignments and **50%** of the **in-class** assignments; and
- pass **two** term exams (including reading comprehension, reading and writing, language in use and speaking tasks) or their corresponding **make-up** exams with a minimum pass-mark of **4** (four) in **each part**.

Students with a very good record of performance can qualify as *alumno promocional*, which implies not having to sit a final exam. Students should meet the following requirements (compliant with the University and Faculty regulations) to achieve *promoción*:

- pass at least **80%** of assignments;
- pass **two** term exams (including reading comprehension, reading and writing, language in use and speaking tasks) with a minimum average mark of **7** (seven) and a minimum pass-mark of **6** (six) in each part; and
- pass a comprehensive **oral** exam (*coloquio de promoción*) at the end of the course, with a mark of **7** (seven) or more.

Notes:

- Assignments will include tasks testing Reading Comprehension, Writing and Language in Use, and project work involving reading and writing (and giving an oral presentation in some cases), namely *AMPs (Audiomedial Projects)* and *SPs (Skopos Projects)*.
- Some assignments will be done at home and others in class and, at the discretion of the teaching team, some of them will be open to a redrafting —makeup— option.
- Term tests will be taken in June or August (Term Test 1) and November (Term Test 2). Makeup tests will be taken in August or September (Term Test 1) and November (Term Test 2).
- An assignment, test or any other evaluative situation where any form of plagiarism or lack of adequate attribution is observed will be graded FAILED, without the chance to make up for it.

Final exams

Attending students who have successfully completed the course —*alumnos regulares*— and those who have not (including non-attending or challenging students) —*alumnos libres*— will have to meet different requirements (in compliance with the University and Faculty regulations):

Attending students

Written exam: it will consist of tasks testing

- general comprehension and analysis of a written text;
- summary writing and

- production of a text (of one of the types included in the modules) triggered by or in response to the written text.

Oral exam: it will be taken in pairs (as long as this is physically possible, otherwise students can sit individually), and it will include

- a long transactional (individual) turn, in which each student will discuss an issue triggered by any of the topics discussed during the year. The presentation should include (a) a hypothesis or preliminary research questions, (b) their thesis or line of argumentation and (c) pragmatic evidence to support their stance, which should include at least two of the texts discussed in class and one additional text (of any type) retrieved by the student (no longer than 10 minutes). This will be followed by questions by the teachers on interdisciplinary topics related to that of the presentation (10-12 minutes in all);
- teachers-student(s) interaction, in which students may be asked questions to retell or reflect upon the longer (extensive reading) texts discussed in the modules (5-7 minutes); and
- a three/four-way teachers-student(s) exchange on their appreciation of PROJECT WORK (AMPs and SPs) carried out throughout the year (in terms of content, strategies developed, metacognitive appreciation, group dynamics) (5-7 minutes)

Non-attending (challenging) students

The final exam for students who do not credit the course (non-attending or challenging students, called *alumnos libres* at UNCO) includes **a written part** (to be done completely at University on the day of the exam), and **an oral part** (which may take place on the day of the written part, or few days after it).

Written exam – Section 1

In this section, students will have to write a 400-word academic review or academic essay in answer to one or more analysis or appreciation questions focused on the rhetorical and linguistic aspects of one or more of the following text types: an academic paper, article or review, a TV series/docuseries/miniseries or a novel.

The selected texts will be uploaded on PEDCO before the end of the second term. Before the exam date, students are expected to carry out the necessary research in preparation for the writing task: thorough reading, documentation, dictionary work, note-taking, summarising, etc. One week before each exam call/board, the selected text/texts and the main features to focus on will be posted on PEDCO. On the day of the exam, students will comply with a task which specifically details the features to analyse and the required text-type to produce.

This section will be assessed in terms of task achievement, organisation, accuracy, range of vocabulary and syntax, and correct spelling and punctuation; students are expected to demonstrate their reading and writing skills, as well as their linguistic (communicative and discursive), and sociocultural competences.

Written exam – Section 2

The same as that for *attending students*.

Oral exam

The same as that for *attending students*, except that *non-attending students* will have to answer questions, in the teacher-student interaction stage (second part), about an additional novel (from the options in the modules) and about any of the written and audiomedial texts in the syllabus. Additionally, in the third part (teachers-students interaction), they will be asked questions related to Section 1 of their written exam. Here

students may be required to develop theoretical tenets, explain or discuss insufficiently-developed ideas, and provide overall critical feedback of their written exam.

Notes:

- An exam where any form of plagiarism or lack of proper attribution is observed will be graded FAILED.
- The guidelines in this section (**Final exams**) apply to face-to-face exams. In case online exams need to be given, due to any natural or man-made situation, this section is supplemented by the following documents: *Resolución 014/2020 Facultad de Lenguas* and *Guía para rendir exámenes virtuales – Lengua Inglesa III Aplicada a la Traducción*, available on the Faculty website and LIATRAD III virtual classroom on PEDCO, respectively.

5. Timetables and coaching lessons

As published in the faculty's website

6. Students' bibliography

Textbooks

ADAMS, Kenneth (2013). *A Manual for Style for Contract Drafting*. Third Edition. American Bar Association. Business Law Section.

DUMMET, P.; HUGHES, J. & STEPHENSON, H. (2014). *Life Advanced*. National Geographic Learning – Cengage Learning.

STEPHENSON, H.; DUMMET, P. & HUGHES, J. (2014). *Life ADvanced. Workbook*. National Geographic Learning – Cengage Learning.

VARGO, M. & BLASS, L. (2013). *Pathways 4*. New Edition. Cengage Learning.

Linguistic and discursive content

FOLEY, Mark & Diane HALL (2012). *My Grammar Lab – Advanced*. Pearson Longman.

FOLEY, Mark & Diane HALL (2003). *Advanced Learners' Grammar*. Pearson Education Limited.

MASCULL, B. (2010). *Business Vocabulary in Use (Advanced)*. C.U.P.

MC CARTHY, M. & O'DELL, F. (2008). *Academic Vocabulary in Use*. New Edition. C.U.P.

MC CARTHY, M. & O'DELL, F. (2001). *English Vocabulary in Use – Advanced*. New Edition. C.U.P.

MC CARTHY, M. & O'DELL, F. (2007). *English Phrasal Verbs in Use – Advanced*. C.U.P.

O'DELL, F. & MC CARTHY, M. (2008). *English Collocations in Use – Advanced*. Cambridge: C.U.P.

SWALES & FEAK (2012) *Academic Writing for Graduate Students (3rd Edition)*. The University of Michigan Press.

Writing

CORY, H. (1999). *Advanced Writing with English in Use*. Oxford University Press.

EVANS, V. (2004/1998). *Successful Writing – Upper Intermediate*. Express Publishing.

GALCO, F. (2001). *Better Writing Now – Using words to your Advantage*. Learning Express, LLC.

HAINES, S. (2008). *Real Writing 4*. Cambridge University Press.

MOSSOP, B (2010 [2001]). *Revising and Editing for Translators. Third Edition*. Routledge.

University of North Carolina at Chapel Hill (2010). *Editing and Proofreading*.

<http://writingcenter.unc.edu/handouts/editing-and-proofreading/>.

WYRICK, J.(2013). *Steps to Writing Well*. Twelfth Edition. Cengage Learning.

Academic Writing

ADAMS, Kenneth (2013). *A Manual for Style for Contract Drafting*. Third Edition. American Bar Association. Business Law Section.

BELMONT, W. & SHARKEY, M (2011). *The Essay Writer. Formal Writing for Academic Purposes*. Pearson.

BUSA, M.Grazia (2016). *Introducing the Language of the News. A Student’s Guide*. Routledge.

CARGILL, M. & O’CONNOR, P. (2009). *Writing Scientific Research Articles. Strategy and Steps*. Wiley-Blackwell

HINKEL, E. (2002). *Second Language Writers’ Text. Linguistic and Rhetorical Features*. Lawrence Erlbaum Associates

MASCULL, B. (2010). *English Vocabulary in Use (Advanced)*. Cambridge: C.U.P.

MASSI, M.P. & LIENDO, P.J. (2014). *Academic Literacy for Professional Development*. PubliFADECS.

ROSA, A. & ESCHHOLZ, P. (2007). *Models for Writers. Short essays for composition. Ninth Edition*. Bedford/St. Martin’s

Translation studies

HATIM, B. (2013). *Teaching and Researching Translation. Second Edition*. Routledge.

HATIM, B. & MUNDAY, J. (2004). *Translation: An Advanced Coursebook*. Routledge.

Extensive Reading: Novels

- Atwood, M. (2015). *The Heart Goes Last*.
- Capote, T. (1966). *In Cold Blood*.
- Evaristo, B. (2019). *Girl, Woman, Other*.
- Keegan, C. (2022). *Small things like these*.
- Lee, H. (1960). *To Kill a Mockingbird*.
- Michaelides, A. (2019). *The silent patient*,
- Owens, D. (2018). *Where the crawdads sing*,

Series (AMPs)

Term 1	Term 2
<p style="background-color: #c00000; color: white; padding: 2px;">UNIT 1</p> <ul style="list-style-type: none"> • The Crown: TV series – drama, history (2016-) • Peaky Blinders: TV series – crime, drama (2013-) • The Alienist: TV series – drama, mystery (2018) • Mindhunter: TV series – crime, drama, thriller (2017) • Firefly Lane: TV series – drama, romance (2021-) • The last kingdom: TV series – action, drama, history (2015-) • Derry Girls: TV series – comedy (2018-2022) 	<p style="background-color: #c00000; color: white; padding: 2px;">UNIT 4</p> <ul style="list-style-type: none"> • Black Mirror: TV series – drama, sci-fi, thriller (2011-) • Clickbait: TV miniseries – crime, drama, mystery (2021) • You: TV series – crime, drama, romance (2019) • Love, death and robots: TV series – animation, short, action (2019-) • National Bird: Documentary (2016) • The One: TV series – crime, drama, sci-fi (2021-) • Inventing Anna: TV miniseries – drama (2022)

<p>UNIT 2</p> <ul style="list-style-type: none"> • Grace & Frankie: TV series – comedy (2015-2022) • Sense 8: TV series – drama, mystery, sci fi (2015- 2017) • Away: TV series- drama, sci fi (2020-) • Madam C. J. Walker: TV series – drama (2020) • Pose: TV series – drama (2018-2021) • Interior design masters: TV series – game-show (2019) • Manifest: TV series – drama, mystery, sci-fi (2018 -) <p>UNIDAD 3: LITERATURA DE VIAJES</p> <ul style="list-style-type: none"> • Tales by Light: TV mini-series – documentary (2015-) • Larry Charles’ Dangerous World of Comedy: TV series – documentary , comedy (2019) • Dark Tourist: TV series – documentary (2018-) • Street food: TV series – documentary (2019-) • Somebody feed Phil: TV series – documentary (2018-) • Anthony Bourdain parts unknown: (2013-2018) 	<ul style="list-style-type: none"> • Glamorous: TV series – comedy, drama (2023 -) <p>UNIDAD 5</p> <ul style="list-style-type: none"> • Game of Thrones: TV series - adventure, drama, fantasy (2011 - 2019) • Orange is the New Black: TV series – comedy, crime, drama (2013- 2019) • Safe: TV series – drama, mystery (2018) • Sex Education: TV series – comedy, drama (2019 -) • Community: TV series – comedy (2009-2015) • When They See Us: TV miniseries – biographical, drama, crime (2019) • Please, like me: TV series – comedy, drama, romance (2013 – 2016) • The Letdown: TV series – comedy (2017 – 2019) <p>UNIT 6</p> <ul style="list-style-type: none"> • Breaking bad: TV series – crime, drama, thriller (2008-2013) • The Sinner: TV series – drama, mystery, thriller (2017 -) • Atypical: TV series – comedy, drama (2017 -) • Maid: TV miniseries: drama (2021) • Behind her eyes: TV series – drama, mystery, thriller (2021) • After life: TV series – comedy, drama (2019 – 2022) • The survival of the thickest: TV series – comedy (2023 -) • Pieces of her: TV series – crime, drama, mystery (2022) • FUBAR: TV series – action, adventure, comedy (2023)
---	---

Monolingual online dictionaries and terminological reference material

Acronym Finder. <https://www.acronymfinder.com>

Diccionario de la lengua española de la Real Academia Española.
<http://www.rae.es/recursos/diccionarios/drae>

Diccionarios de definiciones, sinónimos, usos. <http://www.diclib.com>

Diccionario panhispánico de dudas de la Real Academia Española.
<http://www.rae.es/recursos/diccionarios/dpd>

DICE- Diccionario de colocaciones del español. <http://www.dicesp.com/paginas>

DIRAE- Diccionario Inverso de la Real Academia Española. <https://dirae.es/>

FrameNet. Lexical database of English. https://framenet.icsi.berkeley.edu/fndrupal/framenet_search

Fundéu BBVA. Buscador urgente de dudas. Fundación del español urgente. <https://www.fundeu.es/>

Grammarly Words. <http://words.grammarly.com/>

Longman Dictionary of Contemporary English. <http://www.ldoceonline.com/>

Macmillan Dictionary. <https://www.macmillandictionary.com/>

Merriam-Webster’s Learner’s Dictionary. <http://www.learnersdictionary.com/>

OneLook Reverse Dictionary and Thesaurus. <https://www.onelook.com/thesaurus/>

Oxford Advanced Learner’s Dictionary. <http://oald8.oxfordlearnersdictionaries.com/>

Real Academia Española. www.rae.es

Snappy Words. Free Visual Online Dictionary. <http://www.snappywords.com/>

WordNet. Lexical database. At <http://wordnetweb.princeton.edu/perl/webwn>

Bilingual dictionaries and glossaries

Cambridge Dictionaries Online. <http://dictionary.cambridge.org/dictionary/english-spanish/>

Diccionario Oxford Español-Inglés. <http://www.diccionarioinglesespanoloxford.es/>

Diccionario Oxford Inglés-Español. <http://www.diccionarioinglesespanoloxford.es/index.aspx>

Proz.com Term Search. <http://esl.proz.com/search/>

Word Magic Translation Software. <http://www.wordmagicsoft.com/diccionario/es-en/dobles%20sentidos.ph>

Teachers' bibliography

Arhire, M. (2015). Corpus Methodology Applied to Translator Training, in Iulian Boldea (coord) *Discourse as a Form of Multiculturalism in Literature and Communication*, pp 161- 172. Tîrgu Mureş: Arhipelag XXI Press.

Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. L. Erbaum Associates.

Bazerman, C. (2005). *Handbook of research on writing: history, society, school, individual, text*. Oxford University Press.

Bazerman, C. (2012). *Géneros textuales, tipificación y actividad* (Traductores Basich Peralta, K.; Perales Escudero, M.; Téllez Méndez, B. A. & Vázquez Ahumada, A.). Facultad de Lenguas. Benemérita Universidad Autónoma de Puebla. ISBN 978-607-487-464-8.

Bazerman, C. (2013). Understanding the lifelong journey of writing development. *Journal for the Study of Education and Development*, 36(4), 421-441.

Bernardini, S. (2006). Corpora for translator education and translation practice Achievements and challenges. *Proceedings of the Third International Workshop on Language Resources for Translation Work, Research and Training (LR4Trans-III)*. http://mellange.eila.univ-paris-diderot.fr/bernardini_lrec06.pdf

Bolaños Cuéllar, S. (2016). *Introducción a la Traductología. Autores, textos y comentarios*. Bogotá: Universidad Nacional de Colombia- Universidad del Rosario.

Carlino, P. (2004). El proceso de escritura académica: Cuatro dificultades de la enseñanza universitaria. *EDUCERE*, 8 (26), 321-327.

Carlino, P. (2013). Alfabetización académica diez años después. *Revista Mexicana de Investigación Educativa*, 2012, 18-57. <http://www.redalyc.org/articulo.oa?id=14025774003>.

Cerezo Herrero, E. (2020). La didáctica de las lenguas extranjeras en los estudios de Traducción e Interpretación: ¿qué nos dice la investigación? *Hermenèus. Revista de Traducción e Interpretación*, (22), 41-73. <https://doi.org/10.24197/her.22.2020.41-73>

Chaume, Frederic (2018). An overview of audiovisual translation: Four methodological turns in a mature discipline. *Journal of Audiovisual Translation*, 1(1), 40-63.

Clouet, R. (2010). *Lengua inglesa aplicada a la traducción*. Comares.

Coelho, L. M. R., & Kasuaki Fujihara, A. (2009). Textual genres on discourse analysis and translation functionalism. *Proceedings of the 24th International Meeting of the Association of Young Linguists*, (24–26). Linguistic Society of America.

Crosthwaite, P., Sanhueza, A.G., Schweinberger, M. (2021). Training disciplinary genre awareness through blended learning: An exploration into EAP students' perceptions of online annotation of genres across disciplines. *Journal of English for Academic Purposes*, 53. <https://doi.org/10.1016/j.jeap.2021.101021>.

de Villa, A. (2018). El Enfoque de la Conciencia Lingüística: La reflexión crítica en el aprendizaje y enseñanza de segundas lenguas. *Revista Iberoamericana de Educación*, 77 (2), 163-174. ISSN: 1022-6508 / ISSN: 1681-5653.

Devitt, A. J. (2015). Genre performances: John Swales' Genre Analysis and rhetorical-linguistic genre studies. *Journal of English for Academic Purposes*, 19, 44–51.

Díaz-Cintas, Jorge. (2012). Los subtítulos y la subtitulación en la clase de lengua extranjera. *Abehache, Revista da Associação Brasileira de Hispanistas*. 2. 95-114.

di Giovanni, Elena, Pilar Orero y Rosa Agust. Multidisciplinarity In Audiovisual Translation. *MonTI. Monografías de Traducción e Interpretación* [en línea]. 2012, (4), 9-22[fecha de Consulta 15 de Septiembre de 2020]. ISSN: 1889-4178. Disponible en: <https://www.redalyc.org/articulo.oa?id=265125413001>

Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford Applied Linguistics

Elvira-García, W. (2021). *Uso de Corpus en la Clase de ELE La Lengua Real como modelo. Cuadernos de Didáctica*. Difusión.

Ezpeleta Piorno, P. (2005). La noción de género en la planificación de la docencia de la traducción de la primera lengua extranjera. *El género textual y la traducción: reflexiones teóricas y aplicaciones pedagógicas*. P. Lang.

Ezpeleta Piorno, P. (2008). El informe técnico. Estudio y definición del género textual. *La traducción del futuro: mediación lingüística y cultural en el siglo XXI*, 429–438.

García Izquierdo, I. (Ed.). (2005). El concepto de género. Entre el texto y el contexto. *El género textual y la traducción: reflexiones teóricas y aplicaciones pedagógicas*. P. Lang

Gardner, R.C. & W. E. Lambert (1972). *Attitude and Motivation in Second Language Learning*. Newbury House.

Gardner, R. (2017). Looking back and Looking Forward. In Al-Hoorie, Ali. (Ed.). *Sixty Years of Language Motivation Research: Looking Back and Looking Forward*. SAGE Open. 7. 10.1177/2158244017701976.

Hurtado Albir, A., Kuznik, A. y Rodríguez-Inés, P. (2022). La competencia traductora y su adquisición. En Hurtado Albir, A. y P. Rodríguez-Inés (Eds.) *Hacia un marco europeo de niveles de competencias en traducción. El proyecto NACT del grupo PACTE. / Towards a European framework of competence levels in translation. The PACTE group's NACT project*. *MonTI Special Issue 7*, pp. 19-40.

Hyland, K. (2002). *Teaching and Researching Writing. First Edition*. Pearson Education.

Kiraly, D. (2015). Occasioning Translator Competence: Moving beyond social constructivism toward a postmodern alternative to instructionism. *Translation and Interpreting Studies* 101(1), 8-32. John Benjamins Publishing Company. 10.1075/tis.10.1.02kir.

Krashen, Stephen D. (1987). *Principles and Practice in Second Language Acquisition*. Prentice-Hall International.

Liendo, P. (2020). Introducción. *Dossier Traducción e interdisciplinariedad: sobre el diálogo entre la lingüística y la traducción, Quintú Quimün. Revista de Lingüística* 4. <http://revele.uncoma.edu.ar/htdoc/revele/index.php/lingustica/article/view/2924>

Liendo, P. (2018). Alfabetización académica y géneros en la formación de traductores. In *Memorias del III Congreso Internacional y IX Nacional de Investigación en Lenguas Extranjeras*, (pp. 68-76). Universidad Pontificia Bolivariana, Montería, Colombia.

Liendo, P., Maluenda, S.M. (2020). Lingüística aplicada fuera de serie: una experiencia didáctica con series televisivas en la formación de traductores. *Dossier Traducción e interdisciplinariedad: sobre el diálogo entre la lingüística y la traducción, Quintú Quimün. Revista de Lingüística*, 4. <http://revele.uncoma.edu.ar/htdoc/revele/index.php/lingustica/article/view/2682>

Liendo, P, Maluenda, S. Maure, N., Vallejos, S. (2019). The Challenges of Designing a Textual Corpus to Develop Translation Students' Academic Literacy. *Bridging Cultures*, 4, 6-19. ISSN 2525-1791. <http://erevistas.uca.edu.ar/index.php/BRID/issue/view/262>

Liendo, P., Maluenda, S.M., Maure, N. & Salinas, S. (2019). Alfabetización académica: traducción, investigación y enseñanza. En *Actas de El Conocimiento Como Espacio De Encuentro, Quinto Congreso Nacional*. Facultad de Lenguas, Universidad Nacional del Comahue.

Liendo, P. J., & Massi, M. P. (2017). Academic literacy, genres and competences: a didactic model for teaching English to translation students. *Elia*, (17), 251-272. <https://doi.org/10.12795/elia.2017.i17.11>

Massi, M.P. & Liendo, P. J. (2016). Alfabetización Académica y Géneros Discursivos en el Ámbito Universitario. *Escenario Educativo, Revista Transdisciplinaria de Educación*, 1 (1), Jan-June 2015, 45-58. ISSN: 2443-4493.

Munday, J. (2008). *Introducing Translation Studies. Theories and Applications. Second Edition*. Routledge.

Murillo Ormat, S.; Mur Dueñas, P. & Herrando Rodríguez, I. (2017). Pragmática, discurso y género en la formación del traductor especializado. *Sendebarr, Revista de Traducción e Interpretación*, (28), 135-179.

Navarro, F. (2012). Alfabetización avanzada en Argentina. Puntos de contacto con la enseñanza-aprendizaje del español académico como L2. *Revista Nebrija de Lingüística Aplicada*, 12 (6), 49-83.

Parodi, G. (ed.) (2010). *Alfabetización académica y profesional en el siglo XXI: leer y escribir desde las disciplinas*. Ariel.

Pérez-González, Luis (2014). *Audiovisual translation. Theories, methods and issues*. London & New York: Routledge.

Pérez-González, Luis (2016). The politics of affect in activist amateur subtitling: A biopolitical perspective. in M. Baker y B. B. Blaagaard (Eds.), *Citizen media and public spaces: Diverse expressions of citizenship and dissent* (pp. 118-135). London & New York: Routledge.

Pérez Paredes, P. (2021). *Corpus Linguistics for Education. A Guide for Research*. Routledge.

Swales, J. (1990). *Genre analysis. English in academic and research settings*. Cambridge University Press.

Swales, J. M. (2004). *Research genres: explorations and applications*. Cambridge University Press.

Tolchinsky, L. (2014). El uso de corpus lingüísticos como herramienta pedagógica, *Textos de Didáctica de la Lengua y de la Literatura*, 65, 9-17.

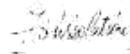
Vila Barbosa, M. (2013). Corpus especializados como recurso para la traducción: análisis de los marcadores de la cadena temática en artículos científicos sobre enfermedades neuromusculares en pediatría. *Onomázein*, 1 (27), 78-100.

Willis, J. (1996). *A Framework for Task-Based Learning*. Longman.



Mgtr. Paula Josefina Liendo
September 2023

VISADO



Zoraida Basso Patrón
Co-Dir. Dept. Lengua y Cultura
Facultad de Lenguas
Universidad Nacional de Comahue



María Jesús Lora
Dir. Dept. Lengua y Cultura
Facultad de Lenguas
Universidad Nacional de Comahue