



**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:** 2021

**RÉGIMEN DE CURSADA:**

**ANUAL**

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*(Marcar con una X la opción correspondiente)*

**1º CUATRIMESTRE**

☐

**2º CUATRIMESTRE**

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**CARGA HORARIA:** 7 horas semanales

**DEPARTAMENTO:** Lengua y Cultura

**ÁREA:** Lengua

**ORIENTACIÓN:** Lengua Inglesa Aplicada a la Traducción

**EQUIPO DE CÁTEDRA:** Esp. Estefanía Fernández R. PAD 2– TP Micaela González AYP 3



## 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 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<sup>1</sup>.*

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<sup>1</sup> Taken from our current course of studies written in Spanish.



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. CONTENTS<sup>2</sup>

Unit 1 POLITICS Main topics	General and Academic Texts	Linguistic Focus	Skills	Translation Focus
The Language of Politics  Political Speeches  Gender Politics	<b>General texts</b>  Text 1. "The Long and Tortured History of Cancel Culture" by Ligaya Mishan; Dec. 3, 2020  <u>Text 2</u> "Facebook is banning leftwing users like me – and it's going largely unnoticed" by Akin Olla; Jan. 29, 2021  <u>Text 3</u> "Government to appoint 'free-speech champion' for English universities" by Peter Walker; Feb. 14, 2021  <u>Text 4</u> "Political roundtable" (audiomedial) Feb. 20, 2017	<b>Vocabulary</b> Political vocabulary  Political labels  Quoting, reporting and interpreting  World views: ways of thinking  <b>Grammar</b> Reported Speech  Reporting: heteroglossic and monoglossic verbs.  <b>Supplementary material</b> Making Speeches	<b>Reading</b> To carry out a rhetorical analysis  To identify ethos, pathos and logos  To analyse use of heteroglossic and monoglossic verbs in a news article  <b>Listening</b> For gist  <b>Speaking</b> To express point of view  To present a synthetic account of a larger piece  <b>Writing</b> An opinion article based on a political speech	Intralingual and interlingual translation

<sup>2</sup> Contents have been adapted to the dynamics of online sessions



	<b>Extensive reading material</b> <b>Short stories:</b> "Woman Hollering Creek" by Sandra Cisneros  "Who's Irish" by Gish Jen  "A Temporary Matter" by Jhumpa Lahiri  "Borders" by Thomas King  <b>TV Series:</b> <i>Mrs America</i>	The Power of Words	<b>Academic skills</b> Presenting effectively  Quoting  Guidelines for the analysis of fiction material	
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#### Assignments Unit 1

Written	Oral
Opinion article about a political speech	<b>Briefing</b> The Power of words in the news <b>Academic Presentations</b> Rhetoric and gender politics in the miniseries <i>Mrs America</i>

Unit 2 LITERATURE Main topics	General and Academic Texts	Linguistic Focus	Skills	Translation Focus
The creative use of language  Defamiliarization  Problems of literary translation	<b>Academic texts</b>  <b>Text 1.</b> "The Creative Use of Language" by G. Leech  <b>Text 2.</b> "Specific Problems of Literary	<b>Vocabulary</b> Idiomatic emphasis Idiomatic and colloquial responses Idioms and other expressions that rhyme and alliterate	<b>Reading</b> To identify creative uses of language  To describe linguistic audacity: stretching the possibilities of language	Intralingual and interlingual translation  Versions and adaptations of original texts  Translating across genres:



	<p>Translation" by S. Bassnett</p> <p><b>General Texts</b></p> <p><b>Text 3</b> "The Wife of Bath's Tale" in <i>The Rap Canterbury Tales</i> by Baba Brinkman (audiomedial)</p> <p><b>Text 4.</b> "Why Literary Translation?" by Clifford Landers</p> <p><b>Text 5.</b> "Why Translators deserve some credit" by Tim Parks</p> <p><b>Extensive reading material</b> <b>Novel:</b> <i>The Scarlet Letter</i> (Nathaniel Hawthorne)</p>	<p>Vocabulary and expressions used to praise and denounce literary language</p> <p><b>Grammar</b> Adjectives and Adverbs</p> <p>Inversion after negative adverbs</p> <p>Comparative structures</p> <p><b>Supplementary material</b> Defamiliarization</p> <p>The language of literature</p>	<p>To identify translation problems based on lexical choices and defamiliarizing uses of language</p> <p><b>Listening</b> For gist For specific information</p> <p><b>Speaking</b> To express point of view</p> <p>To describe creative uses of language in poetry</p> <p>To analyse defamiliarizing uses of artistic pieces</p> <p><b>Writing</b> A comparing and contrasting essay</p>	<p>turning a short story into a poem or a microstory</p>
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#### Assignments Unit 2

Written	Oral
A comparing and contrasting essay about the modernized version of a literary classic	<p><b>Academic Presentations</b> <i>The Scarlet Letter</i></p> <p><b>Briefing</b> Defamiliarization in art</p>



A poem/microstory as a result of the intralingual adaptation of a short story	
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Unit 3 SCIENCE Main topics	General and Academic Texts	Linguistic Focus	Skills	Translation Focus
<p>The language of medicine</p> <p>The Opioid Epidemic</p> <p>Alternative medicine</p>	<p><b>Text 1.</b> "Tracing the US opioid crisis to its roots" by Sarah DeWeerd</p> <p><b>Text 2.</b> (audiomedial-video) Opioid addiction in Dearborn's Muslim community (Vice News)</p> <p><b>Text 3.</b> "The accidental addict: America's hidden opioid epidemic. Homeopathy's role in pain treatment and recovery from addiction" by Amy Rothenberg</p> <p><b>Text 4.</b> (audiomedial-podcast) Treating opioid addiction (Johns Hopkins Bloomberg School of Public Health)</p> <p><b>Academic texts</b></p> <p><b>Text 5.</b> "Social Stigma toward Persons with Prescription</p>	<p><b>Vocabulary</b> Health and illness</p> <p>Drugs and regulations</p> <p>Traditional and alternative medicine</p> <p><b>Grammar</b> Clauses and relatives</p> <p>Complex noun phrases</p> <p>Stacked NPs in medical English</p> <p>Reduced relative clauses</p> <p>Nominalization</p> <p><b>Supplementary material</b> Scientific discourse and the language of science</p> <p>Understanding the linguistic</p>	<p><b>Reading</b> To analyse the differences between science-related articles and research papers</p> <p>To identify the degree of specialization of a given text</p> <p><b>Listening</b> For specific information To identify pitch, volume and speed. The importance of the use of signpost language.</p> <p><b>Speaking</b> About science to non-specialists</p> <p>To explain complex processes/regulatory systems</p> <p><b>Writing</b> A science related article for a non-specialist audience</p>	<p>Translation and web searching</p> <p>Terminology</p> <p>Intralingual and interlingual translation</p>



	<p>Opioid Use Disorder” by Kennedy-Hendricks et al. <b>Text 6.</b> (students’ choice)</p> <p><b>Extensive reading material</b> <b>TV series</b> <i>New Amsterdam</i> <b>Short stories:</b> “With morning comes mistfall” by GRRM “Story of your life” by Ted Chiang “All summer in a day” by R. Bradbury</p>	<p>features of English with medical purposes</p>		
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### Assignments Unit 3

Written	Oral
<p>A science-related article based on a research paper</p> <p>A summary based on multiple sources</p>	<p><b>Academic Presentations</b> Pros and cons of alternative medicine. Where do you stand?</p> <p><b>Briefing</b> Strategies for web searching applied to one of the topics in the unit (students’ choice)</p>

Unit 4 ADVERTISING Main topics	General and Academic Texts	Linguistic Focus	Skills	Translation Focus
<p>The world of advertising</p> <p>Marketing campaigns</p>	<p><b>General Texts</b></p> <p>Text 1. “The Real Thing’? The Language of Advertising Slogans” by Charles Doyle</p>	<p><b>Vocabulary</b> Advertising strategies</p> <p>Slogan creation</p> <p>New Media</p>	<p><b>Reading</b> To analyse rhetorical strategies in ads</p> <p>To identify modality in ads</p>	<p>Systems and polysystems in culture</p> <p>Intralingual and intralingual translation</p>





Transcreation and globalisation  Ethics	Text 2. "Ethics in Advertising" by Chris Moore	<b>Grammar</b> Epistemic and deontic modality	<b>Listening</b> To a TED talk and taking down notes.	Contrastive competence
	Text 3. "Why Global Marketing Campaigns Fail" Richard Brooks	Modals and semi-modals  Would	<b>Speaking</b> About persuasive strategies in ads	
	Text 4. (audiomedial) "Advertising and Cultural Complexity" by Veda Partalo	<b>Supplementary material</b> The Language of advertising	About controversial ad campaigns	
	<b>Extensive reading</b> <b>Docuseries</b> <i>Broken</i>		<b>Writing</b> A blog entry	

#### Assignments Unit 4

Written	Oral
A blog entry about translating ads/marketing campaigns	<b>Academic Presentations</b> Preparing an awareness/advertising campaign for a given audience <b>Briefing</b> Modality in the language of advertising A controversial ad campaign

#### 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 writing and adapting a text for



a specific audience or preparing a documentary research brief focusing on cultural/intercultural differences for a first meeting with a subtitling company. 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 texts from different genres.**
2. Through their ability **to become critical readers/writers 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 audiomedial texts from different genres.**

### The product

#### SPECIAL ASSIGNMENT: Translation Competence Test (TCT)

The students will have to sit for four TCTs (one per unit). These special assignments are oriented to testing students' reading and translating competence through the evaluation of

- A) their ability to **identify and explain the rhetorical effect of certain strategies** used in an article that responds to text types and models they have seen in class.
- B) their ability to **carry out intralingual and interlingual translation** tasks considering all that was discussed in the unit.

#### 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 and reporting strategies.

##### 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.

#### **ORAL ASSIGNMENTS (OAs)**

##### **The academic presentation (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, film or poetry) and prepare a formal presentation. This should last no more than 20 minutes.

##### **The briefing (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. It may be related to documentary research; analyzing defamiliarization in a movie; discussing the use of persuasive appeals in three pieces of news of their choice, etc.

##### **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 TCTs, WAs and OAs:**

<b>PASS+</b>	+90%
<b>PASS</b>	70-89%
<b>BP</b>	65-69%
<b>BP- (Borderline)</b>	60-65%
<b>BS</b>	-60%



**IMPORTANT:** WAs will be asked to be resubmitted if the teachers consider it so.

Before the end of year, ALUMNOS REGULARES will be given a mark including:

- Class participation
- Performance in grammar and vocabulary exercises in the self-access material. Ss need to have completed 90% of the material in the self-access.

This mark will be taken into consideration when they sit for their final exams.

### **MID-TERM EXAMS**

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

- Reading Competence
- Linguistic Competence
- Speaking

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

### **Reading Competence**

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
- Advertisement
- Other (passage from a book about literature/science/advertising)

These applications may be related to the analysis of:

- **persuasive strategies** employed by the writer (ethos, pathos and logos) and how they have been materialized in the text by means of lexical choices, sentence structure, etc. (Beard, 2000).
- **recontextualization processes** (related, for example, to textual chains, framing) in a news article (Schäffner and Bassnett, 2010).
- **defamiliarizing uses of language** in fictional and non-fictional texts (Miall and Kuiken, 1994).
- 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).

### **Linguistic Competence** (restricted-time activity)

Grammar and vocabulary tasks similar to the ones they have been assigned during the course.

### **Speaking**



This will include:

- A 3-minute **briefing**/A short 8-minute **academic presentation**
- Answering questions about the **non-fiction texts** given as general and academic material.
- Answering about the texts in the **extensive reading** section,

Each part will have its corresponding make-up. All parts must be given a passing mark if Ss want to continue as REGULARES.

### **Promoción**

**Attendance:** 80%

**Assignments (WAs and OAs):** 80% PASS

- **TCT** (Translation Competence Test): 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 8-minute presentation/3-minute briefing.
- The discussion of ONE of the general and academic texts in the Units. The theoretical concepts seen in class will be considered.
- The discussion of the material in the extensive reading section (poetry, short stories, a novel, a TV series, a film). The theoretical concepts seen in class will be considered.

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

### **Regulares**

**Attendance:** 70%

**Assignments (WAs and OAs):** 70% PASS

- **TCT** (Translation Competence Test): ONE 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** she will **make up for the one she has failed**. The student **will have to pass all parts of the exam** to continue as *regular*. If the student were to **fail the make-up** she will automatically become **alumno libre**.

**Numerical scale for mid-term exams (NOT for final exams)**



+90%	<b>9 -10</b>
70 to 89%	<b>6-7-8</b>
65 to 69%	<b>5</b>
60 to 65%	<b>4</b>
-60%	<b>FAIL</b>

Points will be deducted for serious language mistakes (**SLMs**).

#### FINAL EXAM

**Regulares:** passing mark 4. All the material seen throughout the year will be included. Students will have 3 (three) hours to complete it.

#### Writing

A- **Reading comprehension:**

- Application of theoretical notions and concepts described in the syllabus to the text in the reading.
- Inter or intralingual translation task.
- Summary writing.

B- **Linguistic Focus:**

Focus on grammar and vocabulary exercises related to the text in the reading.

#### Speaking

If Ss pass the written part, they will sit for the oral exam on the following day. The exam will have the following sections:

- Their **portfolio** (this will be submitted a week before the exam).
- An oral presentation (5/8 minutes) based on a topic proposed by the teachers. Here is an example:
  - Look for a science-related article (Hyland, 2009) that you consider relevant and appropriate to be included in **Unit 3**, in next year's syllabus. Analyse the article considering Hyland's factors and explain why you think this text will contribute to the unit. Consider the problems it may pose for translation and choose from Nord's intertextual and intratextual factors to explain this. Remember structuring your presentation in an academic fashion (go over your notes about presenting effectively if necessary).
  - Prepare a presentation in which you describe a political campaign (**Unit 1**) and how the media has been used to manipulate the public. Consider referring to the creation of slogans and other forms of advertising (**Unit 4**) to influence the decision making process of a particular group (on the basis of social class, gender, sexual orientation, etc.). Describe the strategies developed and provide examples. Remember structuring your presentation in an academic fashion (go over your notes about presenting effectively if necessary).
- Answering questions about the **fiction and non-fiction texts** discussed in class.



**Libres:** passing mark 4. **All the material in the syllabus** will be included. A writing task will be assigned for the day before the exam.

**Writing part**

**Writing task** (the day before the exam): Ss will be asked to write a text that responds to one of the models described in the syllabus. They will submit it at 8 a.m. on the day of the exam.

**Reading comprehension and linguistic focus** (the day of the exam) 3 hours to complete parts A and B:

- A- Reading comprehension:
  - Application of theoretical notions and concepts described in the syllabus to the text in the reading.
  - Inter or intralingual translation task.
  - Summary writing.
- B- Linguistic Focus:
  - Focus on grammar and vocabulary exercises related to the text in the reading.

If Ss pass the written part, they will sit for the oral.

**Speaking:** (not more than 30 minutes) The exam will have the following parts:

- An oral presentation (5/8 minutes) based on a topic proposed by the teachers.
- Answering questions about the **fiction and non-fiction texts** in the syllabus.

**Libres plan viejo:** passing mark 4. **All the material in the syllabus for Inglés V (2016)** will be included. A writing task will be assigned the day before the exam.

**Writing part**

**Writing task** (the day before the exam): Ss will be asked to write a text that responds to one of the models described in the syllabus. They will submit it at 8 a.m. on the day of the exam.

**Reading comprehension and linguistic focus** (the day of the exam) 3 hours to complete parts A and B:

- A- Reading comprehension:
  - Answering comprehension questions about the text in the reading
  - Application of notions and concepts in the stylistic device guide to the text in the reading
  - Summary writing
- B- Linguistic Focus:
  - Focus on grammar and vocabulary exercises related to the text in the reading.

If Ss pass the written part, they will sit for the oral.

**Speaking:** (not more than 30 minutes) The exam will have the following parts:

A- The students will **select an authentic text** related to any of the units dealt with during the academic year and present the analysis of this text, focusing on some of the stylistic devices discussed during the course. The presentation must be 5 to 8 minutes long. The board must receive the text the day before the oral exam.

B- The students will have to answer questions about **TWO of the texts in the non-fiction material** (general interest and academic texts; audiomedial non-fiction material, TED talks, for



example).

C- The students will have to answer questions about **TWO of the fiction texts/films** in the syllabus.

All the material in the syllabus will be included. However, from the fiction and audiovisual sections we have selected only the following:

Unit 1	Unit 2	Unit 3	Unit 4
Short Stories (3): "Marigolds", "A Rice Sandwich", "Two Words" Films (1): American Beauty TED talk (1): "The Happy Planet Index"	Short Stories (2): "The Sea Change", "Sola" Films (1): The Danish Girl	Short Stories (3): "The Monkey's Paw", "The Lottery", "Harry" Films (1): The Conjuring	Short Stories (2): "The Story-teller", "Happy Endings" Flash Fiction (3): "Grief", "The Wish", "Help Wanted" Films (1): Death at a Funeral TED talk (1): Drawing on Humour for Change

#### 7. TIMETABLE (class and coaching lessons)

- Mondays 8 to 11
- Tuesdays 10 to 12
- Friday 10 to 12

Ss are expected to contact the teachers to agree on the best time for (online) coaching lessons.

#### 8. PLANNER<sup>3</sup>

<b>Mondays (3 hours)</b> <b>Introduction of new topics, theory and grammar points</b>	<b>Tuesdays (2 hours)</b> <b>Ss work on their own and submit their work via PEDCo</b>	<b>Fridays (2 hours)</b> <b>Ss presentations</b> <b>Short meetings to clear doubts</b>
Reading comprehension and presentation of theoretical concepts to be applied to the reading material Presentation of application of grammar points Discussion of writing and oral tasks	Application and practice of grammar and vocabulary material Intra and interlingual translation tasks Revision of self-access work Tasks to improve skills and discourse strategies	Presentation of oral tasks: briefings and academic presentations Discussion of peer editing tasks Revision of tasks completed during the course of that week

<sup>3</sup> The planner has been adapted to online sessions.





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

## 9. BIBLIOGRAPHY

### *Consulted to write this proposal*

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