

**UNIVERSIDAD NACIONAL DEL COMAHUE  
FACULTAD DE LENGUAS**Asignatura: **Lengua Inglesa II Aplicada a la Traducción**

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

Año: 2021

Régimen de dictado: Anual

Número de horas semanales: 7

Número total de horas a dictarse: 224

Equipo docente: Mgtr. Paula Josefina Liendo – PAD 2

Trad. Stella Maris Maluenda – ASD2

**1. Course description**

The relevance that translation practices have gained through history has been enhanced, in the last few years, by the speed of technological, political and social changes and the ubiquity of social and digital media. This has resulted in a more central role for translators, as they participate in widened exchanges and deal with more complex and significant issues in their role as mediators between cultures. Translation students nowadays need to learn how to translate texts from different *channels* (oral, written or audiomedial), and *fields* (technical, scientific, journalistic, commercial, legal, cultural or literary); and they must also know how to complete the translation process and solve the translation problems they may encounter. The development of *translation competence* is fundamental to fulfil both purposes, as it 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). Along the same lines, translators should also be aware of the *ideological* precepts underlying their choices that they — consciously or unconsciously — adhere to.

As regards the *communicative subcompetence*, within *translation competence*, translation processes require 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, the main aim of this course is to train students to acquire the necessary competences for the construction of 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.*).

The linguistic paradigm of Pragmatics has been chosen as a frame of reference for 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. Within the linguistic

competence, a special focus is placed on generic competence (Ezpeleta Piorno, 2008) and performance (Devitt, 2015); and preliminary aspects of academic literacy are introduced and developed.

The teaching of English for translation purposes also requires the development of the future translators' Instrumental-Professional Competence (PACTE, as cited in Ezpeleta Piorno, 2005), which comprises different abilities, such as using strategies for documentation, contrastive analysis of texts or professional development and specialisation. Corpus Linguistics has been chosen as the methodological pillar supporting students' Instrumental-Professional Competence, as it is a theoretical and methodological approach for the study of languages that involves the collection and processing of linguistic corpora for the use of real, comprehensive data and to access and analyse authentic linguistic productions of real speakers and writers in specific situations (Leech, as cited in Tolchinsky, 2014). Pérez Paredes (2021) refers to the ability of corpora to represent real use: "a corpus is used to model language and we can think of a corpus as a proxy for usage" (p. 1). The use of corpora in academic training also encourages learning through discovery and favours the development of students' autonomy and metacognitive reflection of their learning processes (Elvira-García, 2021).

It is worth noticing that the design of this syllabus places special emphasis on students' attitude, defined as the learners' position towards the foreign language, its speakers and the target culture (Clouet, 2010), and involving emotional factors such as mood, motivation and anxiety. Research has proved the relevance of these factors in the success of the learning process (Larsen-Freeman & Long, 1994 in Clouet, *ibid.*), particularly the importance of *integrative motivation*: when students want to learn a language to relate to another ethnolinguistic group (Gardner & Lambert, 1972, in Clouet, *ibid.*) This kind of motivation not only enhances learners' creativity but also develops their flexibility, adaptability and empathy as they incorporate materials from a different cultural community, which in turn will shape the perception of their own identity. Along the lines of the latest research (Gardner, 2017), this syllabus design also considers more complex socio-psychological variables of motivation, such as their reaction to the learning environment, the cultural influences on their acquisition of a foreign culture's attributes, and the anxiety, persistence and satisfaction associated with the learning process, among others. A range of strategies and techniques, using face-to-face and virtual media, are applied to deal with these issues.

In summary, as the first of the three subjects which teach English for translation purposes, LIATRAD II begins to forge the profile a certified professional is expected to achieve: that of a cultural mediator who interprets the sociocultural phenomena reflected in a text and is aware of the divergences between the systems of their LA and LB and the different geographical, sociological and communicative varieties of the latter. This course develops learners' receptive and productive skills for proficient direct and reverse translation; their accuracy and fluency in oral and written communication for effective translation and interpreting jobs; their management of continuous learning and progress; and their acquaintance with the latest ICTs. This course also presents an introduction to Academic English, with a particular focus on academic literacy, both in the comprehension and production of academic and professional written, oral and audiomedial texts, with a view to developing learners' professional skills and interests.

## 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 sociocultural levels;
- become academically literate, and show sensitivity towards the characteristic rhetorical features of the academic genre and main structural and discursive divergences between academic text-types;
- 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;
- develop a positive attitude towards the target language and culture, while learning to self- validate their identity, and enhance their creativity, empathy and adaptability;
- account for the centrality of translators' role as cultural mediators, the relevance of the choices they will have to make, and the power this entails; 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 practice, the results of surveys to former students and the usefulness of the focused skills and strategies for the development of communicative, intercultural and professional competences. Supplementary materials have been compiled in 6 Action Books, which contain additional fiction and non-fiction texts, self-access materials, tasks and projects.

As for skills development, reading has been divided into intensive (different text types), extensive (short stories and novels) and academic reading skills, and so has listening (audio-texts for intensive listening, audiomedial texts for intensive viewing and films and clips for extensive viewing); and writing. For this skill, students work with specific text-type drafting based on sample analysis and linguistic input classification, and with an Academic Writing Workshop, where they discuss their views based on their own interpretation of the literature. These workshops have been graded in terms of complexity of themes and language and sequenced following the thematic content and skills developed in each module. Each AB also contains integrative, collaborative, task-based project work, namely Contrastive Competence Projects (CC), Autonomous Learning Projects (ALPs) and Professional Content Projects (PCPs). For CC tasks, students are asked to write academic essays applying some aspect of contrastive competence developed in the module

and including examples of contextualised use. For ALPs, students address the textbook units which have not been dealt with in class and write academic essays analysing grammatical, lexical, semantic or rhetorical features discussed in the modules as they are exemplified in the texts in their assigned textbook unit. As for PCPs, students are expected to carry out different tasks related to translation practice through different textual (written or audiomedial) input.

Whereas the development of reading and writing involve a top-down approach, there is also a linguistic content focus, which includes a bottom-up, discrete-point approach that deals with vocabulary, grammar, syntax, punctuation, spelling, and discourse. The latter includes the main rhetorical features of texts, as well as semantic relations, and specific discursive features applied to translation, such as textual pragmatics, equivalence and register.

MODULE	TOPICS	SKILLS	STRATEGIES	LINGUISTIC CONTENT	PROJECTS
1 RELATIONSHIPS	Animal friendship	<b>RC:</b> reading for information and argument Identifying main aspect <i>Extensive Reading:</i> short stories <b>Ac RC:</b> abstracts <b>Wr:</b> emails	Understand articles about contemporary relationships Identify writer's point of view Follow standard layout and paragraph conventions	<b>Gr:</b> Tense review Passive voice. Use (Eng/Sp) Pronouns, reference words & substitution <b>Voc:</b> <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	<b>PCP 1:</b> Immigration and us/Pets 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 <b>ALP (autonomous learning project) 1</b>
	The generation gap Family influence Immigration Translation, the role of the translator & feelings about being a translator Translation competences Documentation resources	<b>Ac Wr:</b> note-taking – summaries Academic diary entries <b>AW Workshop:</b> audience and purpose – summarizing, paraphrasing and quoting <b>Sp:</b> Informal discussion Meeting people you know <b>LC:</b> informal discussion Radio extract Academic talk	Convey degrees of emotion and significance of experience Synthesise and evaluate information from different sources State point of view, assess proposals & make and respond to hypotheses Cooperation: help the discussion along, confirm comprehension, invite responses Listen for main points Use contextual clues to check comprehension	<b>Discourse:</b> Identifying genre & text-type <i>Semantic relations:</i> temporal, <i>Discourse markers:</i> time, and addition	Summary - Verb tenses - Passive voice -Idioms

<p><b>2- SCIENCE &amp; TECHNOLOGY</b></p>	<p>Global problems</p> <p>Smart technology</p> <p>The developing world</p> <p>Technical help</p> <p>3G technology</p> <p>AI, big data and science</p> <p>COVID 19: vaccine development, scientific findings</p> <p>3d printing</p>	<p><b>RC:</b> reading for orientation, information and argument Balancing arguments <i>Extensive Reading:</i> short stories</p> <p><b>Wr:</b> formal email requests Product description: advertisement &amp; summary Academic diary entries</p> <p><b>AW Workshop:</b> getting ideas and starting to write</p> <p><b>Sp:</b> Presentations Asking for and offering technical help</p> <p><b>LC:</b> informal discussion Presentation AM text: HER</p>	<p>Understand articles and reports about technology Identify writer's point of view Scan &amp; locate relevant details</p> <p>Follow standard layout and paragraph conventions Delineate tone: politeness – persuasiveness Express facts and opinions Synthesise and evaluate information from different sources</p> <p>Highlight relevant points and supporting details Depart from prepared text and interact with audience Give &amp; understand detailed instructions</p> <p>Listen for main points Use contextual clues to check comprehension</p>	<p><b>Gr:</b> Future forms Articles – Use (Eng/Sp)</p> <p><b>Voc:</b> <i>Sem. fields:</i> science &amp; technology– computers &amp; the Internet – useful items – Borrowings (Eng/Sp) <i>Phrasal verbs:</i> technology <i>Idioms:</i> out of <i>Collocations:</i> Science &amp; technology Customer service <i>Wordbuilding:</i> Count &amp; Unc Generic, pair &amp; group - Sing &amp; Pl - Possessive &amp; compound N</p> <p><b>Discourse:</b> Register: degrees of formality <i>Semantic relations:</i> truth and validity <i>Discourse markers:</i> concession and contrast</p>	<p><b>PCP 2:</b> State-of-the-art product reviews - Textual input: short audiomedial &amp; printed product reviews &amp; informercials - Tasks: note-taking (textual, linguistic and extra-linguistic features)&amp; writing (formal email)</p> <p><b>ALP 2:</b> Academic essay: nouns and determiners Graphic organiser: semantic relations</p>
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<b>3- DEVELOPMENT</b>	Urban development	<b>RC:</b> reading for orientation, information and argument Identifying fact & opinion  <i>Extensive documentation</i> <i>Reading:</i>	Understand articles and reports about contemporary problems Identify writer's point of view Scan & locate relevant details	<b>Gr:</b> Verb/Noun/Adj patterns: + inf – gerund Use of the gerund (Eng/Sp)	<b>PCP 3:</b> 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  <b>ALP 3:</b> Academic essay: cause and effect semantic relations – N/Adj/V patterns
	Social development	<b>Ac R:</b> Cohesion and Translation	Follow standard layout and paragraph conventions <b>Cohesion: linking words</b> Express facts and opinions Develop an argument systematically, highlighting significant points	<b>Voc:</b> <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)	
	Sustainable development	<b>Wr:</b> opinion essays Academic diary entries			
	Development projects	<b>AWW:</b> focusing on main ideas			
	Gentrification and anti-homeless architecture	<b>Sp:</b> Reaching decisions  Interviewing and being interviewed	Evaluate alternative proposals Make & respond to hypotheses Plan speech, considering effect on audience Take initiatives, expand & develop ideas	<b>Discourse:</b> <i>Discourse macro-patterns:</i> Topic – restatement – illustration & Situation-problem-solution-evaluation	
	Urbanisation and reproductive rights	Oral presentations			
	Sexual violence	<b>LC:</b> watching T.V. & films	Understand standard broadcast language Listen for main points Use contextual clues to check comprehension	<i>Semantic relations:</i> cause & effect (general causative- means-purpose) <i>Discourse markers:</i> cause and effect	
	Vulnerable people and Covid 19				

<p><b>4- NATURAL RESOURCES</b></p>	<p>Water conservation, leaks and poverty</p> <p>Oil &amp; natural resources</p> <p>Climate change</p> <p>Energy</p> <p>Biomass energy &amp; clean energies</p> <p>Burning plastic for heating</p> <p>Merciful animal killing</p>	<p><b>RC:</b> reading for orientation, information and argument Identifying emotive language <b>Extensive Reading:</b> Origin (Brown, D; 2017) <b>Ac R:</b> Overt and covert translation</p> <p><b>Wr:</b> letter to the press <b>Ac Wr:</b> Academic Essays Academic diary entries <b>AWW:</b> Arguing from written material</p> <p><b>Sp:</b> Making your point</p> <p>Interviewing and being interviewed</p> <p>Oral presentations</p> <p><b>LC:</b> watching T.V. &amp; 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 &amp; 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><b>Gr:</b> <i>Conditionals:</i> real- unreal - mixed- order &amp; punctuation - Uses - wish/'d rather/if only</p> <p><b>Voc:</b> <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><b>Discourse:</b> <i>Text register in translation – Overt and covert translation</i> (House in Hatim and Munday, 2010)</p> <p><b>Semantic relations:</b> cause &amp; effect (condition-consequence) <b>Discourse markers:</b> condition</p>	<p><b>Project 4: Translation criticism</b></p> <p>- Textual input: Origin - 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> <p><b>ALP 4</b></p> <p>Academic essay and graphic organiser: Concession-contrast/cause-effect semantic rel. Comment post: conditional clauses</p>
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<b>5- THE NEWS</b>	The power of the image	<b>RC:</b> reading for orientation, information and argument Identifying different perspectives Quality papers and tabloids	Understand articles and news reports about current issues Identify writer's point of view Identify voices Identify register, tone and intention	<b>Gr:</b> Reporting – reporting verbs - passive reporting Modal verb revision – modal verb reporting	<b>Project 5:</b> 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
	The power of the press	<i>Extensive Reading:</i> news reports <b>Ac. R:</b> Pragmatic equivalence	Follow standard layout and paragraph conventions Punctuation: direct and indirect speech	<b>Voc:</b> <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	- <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)
	Good news stories	<b>Wr:</b> a news report Academic diary entries		<b>Discourse:</b> <i>Textual pragmatics and equivalence</i>	
	The story of a hero	<b>AWW:</b> Documenting sources & quoting	Communicate spontaneously and fluently using longer, more complex stretches of speech Video: the news		<b>ALP 5</b> news reports based on textbook articles- passive reporting
	News across cultures	<b>Sp:</b> Reporting Expressing (dis)belief Academic presentations			
	Quality vs. Popular reporting		Understand standard broadcast language Listen for main points Identify speaker's mood & tone		
	Past, present and future of the news	<b>LC:</b> news broadcasts AM text: The Post			
News and bias					

<p><b>6- THE ECONOMY</b></p>	<p>Saving</p> <p>Domestic help</p> <p>Economic models</p>	<p><b>RC:</b> reading for orientation, information and argument Signalling key information <i>Extensive</i> <i>Reading:</i> short stories (topics from modules 1-6) <i>Oryx and Crake</i> <i>The Help</i></p> <p><b>Wr:</b> reports <b>Ac. Wr:</b> reports based on statistics Academic diary entries text-type revision</p> <p><b>Sp:</b> Interviews - Negotiating</p> <p><b>LC:</b> 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 &amp; 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 &amp; ask for concessions</p> <p>Understand the news and current affair programmes Listen for main points</p>	<p><b>Gr:</b> focus adverbs: only – just – even; too – as well - also Adverbs: degree – manner – viewpoint - comment Causative <i>have &amp; get</i> (Use Eng/Sp) Focusing and inversion</p> <p><b>Voc:</b> <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><b>Discourse:</b> Discourse markers in writing</p>	<p><b>Project 6:</b> 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> <p><b>ALP 6:</b> portfolio exchange and critical feedback of ALPs 1-5</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 an attending student (*alumno regular*), students should meet the following requirements:

- pass at least 70% of the total number of assignments, and at least 50% of in-class 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*:

- pass at least 80% of the total number of assignments, and at least 70% of in-class 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. This *coloquio* will be similar to the oral final exam for attending students.

Notes:

- Assignments will include Reading Comprehension & Writing, Reading Comprehension & Language in Use, and PCP and ALP 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 or August (Term Test 1) and November (Term Test 2). Makeup tests will be taken in August or September (Term Test 1) and November (Term Test 2).
- Those students who get 6 (six) or less in the *coloquio de promoción* will have to sit the final exam, but they will take the oral exam only.
- An assignment, test or any other evaluative situation where any form of plagiarism or lack of adequate attribution is observed will be graded FAILED, without the chance to make up for it.

#### **Final exams**

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

Attending students (*alumnos regulares*)

Written exam: it will consist of tasks testing

- general comprehension and analysis of a written text;
- summary writing and
- production of a text (of one of the types included in the modules) triggered by or in response to the written text.

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

- a long transactional (individual) turn, in which each student will 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 8 minutes);
- teachers-student(s) interaction, in which students may be asked questions to retell or reflect upon **any** of the texts (written or audiomedial) included in the modules.(four to six minutes)
- four-way/three-way (teachers-student(s)) interaction, in which students may be asked to discuss **any** of the ALPs included in the modules (content, strategies developed and critical feedback). (four to six minutes)

Non-attending/challenging students (*alumnos libres*)

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

Written exam – Section 1

In this section, students will have to write a 300-word academic essay in answer to one or more analysis or appreciation questions focused on the rhetorical and linguistic aspects of a general-interest text. Students will be able to access this text on PEDCO one week in advance, in order to carry out the necessary research in preparation for the writing task: thorough reading, documentation, dictionary work, note-taking, summarising, etc. This section will be assessed in terms of task achievement, organisation, accuracy, range of vocabulary and syntax, and correct spelling and punctuation; students are expected to demonstrate their reading and writing skills, as well as their linguistic (communicative and discursive), and sociocultural competences.

Written exam – Section 2

The same as that for attending students.

Oral exam

The same as that for attending students, except that non-attending students will have to prepare a *third* novel (apart from the two novels dealt with by attending students during the academic year). Additionally, in the third part (teachers-students interaction), they will be assigned one of the texts from Life and be asked some theoretical and practical questions from any of the ALPs.

Notes:

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

## 5. Students' bibliography

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

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

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

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

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

FrameNet. Lexical database of English. At [https://framenet.icsi.berkeley.edu/fndrupal/framenet\\_search](https://framenet.icsi.berkeley.edu/fndrupal/framenet_search)

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

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

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

Macmillian Dictionary. At <https://www.macmillandictionary.com/>

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

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

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

Real Academia Española. At [www.rae.es](http://www.rae.es)

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

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

### **Bilingual dictionaries and glossaries**

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

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

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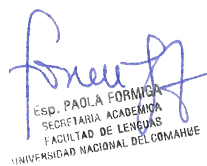
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Mgtr. Paula Josefina Liendo

November 2021



ESP. PAOLA FORMICA  
SECRETARIA ACADEMICA  
FACULTAD DE LENGUAS  
UNIVERSIDAD NACIONAL DEL COMAHUE