

UNIVERSIDAD NACIONAL DEL COMAHUE
FACULTAD DE LENGUAS

Asignatura: **Lengua Inglesa II Aplicada a la Traducción**

Carrera: Traductorado Público en Inglés (Ord. 502/96)

Año: 2014

Régimen de dictado: Anual

Número de horas semanales: 7

Número total de horas a dictarse: 224

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1. Course description

The activity of translation has a long standing tradition and recorded history, but its role has gained greater importance in our rapidly changing world of technological advancements, international communication and widened cultural exchanges. Translation students need to learn how to translate oral, written or audiomedial texts, whether they are technical, scientific, journalistic, commercial, legal, cultural or literary; how to complete the translation process and solve the translation problems they may encounter. For that purpose, they need to acquire *translation competence*, which involves being able to work with a text and to determine an objective and a suitable strategy depending on the communicative situation (Presas, 1996 in Clouet, 2010).

However, any translation process requires a series of mechanisms that are ultimately justified in linguistic studies. The future translators' knowledge of the system of the Language B (LB) is fundamental since the translation process cannot begin until they have clear palpable knowledge of structural divergences between their mother tongue (or LA) and the LB, sensitivity towards their respective linguistic representations and metalinguistic manifestations, and a command of technical procedures to overcome these differences (Vazquez Ayora, 1977 in Clouet, 2010).

Therefore, this course has been designed with the main purpose of training students to acquire the necessary competences to create coherent texts which share the same value –efficiently fulfil the same function- as a given source text (ST). This implies they should dispose of the instruments to solve any text-construction problem in the source (SL) and target language (TL), including both knowledge of the linguistic elements and a command of the cultural specificities of the source and target communities (Clouet, *ibid.*).

Pragmatics, as a linguistic paradigm, is believed to be a suitable frame of reference in its applications to the teaching and learning of English for translation purposes, as it involves the study of language in use: the elements, factors and principles that make language work (both when producing and interpreting it), focusing on the relation between linguistic (textual) and extra-linguistic factors. This paradigm encompasses different theoretical tenets, which share common principles (such as the communicative purpose of language use, a greater interest in the functions of the language than in its forms, and the importance of context and authentic language) and an inherent focus on interdisciplinary studies.

As the first of the three subjects which teach English for translation purposes, it may also be important to consider the profile of the graduate the course aims to achieve and start working in that direction. Translators should be cultural mediators who are able to interpret the cultural phenomena reflected in a text and who are aware of the divergences between the systems of their LA and LB and the different geographical, sociological and communicative varieties of the latter. They should also develop their receptive and productive skills to be able to perform direct and reverse translation; they should be accurate and fluent in oral and written form to be able to do translation and interpreting jobs; they should be capable of managing their learning progress and they should be acquainted with the latest ICTs.

2. General aims

The main aims of this subject are that learners can

- continue to develop their communicative competence (including linguistic, social, sociolinguistic, discourse and strategic competences) in English, both for the understanding and expression of meaning, and particularly in the specific skills, strategies and techniques relevant to the purpose of translating;
- enhance their intercultural competence in English through the development of the necessary strategies and knowledge to become effective mediators across cultures;
- become aware 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) as well as to contextual, communicative and cultural factors such as the purpose and target culture of a translation and the choice of a suitable translation strategy;
- develop contrastive competence between source and target languages and cultures, at the linguistic, textual, contextual and cultural levels;
- develop higher-order thinking skills, particularly critical thinking, in connection to the themes, intentions, implications and linguistic complexity of the texts included in the didactic materials; and
- become more autonomous, taking responsibility for their ongoing learning process, reflecting on it and relating their learning experience to their context, using their intellectual, physical and affective faculties.

3. Contents

Course contents have been organised around six main themes, corresponding to selected units from *Life Upper Intermediate* (Dummet, Hughes & Stephenson, 2013). The choice of units responds to the course's needs, the relevance 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 communicative, intercultural and professional competences.

Supplementary materials have been compiled in 7 Action Books (an introductory one and one for each unit), which contain additional fiction and non-fiction texts, self-access materials, tasks and projects.

| MODULE | TOPICS | SKILLS | STRATEGIES | LINGUISTIC CONTENT | PROFESSIONAL CONTENT |
|------------------------------|---|---|---|--|---|
| 1 - RELATIONSHIPS | | <p>RC: reading for information and argument Identifying main aspect</p> <p><i>Extensive Reading:</i> short stories</p> | <p>Understand articles about contemporary relationships Identify writer's point of view</p> | <p>Gr: Tense review Passive voice. Use (Eng/Sp) Pronouns, reference words & substitution</p> | <p>Project 1: Immigration and us: watch and summarise videos on reception of translation commission - <i>Textual input:</i> short clips on immigration to Argentina (past and present), the Welsh in Patagonia and current trends in Mexican immigration to the U.S. - <i>Tasks:</i> note-taking & summary writing</p> |
| | Animal friendship | <p>Wr: emails note-taking summaries</p> | <p>Follow standard layout and paragraph conventions Convey degrees of emotion and significance of experience Synthesise and evaluate information from different sources</p> | <p>Voc: <i>Sem. fields:</i> friends–relationships – describing appearance and character <i>Phrasal verbs:</i> feelings – friends – character & personality <i>Idioms:</i> people and feelings - get <i>Collocations:</i> friends – age <i>Wordbuilding:</i> ADJ from N – suffixes</p> | |
| | The generation gap | | | | |
| | Family influence | <p>Sp: Informal discussion Meeting people you know</p> | <p>State point of view, assess proposals & make and respond to hypotheses Cooperation: help the discussion along, confirm comprehension, invite responses</p> | <p>Discourse: Identifying genre & text-type <i>Semantic relations:</i> temporal, <i>Discourse markers:</i> time, and addition</p> | |
| Immigration | <p>LC: informal discussion Radio extract</p> | <p>Listen for main points Use contextual clues to check comprehension</p> | | | |

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| 2- SCIENCE & TECHNOLOGY | Global problems | RC: reading for orientation, information and argument Balancing arguments Extensive Reading short stories | Understand articles and reports about technology Identify writer's point of view Scan & locate relevant details | Gr: Future forms Articles – Use (Eng/Sp) | Project 2: State-of-the-art product reviews - Textual input: short audiomedial & printed product reviews - Tasks: note-taking (textual, linguistic and extra-linguistic features)& writing (formal email) |
| | Smart technology | Wr: formal email requests | Follow standard layout and paragraph conventions Delineate tone: politeness – persuasiveness Express facts and opinions Synthesise and evaluate information from different sources | Voc: <i>Sem. fields:</i> science & technology–computers & the Internet – useful items – Borrowings (Eng/Sp) <i>Phrasal verbs:</i> technology <i>Idioms:</i> out of <i>Collocations :</i> Science & technology Customer service <i>Wordbuilding:</i> Count & Unc Generic, pair & group - Sing & Pl - Possessive & compound N | |
| | The developing world | Product description: advertisement & summary | | | |
| | Technical help | | | | |
| | 3G technology | Sp: Presentations Asking for and offering technical help | Highlight relevant points and supporting details Depart from prepared text and interact with audience Give & understand detailed instructions | Discourse: Register: degrees of formality <i>Semantic relations:</i> truth and validity <i>Discourse markers:</i> concession and contrast | |
| | | LC: informal discussion Presentation | Listen for main points Use contextual clues to check comprehension | | |

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| 3- DEVELOPMENT | Urban development | <p>RC: reading for orientation, information and argument Identifying fact & opinion</p> <p><i>Extensive Reading:</i> documentation</p> <p>Wr: opinion essays</p> | <p>Understand articles and reports about contemporary problems Identify writer's point of view Scan & locate relevant details</p> <p>Follow standard layout and paragraph conventions Cohesion: linking words Express facts and opinions Develop an argument systematically, highlighting significant points</p> | <p>Gr: Verb/Noun/Adj patterns: + inf – gerund Use of the gerund (Eng/Sp)</p> <p>Voc: Nouns <i>Sem. fields:</i> towns - city redevelopment <i>Phrasal verbs:</i> making progress – places <i>Idioms:</i> pick <i>Collocations:</i> town & country life – social issues <i>Wordbuilding:</i> prefix re- + V/N - Use & Spelling (Eng/Sp)</p> | <p>Project 3: Documentation - <i>Textual input:</i> reference material, articles & reports retrieved by students in preparation for a commission to translate a novel - <i>Tasks:</i> choosing a novel - selecting and summarising documented information - giving a presentation</p> |
| | Social development | | <p>Evaluate alternative proposals Make & respond to hypotheses Plan speech, considering effect on audience Take initiatives, expand & develop ideas</p> | | |
| | Sustainable development | Sp: Reaching decisions | | | |
| | Development projects | Interviewing and being interviewed | <p>Understand standard broadcast language Listen for main points Use contextual clues to check comprehension</p> | <p>Discourse: <i>Textual pragmatics and equivalence</i> <i>Semantic relations:</i> cause & effect (general causative- means-purpose) <i>Discourse markers:</i> cause and effect</p> | |
| | | LC: watching T.V. & films | | | |

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| <p>4- NATURAL RESOURCES</p> | <p>Water conservation</p> <p>Oil & natural resources</p> <p>Climate change</p> <p>Energy</p> | <p>RC: reading for orientation, information and argument Identifying emotive language Extensive Reading: Inferno</p> <p>Wr: letter to the press</p> <p>Sp: Making your point</p> <p>Interviewing and being interviewed</p> <p>LC: watching T.V. & films</p> | <p>Understand articles and reports about environmental problems Identify writer's point of view Identify strong feelings</p> <p>Follow standard layout and paragraph conventions Cohesion: linking words Give vivid examples Develop an argument systematically, highlighting significant points</p> <p>Illustrate with examples & stories Anticipate counter-arguments Plan speech, considering effect on audience</p> <p>Understand standard broadcast language Listen for main points Use contextual clues to check comprehension</p> | <p>Gr: <i>Conditionals:</i> real- unreal - mixed– order & punctuation - Uses - wish/'d rather/if only</p> <p>Voc: <i>Sem. fields:</i> the environment - global problems - conservation – the weather <i>Phrasal verbs:</i> nature - weather <i>Idioms:</i> better <i>Collocations:</i> the environment – oil <i>Wordbuilding:</i> Acronyms and abbreviations (Eng/Sp)</p> <p>Discourse: <i>Text register in translation – Overt and covert translation</i> (House in Hatim and Munday, 2010) Semantic relations: cause & effect (condition-consequence) Discourse markers: condition</p> | <p>Project 4: Translation criticism</p> <p>- Textual input: Inferno-excerpts from a translation into Spanish</p> <p>- Tasks: Reading about overt and covert translation Discussing the suitability of choices made by the translators Writing an essay</p> |
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| <p>5- THE NEWS</p> | <p>The power of the image</p> <p>The power of the press</p> <p>Good news stories</p> <p>The story of a hero</p> | <p>RC: reading for orientation, information and argument Identifying different perspectives Quality papers and tabloids</p> <p><i>Extensive Reading:</i> news reports</p> <p>Wr: a news report</p> <p>Sp: Reporting Expressing (dis)belief</p> <p>LC: news broadcasts</p> | <p>Understand articles and news reports about current issues Identify writer's point of view Identify voices Identify register, tone and intention</p> <p>Follow standard layout and paragraph conventions Punctuation: direct and indirect speech</p> <p>Communicate spontaneously and fluently using longer, more complex stretches of speech Video: the news</p> <p>Understand standard broadcast language Listen for main points Identify speaker's mood & tone</p> | <p>Gr: Reporting – reporting verbs - passive reporting Modal verb revision – modal verb reporting</p> <p>Voc: <i>Sem. fields:</i> the press & the media - photography <i>Phrasal verbs:</i> the news <i>Idioms:</i> word – problems and solutions <i>Collocations:</i> the news – current affairs <i>Wordbuilding:</i> Adj from V</p> <p>Discourse: <i>Discourse macro-pattern:</i> <i>Topic – restatement – illustration</i></p> | <p>Project 5: News reports across languages - <i>Textual input:</i> news stories/ TV reports about our country or region in the local, national and English-language press</p> <p>- <i>Tasks:</i> Oral presentation: linguistic and extra-linguistic differences in news report (formality & style - reporting - selection and organisation of information) Preparing a handout for the presentation (graphic organiser)</p> |
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| <p>6- THE ECONOMY</p> | <p>Saving Domestic help Economic models</p> | <p>RC: reading for orientation, information and argument Signalling key information</p> <p><i>Extensive Reading:</i> short stories (topics from modules 1-6)</p> <p>Wr: reports text-type revision</p> <p>Sp: Interviews - Negotiating</p> <p>LC: The news</p> | <p>Understand articles and news reports about the economy Read with large degree of independence, adapting style and speed Identify signposts to key information</p> <p>Follow standard layout and paragraph conventions of reports. Develop an argument & give reasons in support of or against a particular point Synthesise information from different sources</p> <p>Take initiatives, expand and develop ideas Give clear, detailed descriptions Explain a problem clearly & ask for concessions</p> <p>Understand the news and current affair programmes Listen for main points</p> | <p>Gr: focus adverbs: only – just – even; too – as well - also Adverbs: degree – manner – viewpoint - comment Causative <i>have & get</i> (Use Eng/Sp) Focusing and inversion</p> <p>Voc: <i>Sem. fields:</i> money – domestic help – getting things done <i>Phrasal verbs:</i> business – money – size and numbers <i>Idioms:</i> hard <i>Collocations:</i> the economy – business reports – writing reports <i>Wordbuilding:</i> Money: N from V the + Adj - Use (Eng/Sp)</p> <p>Discourse: Discourse markers in writing <i>Discourse macro-pattern:</i> <i>Situation-problem-solution-evaluation</i></p> | <p>Project 6: Report on problem areas before translating a short story. - <i>Textual input:</i> a short story on one of the topics discussed throughout the year. - <i>Tasks:</i> Analyse the short story following the guidelines in Unit 1 and write a report for a client/PM on the linguistic and extralinguistic difficulties presented by the ST and suggesting possible solutions.</p> |
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4. Evaluation

The competences developed in the course will be evaluated in terms of students' oral and written comprehension and expression through 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:

- be present at a minimum of 70% of the lessons;
- pass at least 70% of assignments; and
- pass two term exams (including reading comprehension, 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*:

- be present at a minimum of 80% of the lessons;
- pass at least 80% of assignments;
- pass two term exams (including reading comprehension, writing, language in use and speaking tasks) with a minimum final 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 Reading Comprehension & Writing, Reading Comprehension & Language in Use, and *PCP* tasks, involving reading and writing (and giving an oral presentation in some cases) (one per unit).
- Some assignments will be done at home and others in class and, in some cases, students will be given the chance to make up for an assignment whose grade is below the pass-mark.
- Term tests will be taken in June and November. Makeup tests will be taken in August and November.
- Those students who get 6 (six) or less in the *coloquio de promoción* will qualify as *alumnos regulares* but will sit for the oral final exam only.

Final exams

Students who have successfully completed the course -*alumnos regulares*- and those who have not (including extramural students) -*alumnos libres*- will have to meet different requirements (in compliance with the University and Faculty regulations):

Alumnos regulares

Written exam: it will consist of tasks testing

- general comprehension 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, and it will include

- a long transactional (individual) turn, in which each student will present one of the short stories or novels from the syllabus, including (a) documented information necessary prior to translation, (b) a summary of its contents and (c) critical assessment of an excerpt of a translated version (if available) or a brief discussion of potential linguistic and extra-linguistic problems the translator may face (6 to 9 minutes);
- an informal student-student discussion (shorter, interactional turns) about one of the issues dealt with in the modules (3 minutes); and
- teachers-students interaction, in which students may be asked questions to retell or reflect upon any of the texts (written or audiomedial) included in the modules.

Alumnos libres

Pre-exam: 10 (ten) days before the final exam, students will be given a text with tasks assessing reading and writing skills, contrastive competence and linguistic competence, which they will be required to hand in 7 (seven) days before the final exam.

Written exam: the same as that for *alumnos regulares*

Oral exam: the same as that for *alumnos regulares*, except that *alumnos libres* will have *two* transactional turns -one based on one of the short stories or novels proposed by the teaching team and another one based on one of the novels which have not been discussed during the year. Additionally, in the third part (teachers-students interaction), they may be asked to discuss and reflect upon the different stages in the process of completion of the pre-exam.

Note:

- The final evaluation of *alumnos libres* consists of a single exam made up of the three non-cumulative parts mentioned before (pre-exam, written exam, oral exam). However, if a student obtains a pass-mark in the pre-exam but fails in the subsequent parts, he or she will not be asked to take the pre-exam in the following two calls, prior agreement with the team of teachers. This possibility will not be contemplated if the student is absent from any of the subsequent parts of the exam after the pre-exam.

5. Students' bibliography

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