



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:** 2024

RÉGIMEN DE CURSADA:

ANUAL

1º CUATRIMESTRE

(Marcar con una X la opción correspondiente)

2º CUATRIMESTRE

X

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 comunicativa.

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 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. 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. 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.

5. COURSE REQUIREMENTS

Regular students

- ✓ **Attendance:** not considered
- ✓ **Assignments:** 70% CAs + 70% OAs
- **TCT** (Translation Competence Test): Only one can be Below Standard.
- **Mid-term exams:** 4 in each of the parts
 - **Linguistic Focus part**
 - **Speaking part**

Promoción

- ✓ **Attendance:** not considered
- ✓ **Assignments:** 80% CAs (only two can be Bare Pass) + 80% OAs
- **TCT** (Translation Competence Test): All with a passing mark.
- **Mid-term exams:** 7 in each of the parts
 - **Linguistic Focus part**
 - **Speaking part**
- ✓ **Coloquio** (this will take place before the end of the second term) with the following characteristics:
 - An academic presentation/A briefing. (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*).

6. EVALUATION AND ASSESSMENT

The Process

Ts will monitor the Ss learning and provide ongoing feedback to accompany them throughout the learning process, that is, help them to identify their strengths and weaknesses and any target areas that need work. Ss feedback will also guide the Ts in case any adjustments need to be made to the syllabus. The Ss' process will be evaluated by means of OAs (other assignments) that are ungraded (only an orientation is provided: Good, Regular, etc.) and include both tasks carried out in face-to-face lessons and asynchronous tasks.



The Product

Ts will assess Ss learning by means of standardized tests/tasks designed for that purpose. These will be given a grade (Pass, Bare Pass, Below Standard) and include the CAs (compulsory assignments) carried out in face-to-face lessons and at home (one test and one writing per term).

OAs (face-to-face and asynchronous assignments)	CAs
<ul style="list-style-type: none">IndividualCollaborative on PEDCo or other educational apps	Oral <ul style="list-style-type: none">Briefing (individual)Academic Presentation (group) Writing Tests <ul style="list-style-type: none">TCT (Translation Competence Test)

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 (fragment) or science-related article
- Novel (fragment) or short story
- Political speech (fragment)
- Advertisement
- Other

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- Inter and intralingual translation (rewording) following a set of given criteria (commission)

4- Use of English applied to the article in the reading comprehension

Writing Assignments (WAs)

ONE PER UNIT. Two in class, two at home. All WAs must be re-submitted if failed. They will form part of the student's **portfolio**. 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.

Unit 1 Science

Science-related article for an informal setting based on a research paper. Focus on stance, reader accommodation and organization patterns. Focus on English for medical purposes (complex and stacked NPs, period complexity, etc.).



Unit 2 Politics

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

Unit 3 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 4 Advertising

Article about glocalization and/or transcreation for a blog about translation or the Ss linked-in profile. Focus on advertising strategies and rhetorical appeals. Focus on modality.

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 an academic presentation with visual support. This should last between 15 to 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 3 minutes. No visual support is allowed.

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:

- **Briefing or 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. 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

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 (30 minutes)

- 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: Ss should contact the Ts in advance to inquire about the exam's requirements.

All the material in the syllabus will be included.

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 (30 minutes)

- 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)

- Tuesdays 10 to 12 (asynchronous lessons)
- Wednesdays 8 to 11
- Friday 10 to 12

The course schedule involves:

1-one **asynchronous lesson** in which students devote two hours to the completion of a number of tasks assigned via PEDCo

2- two **face-to-face lessons** at the *Facultad* (one of three hours on Wednesday and one of two on Friday).



Units	Course modality		
	Face-to-face synchronous lessons	Asynchronous lessons	Total
Science (7 weeks)	35 hours	14 hours	49 hours
Politics (7 weeks)	35 hours	14 hours	49 hours
Literature (7 weeks)	35 hours	14 hours	49 hours
Advertising (7 weeks)	35 hours	14 hours	49 hours
			196 hours
+ 4 weeks for tests, mid-term exams and make-ups	20 hours	8 hours	28 hours
			224 hours

Description of tasks carried out in face-to-face synchronous lessons

- Discussions of the reading material
- Short reading comprehension activities
- Oral presentations in groups and individually
- Discussion of grammar material in pairs and with the whole class
- Brainstorming sessions
- Clearing doubts and revising content
- Writing tasks: putting together outlines, for example.

Description of tasks carried out in asynchronous lessons

- Application of concepts seen in face-to-face lessons via:
 - forum participation
 - comments on the subject's Instagram account
 - work on collaborative documents
 - sharing content on Padlet (mind map, videos, memes) to illustrate concepts
- Common errors tasks: forum participation to describe grammar errors and provide examples of correct uses.
- Collaborative glossaries
- Peer-editing tasks on Google Drive

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



8. PLANNER

Tuesdays (2 hours) Asynchronous	Wednesdays (3 hours)	Fridays (2 hours)
Mostly revision tasks	Reading comprehension and presentation of theoretical concepts to be applied to the reading material	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

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For the STUDENTS:



Unit 1 Science

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Unit 2 Politics

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Unit 3 Literature

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Unit 4 Advertising

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