



PROGRAMA DE LA ASIGNATURA: Lengua Inglesa IV Aplicada a la Traducción

CARRERA/S: Traductorado Público Nacional de Inglés

AÑO DE CURSADO: Último año de la carrera

ORDENANZA/S PLAN DE ESTUDIOS: Plan 499/2011

AÑO LECTIVO: 2023

RÉGIMEN DE CURSADA:

ANUAL

(Marcar con una X la opción correspondiente)

1º CUATRIMESTRE

2º CUATRIMESTRE

CARGA HORARIA: 7 horas semanales

DEPARTAMENTO: Lengua y Cultura

ÁREA: Lengua

ORIENTACIÓN: Lengua Inglesa Aplicada a la Traducción

EQUIPO DE CÁTEDRA:

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1. RATIONALE

The backbone for this course is what several translation scholars have defined as **translation competence** (PACTE, 2000; Kiraly, 2000; Kelly, 2005; Hurtado Albir, 2015). In Don Kiraly's words "a creative, largely intuitive, socially-constructed, and multifaceted complex of skills and abilities" (2000, p. 49). Dorothy Kelly, translation teacher and researcher, describes in more detail the competences desirable to be developed in graduates from translation courses. These are:

- Communicative and textual competence
- Cultural and intercultural competence
- Subject area competence
- Professional and instrumental competence
- Attitudinal or psycho-physiological competence
- Interpersonal competence
- Strategic competence

(Kelly, 2005, p.32)

We agree with scholars like Anthony Pym (2003) in that it may be impossible to pin down all the competences a translator needs to succeed in their tasks and would like to add one of his reflections in this respect: "translating is a question of solving problems more than moving meanings" (p. 490). In this language course for translation trainees, we are focused on preparing our students to tackle future translation tasks as competent and skilled *language* professionals. The different competences described by Kelly will be the starting point and the compass that will guide us in achieving these aims.

We have organized the language material with an English for Specific Purposes (Laurence, 1997) approach in mind and the focus has been placed on four major areas: Science, Literature, Advertising and Politics. These areas have not been chosen at random; they are meant to accompany the specific translation subjects that students in their last year take. We also believe these areas to be the most relevant considering that, as future translators, our students need to be familiar with world issues and political vocabulary; scientific genres and discourses, literary and defamiliarizing uses of language; humour and linguistic creativity, among others.

With regard to specific tasks, students are expected to carry out a thorough analysis of the linguistic, pragmatic and cultural signals presented in the texts chosen and respond to them as language experts and future professional translators would. The material has been chosen considering its authenticity, appropriateness and effectiveness in achieving the purposes of the course.

Linguistic content has been designed to accompany the previous courses of Lengua Aplicada II and Lengua Aplicada III and it is expected for learners to reach a proficient C2 level of native-like performance. Language will be studied in context in all its complexity and idiomaticity. A contrastive perspective will be adopted as well. Guidance will be provided by the instructor to assess students in the selection of reference material as they are expected to become fully autonomous learners by the end of the course.



2. OBJECTIVES

The Teacher will

- accompany students in choosing the best strategies according to their learning styles.
- provide guidance and training in the different tasks proposed.
- accompany students in setting their own goals and discovering in what fields of expertise they feel more comfortable and confident.
- assist students in the development of their own self-concept as future professional translators.

The Students are expected to

- consolidate **linguistic** knowledge focalizing on language used in context and with different purposes; recognizing and using advanced grammar structures and acquiring a native-like level of expertise.
- further develop **reading** comprehension skills working with authentic semi-specialized and specialized texts from different sources, types and genres.
- develop **listening** and **speaking** skills necessary to accompany typical interpreting tasks such as listening for gist; anticipation and paraphrasing; recognition of different accents and varieties of English, rhythm and intonation patterns.
- develop **writing** skills that involve the following: the production of expressive, descriptive and opinion texts; summarizing and paraphrasing; editing and proofreading; adapting information to different genres and audiences and the creative writing of literary texts and paratextual elements.
- develop **documentary research** skills through the analysis of lexicographic retrieval strategies, Internet-literacy and use of PEDCo tools to record the information found (in glossaries, collaborative forums, Google Drive docs).
- develop **sociocultural** competence working with English-speaking cultures from around the world and learning about their most relevant aspects and traditions in order to understand their history, evolution and current situation.

3. CONTENTS IN THE COURSE OF STUDIES

En este último nivel, el alumno habrá alcanzado una competencia lingüística equivalente a la de un hablante nativo del idioma extranjero. Podrá comprender con facilidad cualquier tipo de texto oral o escrito en diferentes registros y variedades regionales del inglés, captando matices y sutilezas propias del nivel más avanzado.

Podrá realizar presentaciones claramente estructuradas de una extensión considerable sobre temas complejos, defendiendo sus puntos de vista con ideas complementarias y ejemplos adecuados. Podrá también desarrollar textos escritos con una estructura lógica y una adecuada formulación lingüística. Podrá desempeñarse con solvencia en forma consistente en cualquier situación comunicativa¹.

In this last level, students are expected to reach a native-like linguistic competence. They will be able to comprehend any type of written or oral text in which a variety of registers and dialects has been used understanding the nuances and different connotative uses of language.

Students will be able to give extensive oral presentations in which they discuss complex topics and defend their point of view resorting to supplementary material and appropriate

¹ Taken from our current course of studies written in Spanish.



supporting evidence. They will be able to produce logically structured written texts using language appropriately. In sum, they will succeed in any communicative situation.



4. CONTENTS

Unit 1 POLITICS Main topics	General and Academic Texts	Linguistic Focus	Skills	Translation Focus
<ul style="list-style-type: none"> •The Language of Politics •Political Speeches •Politics in the news •Gender Politics 	<p>Academic Texts</p> <p>Text 1. The Language of Politics by A. Beard (adapted)</p> <p>Text 2. “Making Speeches” by A. Beard</p> <p>Text 3. “Left, right and centre” by A. Levine</p> <p>Text 4. Politics and tabloidization of the news by Buzá (adapted)</p> <p>Text 5. You are what you say by R. Lakoff</p> <p>Text 6. Gender and Linguistic Stereotyping by M. Conrick</p> <p>Text 7. Feminism, Gender Issues and Literature by S. Bonnycastle</p> <p>Text 8. Recontextualisation in media translation by C. Shäffner and S. Bassnett</p> <p>General Texts (for analysis)</p> <ul style="list-style-type: none"> •Text 1. Martin Kimani’s statement at the UN (transcript + video) •Text 2. “The Kenyan UN Ambassador’s Speech Does Not Deserve Praise” by P. Gathara •Text 3. Climate activist Elizabeth Whathuti’s full speech at COP26 	<p>Vocabulary</p> <ul style="list-style-type: none"> •Reporting what others say •British politics •Communication and the media •Quoting, reporting and interpreting •Expressing knowledge and belief <p>•Word bank (collaborative)</p> <p>Grammar</p> <ul style="list-style-type: none"> •Revision of tenses •Reported Speech •Hearsay reporting <p>Supplementary material</p> <ul style="list-style-type: none"> •How Martin Luther King wrote “I have a dream” (video) •Ethos, pathos and logos (video) 	<p>Reading</p> <ul style="list-style-type: none"> •Reading as a translator. Extralinguistic competence. •Revision, editing and proofreading <p>Writing</p> <ul style="list-style-type: none"> •A news article about a political speech (for a tabloid/quality paper) •Reporting what others have said. Incorporating quotes through direct, indirect speech and paraphrase. <p>Speaking</p> <ul style="list-style-type: none"> •Presenting effectively: The Academic Presentation •How to synthesize information. Getting ready for the Briefing. <p>Listening</p> <ul style="list-style-type: none"> •Listening for specific information. <p>•Extensive reading</p> <ul style="list-style-type: none"> •<i>Mrs. America</i> (TV series) 	<ul style="list-style-type: none"> •Documentary research tasks: preparing for a briefing about a political issue •Intralingual and interlingual translation •Recontextualisation of a political speech.



Assignments Unit 1

WRITING	ORAL
<ul style="list-style-type: none"> • Writing an opinion article about a political speech 	<p>Academic Presentations <i>Mrs. America</i></p> <p>Briefings</p> <ul style="list-style-type: none"> • Synthetic analysis of a political speech

Unit 2 LITERATURE Main topics	General and Academic Texts	Linguistic Focus	Skills	Translation Focus
<ul style="list-style-type: none"> • The creative use of language • Defamiliarization • Problems of literary translation 	<p>Academic texts</p> <p>Text 1. The Language of Literature by G. Leech (adapted)</p> <p>Text 2. "The Creative Use of Language" by G. Leech</p> <p>Text 3. "Defamiliarization" by D. Lodge</p> <p>Text 4. "Intertextuality" by Montgomery</p> <p>Text 5. "El problema de las variedades lingüísticas en la traducción al español de la literatura latina de Estados Unidos" by M. L. Spoturno</p> <p>General Texts (for analysis)</p> <p>Text 1. "The Wife's Story" by Ursula K. Le Guin</p> <p>Texts 2. Vignettes by Sandra Cisneros:</p> <ul style="list-style-type: none"> • "My name", "Four skinny trees", "Alicia who sees mice" and "Hairs" 	<p>Vocabulary</p> <ul style="list-style-type: none"> • Idiomatic emphasis • Idiomatic and colloquial responses • Idioms and other expressions that rhyme and alliterate • Quality and the arts • Word bank (collaborative) <p>Grammar</p> <ul style="list-style-type: none"> • Adjectives and Adverbs • Inversion after negative adverbs • Comparative structures • Compounding <p>Supplementary material</p> <ul style="list-style-type: none"> • Defamiliarization (class notes) • Video-essays: "Weaponized intertextuality" 	<p>Reading</p> <ul style="list-style-type: none"> • To follow the writer's argument in a long academic text • To identify creative uses of language • To describe linguistic audacity: stretching the possibilities of language or going beyond those possibilities • To analyse the modernized version of a classic <p>Listening</p> <ul style="list-style-type: none"> • Listening to a TED Talk. <p>Speaking</p> <ul style="list-style-type: none"> • To analyse defamiliarizing uses of artistic pieces. • Pronunciation practice: long and short vowels. Intonation. 	<ul style="list-style-type: none"> • Intralingual adaptation: crossing genres • Interlingual translation • Documentary research: discursive heterogeneity in literature • The missing piece: adding a vignette/scene to a literary text

	<p>(from <i>The House on Mango Street</i>)</p> <p>Texts 3. Poems in dialogue:</p> <ul style="list-style-type: none"> •The Charge of the Light Brigade” by Tennyson •A song: "The Trooper" by Iron Maiden •“Dulce et Decorum est” by Wilfred Owen <p>Texts 4</p> <ul style="list-style-type: none"> •"The General Prologue" by G. Chaucer •Brinkman’s rap <i>The Canterbury Tales</i> <p>Texts 5</p> <ul style="list-style-type: none"> •“The Three Little Pigs” by Jon Scieszka and Lane Smith. •“The Little Girl and the Wolf” by James Thurber •"The Little Red Riding Hood and the Wolf" by Roald Dahl 	<p>and “The Anxiety of Influence”</p> <ul style="list-style-type: none"> •TED Talk: A brief history of rhyme by B Brinkman 	<p>Writing</p> <ul style="list-style-type: none"> •A comparing and contrasting essay: the adaptation of a classic. •The Sound of your Writing (U. K. Le Guin) •Creative writing: a vignette <p>Extensive reading material</p> <p>Film:</p> <p><i>The Giver</i> (directed by Phillip Noice)</p> <p>Novel:</p> <ul style="list-style-type: none"> •<i>How the Garcia Girls Lost their Accents</i> by Julia Álvarez •<i>De cómo las muchachas García perdieron el acento</i> (fragmentos) 	
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Assignments Unit 2

Written	Oral
<ul style="list-style-type: none">•A comparing and contrasting essay about the modernized version of a literary classic•A poem/microstory as a result of the intralingual adaptation of a short story•The missing piece: adding a chapter/scene/vignette to a literary text.	<p>Academic Presentations</p> <ul style="list-style-type: none">•<i>How the Garcia Girls Lost their Accents</i> by Alice Walker <p>Briefing</p> <ul style="list-style-type: none">•Analysis of defamiliarization in a literary corpus



Unit 3 SCIENCE Main topics	General and Academic Texts	Linguistic Focus	Skills	Translation Focus
<ul style="list-style-type: none"> •The language of medicine •Health: micorbiota, the gut and the immune system •Gluten-free diets •Alternative medicine 	<p>Academic Texts Text 1. "The Language of Science" (adapted from Hyland) Text 2. "Understanding the Linguistic Features of English with Medical Purposes"(Maglie)</p> <p>General and Academic Texts (for analysis) •Science-related articles</p> <p>Text 1."There is one magic substance that will help with America's Gut Problem" by Claire Mardarelli Text 2. "A Link to Depression might be in your Gut Biota" by Jocelyn Solis-Moreira •Research papers Text 3."Interaction between microbiota and immunity in health and disease" by Zheng, Liwinski and Elinav Text 4."Health Benefits and Adverse Effects of a Gluten-Free Diet in Non-Celiac Disease Patients" by Niland and Cash Text 5."The Gluten-Free Diet: Fad or Necessity" by Amy L. Jones Text 6. "The link between our food, gut microbiome and depression" by Jessica Wapner •Audiomedial texts Text 7. Interview with Dr Robynne Chutkin</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> •Health and illness •Drugs and regulations •Traditional and alternative medicine <p>Grammar</p> <ul style="list-style-type: none"> •Clauses and relatives •Complex noun phrases •Stacked NPs in medical English •Reduced relative clauses •Nominalization <p>Supplementary material</p> <ul style="list-style-type: none"> •Gluten-free and the law 	<p>Reading</p> <ul style="list-style-type: none"> •To identify text types: the science-related article vs the research paper. <p>Listening</p> <ul style="list-style-type: none"> •For specific information •To identify pitch, volume and speed. The importance of the use of signpost language. <p>Speaking</p> <ul style="list-style-type: none"> •About science to non-specialists •To explain complex processes <p>Writing</p> <ul style="list-style-type: none"> •To explain complex phenomena to a non-specialist audience •To synthesize information using many sources •An informative synthesis essay to a semi-specialized audience. <p>Extensive reading material</p> <ul style="list-style-type: none"> • A medical drama: New Amsterdam. 	<ul style="list-style-type: none"> •Translation and web searching (Enriquez Raído) •Terminology and term extraction •Intralingual translation



Assignments Unit 3

Written	Oral
An informative synthesis essay for a semi-specialized audience.	<p>Academic Presentations Pros and cons of alternative medicine. Where do you stand?</p> <p>Briefing Strategies for web searching applied to one of the topics in the unit (students' choice)</p> <p>Special translation commissions for intralingual adaptations A talk about the link between microbiota and mental health to non-specialists</p>

Unit 4 ADVERTISING Main topics	General and Academic Texts	Linguistic Focus	Skills	Translation Focus
<ul style="list-style-type: none"> •The world of advertising •Marketing campaigns •Transcreation and glocalisation strategies •Ethics 	<p>Academic Texts Text 1. "Introduction" in <i>The Language of Advertising</i> by A. Goddard (adapted) Text 2. "Cultural Variations" by A. Goddard (adapted) Text 3. "Audiovisual Translation Trends: Growing Diversity, Choice, and Enhanced Localization" by F. Chaume</p> <p>General Texts Text 1. "The Real Thing'? The Language of Advertising Slogans" by Charles Doyle Text 2. "Ethics in Advertising" by Chris Moore</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> •Advertising strategies •Slogan creation •New Media <p>Grammar</p> <ul style="list-style-type: none"> •Epistemic and deontic modality •Modals and semi-modals <p>Supplementary material</p> <ul style="list-style-type: none"> •Persuasive strategies and rhetorical appeals in advertising (class notes) 	<p>Reading</p> <ul style="list-style-type: none"> •To analyse persuasive strategies and rhetorical appeals in ads <p>Listening</p> <ul style="list-style-type: none"> •To a TED talk and note taking <p>Speaking</p> <ul style="list-style-type: none"> •Prosodic organization of messages <p>Writing</p> <ul style="list-style-type: none"> •Creativity in slogan creation and ad copy. •A blog entry about translation (promoting their translation skills) 	<ul style="list-style-type: none"> •Transcreation and Glocalization •Intra and interlingual translation •Contrastive competence: the grammar vigilante



	<p>Text 3. (audiomedial) “The Key to Media’s Hidden Codes” by Ben Beaton Text 4. “Why Global Marketing Campaigns Fail” Richard Brooks</p> <p>Texts for Analysis Text 1. Moms Demand Action for Gun Sense in America. [Ad poster] (2013) Text 2. Burns & Smiles [Film] (2016) Text 3. Maison Grise [Film] (2022) Text 4. Nike commercial for China and the US (2016)</p>		<p>Extensive reading material •<i>Broken</i> (Netflix docuseries): “Big Vape” and “Makeup Mayhem”</p>	
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Assignments Unit 4

Written	Oral
<ul style="list-style-type: none"> •A blog entry about translating ads/marketing campaigns 	<p>Academic Presentations Broken (Netflix docuseries). Two episodes: “Big Vape” and “Makeup Mayhem”</p> <p>Briefing</p> <ul style="list-style-type: none"> •Modality in the language of advertising •A controversial ad campaign

Companion to the Units¹

Academic Literacy	<ul style="list-style-type: none">• Quotation and paraphrase in academic texts• Incorporating quotes in literary essays
Discourse	<ul style="list-style-type: none">• Rhetoric: rhetorical strategies and rhetorical figures• Prosodic Features• Forum about politics: Capitalization norms• Connotation and denotation. Idiomatic, literal, and figurative meaning• Conjunctions and Punctuation• Identifying main ideas in a text• Writing a summary
Guidelines for the reading of fictional texts	<ul style="list-style-type: none">• Outside/Inside the text. My reading/My informed reading of the text
How to get ready for the oral exam	<ul style="list-style-type: none">• Guidelines



The time of year in which the material in this “book” will be used will depend on students’ needs.



5. METHODOLOGY

The concept of translation competence has been adopted as a pedagogical model (Hurtado Albir, 2015) and the activities in the course have been designed with a task-based approach in mind (Willis, 1998). The teaching is learner-centered as students are expected to become active in their own learning process. Special attention is paid to critical thinking and creative problem-solving skills that foster the students' communicative, textual, cultural, and intercultural competence (Kelly, 2005). As regards instrumental and professional competence, students are asked to respond as professional translators would when working with real translation commissions. For example, some of the tasks may be related to preparing a documentary research brief focusing on cultural/intercultural differences for a first meeting with a team of translators. Much emphasis will be placed on collaborative projects that encourage students to learn from one another, fostering their interpersonal competence, in order to resemble agency work.

6. EVALUATION AND ASSESSMENT

The process

The students learning process will be evaluated in three ways:

1. Through their ability to succeed in **incorporating the concepts seen in class and applying them to the analysis of written/spoken texts from different genres.**
2. Through their ability **to become critical readers who are more aware of texts and their effects.**
3. Through their ability to **develop their linguistic and cultural curiosity** when faced with **written and spoken texts from different genres.**

The product

SPECIAL ASSIGNMENT: Translation Competence Test

The students will have to sit for four TCTs (one per unit) with the following characteristics:

1- Application of theoretical concepts seen in class to the analysis of an authentic text that responds to the text types seen in class:

- News article about current political affairs
- Research paper or science-related article
- Novel (fragment) or short story
- Political speech
- Advertisement
- Other (passage from a book about literature/science/advertising)



These applications may be related to:

- **Rhetorical appeals** employed by writers (ethos, pathos and logos) and how they have been materialized in the text by means of lexical choices, sentence structure, use of rhetorical figures etc. (Beard, 2000).
- **Recontextualization** processes (related, for example, to textual chains, framing) in a news article (Schäffner and Bassnett, 2010).
- **Intertextuality** (Montgomery et al, 2006), **defamiliarization** (Lodge, 1992) and creative uses of language (Leech, 1991 [1969]) in fictional and non-fictional texts
- Analysis of **organizational patterns, reader accommodation and expression of stance** in a science-related article or a research paper (Hyland, 2009).
- **Transcreation and glocalization** strategies in ads (Essel, Bernal-Merino and Smith, 2016).

2- Reading comprehension questions.

3- Intralingual translation (rewording) following a set of given criteria (commission).

4- Summary

5- Use of English applied to the article in the reading comprehension.

WRITING ASSIGNMENTS (WAs)

ONE PER UNIT. All WAs must be re-submitted if failed. They will form part of the student's **portfolio**.

Unit 1 Politics

Opinion article based on a political speech. Application of persuasive appeals and analysis of rhetorical strategies. Focus on tenses and reported speech.

Unit 2 Literature

Comparing and contrasting essay: analysis of the modernized version of a literary classic. Focus on defamiliarization and creative uses of language. Focus on Adjectives and Adverbs, comparative structures, inversion after negative adverbs and idiomatic emphasis.

Unit 3 Science

Science-related article for an informal setting based on a research paper. Focus on stance, reader accommodation and organization patterns. Focus on complex NPs and relative clauses.

Unit 4 Advertising

Article about localization for a blog about translation. Focus on the localizing strategies applied to an ad. Focus on modality.



All writing assignments follow a similar process:

Students are asked to brainstorm ideas and choose the corpus they will be working with (for most tasks). An outline of the work is then required, placing special emphasis on the thesis statement and on the supporting arguments provided, and it is discussed openly in class. The last stage in the process is to exchange the first draft with a partner and comment on the suggested changes. The final version is submitted via PEDCo and it must include the first draft with the monitor's comments. Peer revision is crucial all throughout the process.

Important: If the re-submission of the writing is not given a passing mark, the student will have to complete a writing task for the final exam.

ORAL ASSIGNMENTS (OAs)

Academic presentations (group work)

This is a group-work assignment in which students are expected to work with the material in the extensive reading section (TV series, novel, short stories, films or poems) and prepare a formal presentation. This should last no more than 20 minutes.

Briefings (individual)

This is an individual task in which students are expected to give a very brief and synthetic presentation of their findings after analyzing a given corpus. Their documentary research may be related to; analyzing defamiliarization in a movie; discussing the use of persuasive appeals in three pieces of news of their choice, etc. This should last less than 3 minutes. No visual support is allowed.

Special translation commissions for intralingual adaptations (pairs, groups and/or transactional)

This assignment is designed to test students' ability to adapt to specific audiences with very little preparation. They may be asked to do research about a given topic and, in class, prepare a 5 minute discussion with a partner to be presented to an audience of non-specialists or vice versa. Topics may include HIV post-exposure prophylaxis, unregulated homeopathic remedies, *glocalising* strategies for an ad campaign, etc.

Conceptual scale for special assignments, written and oral assignments.

PASS+	+90%
PASS	70-89%
BP	65-69%
BP- (Borderline)	60-65%
BS	-60%

MID-TERM EXAMS

The students will have to sit for **two mid-term** tests divided into two parts:

- Linguistic competence
- Speaking

The students will make up *only* for the part they failed.

➤ Linguistic Competence

- Cloze test based on a text belonging to types and genres seen in class.
- Definition of words in context.
- Application of grammar points to paraphrase information present in the text given in the cloze task.
- Use of structures and vocabulary to refer to information present in the text given in the cloze task.
- Edition and proofreading task.

➤ Speaking

This will include:

- A 3-minute **briefing or a longer academic presentation**
- Answering questions about the **fiction and non-fiction texts** discussed in class.

Each part will have its corresponding make-up. All parts must be given a passing mark.

Promoción

Attendance: not considered

Assignments: 80 % PASS (60% in-class assignments)

- **TCT** (Translation Competence Test): ONE per unit. ONE can be BS.
- **Mid-term exams:** passing mark 7

Students who have obtained a passing mark of 7 or more in their mid-term exams will sit for a **coloquio** (this will take place before the end of the second term) with the following characteristics:

- An academic presentation/A briefing. Putting together a corpus. (8-10 minutes)
- The discussion of a new authentic text related to one of the units. The discussion entails the application of the theoretical material seen throughout the course. (5-8 minutes)
- The discussion of ONE of the texts in the extensive reading section (poems, short stories, a novel, a TV series, a film). The discussion entails the application of the theoretical material seen throughout the course.

The **final mark** will be an average of all the marks given throughout the year (including the *coloquio*).

Regulares

Attendance: not considered

Assignments: 70% PASS (50% in-class assignments)

- **TCT** (Translation Competence Test): ONE per unit. TWO can be BS.
- **Mid-term exams:** passing mark 4





Each mid-term has a make-up. If the student were to **fail only one of the parts** (the written or the oral), she will **make up for the one she has failed**. The student **will have to pass both parts** to continue as *regular*.

If the student were to **fail the make-up**, she will automatically **become alumno libre**.

Those students who have passed the mid-terms, but do not meet with *some* of the requirements, may complete an **EXTRA ASSIGNMENT** at the end of the year. The teachers will evaluate each case.

FINAL EXAM

Regulares: passing mark 4. All the material seen throughout the year will be included.

Writing (Ss will have four hours to do this)

Reading and writing:

- Reading comprehension
- Intra/interlingual translation
- Summary

Use of English:

- Grammar and vocabulary exercises

Speaking (not more than 30 minutes)

If Ss pass the written part, they will sit for the oral exam. The exam is divided as follows:

- An academic presentation/A briefing. Putting together a corpus. (8-10 minutes)
- The discussion of a new authentic text related to one of the units. The discussion entails the application of the theoretical material seen throughout the course. (5-8 minutes)
- Answering questions about the fiction and non-fiction material seen throughout the year



Alumnos libres: passing mark 4. All the material in the syllabus will be included. *Libres* should contact the Ts two weeks before the date of the exam.

Writing

Part 1 (Ss will have one day to do this)

- **The day before the exam**, Ss will have to write a text (between 700-750 words) that responds to one of the models described in the syllabus.

Part 2 (Ss will have four hours to do this)

- **Reading comprehension and translation focus**
 - Reading comprehension
 - Intra/interlingual translation
- **Use of English:**
 - Focus on grammar and vocabulary exercises

Speaking (not more than 35 minutes)

If Ss pass Parts 1 and 2 in the Writing, they will sit for the oral exam on the following day. The exam is divided as follows:

- An oral presentation (10 minutes) based on a topic proposed by the teachers.
- The discussion of a **new authentic text** related to one of the units. The discussion entails the application of the theoretical material seen throughout the course (5-8 minutes).
- Answering TWO questions about the **texts in the non-fiction material** in the syllabus.
- Answering ONE question about the **texts in the fiction material** in the syllabus.

7. TIMETABLE (classes and coaching lessons)

- Mondays 10 to 13
- Tuesdays 10 to 12
- Friday 10 to 12

Coaching lessons will take place online via Zoom. We will agree with the Ss on the day and time.



8. PLANNER

Mondays (3 hours)	Tuesdays (2 hours)	Fridays (2 hours)
Reading comprehension and presentation of theoretical concepts to be applied to the reading material	Linguistic Focus Revision of self-access work Presentation of new revision exercises. Application of grammar/vocabulary.	Writing and speaking activities Listening tasks

	TESTS
First Term	TCT 1 at the end of April TCT 2 at the end of May Mid-term exam at the end of June Make-up after the winter holidays
Second Term	Make-up first mid-term TCT 3 end of September TCT 4 end of October Second mid-term exam November Make-up November <i>Coloquio</i>

9. BIBLIOGRAPHY

Consulted by the **TEACHER** to write this proposal:

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