

The grammar component focuses on the expression of modality specifically through the use of modal verbs. The orientation is mainly practical (correct use of modal verbs), but also provides a theoretical framework of modality allowing students to think in detail about syntactic, semantic and pragmatic aspects of the various expressions of modality.

The Cross-course project involves students building their knowledge and awareness of theoretical frameworks via relevant academic papers, enabling the student to reflect on grammatical problems related to language change, variation and varieties. The first phase of the project is conducted within this course (literature study and research outline), with the second phase completed within the course ESP Academic writing and presentation.

Contents

Translation

Students will translate longer source texts (paragraph length) with particular attention to the contrast between Dutch and English with respect to idiomatic expressions, spelling, vocabulary and grammar.

The content of the translation component is divided into four thematic units of work (e.g. Environment, Politics, Transport, etc.). Each theme will involve the examination of parallel texts in the target language, gathering lexical resources, translation (individually and in groups) of the source texts, and the critical consideration of context. A further aim of the course is to enhance students' active vocabulary, with a special focus on confusibles and false friends.

Grammar

The grammar component focuses on modality and modal verbs. The course is primarily practically oriented (correct application of grammar when producing texts), but also offers a broader theoretical framework within which students can reflect on grammatical problems in a context of language variation, language change and language varieties. Reflection is also linked to reading assignments, complemented by corpus study, analysis of own data or critical reflection.

Cross-course project

Attention is paid to topics in linguistics and research related to language variation and cross-varietal differences regarding the realization and use of certain structures and language-related aspects (e.g. accents, non-binary pronouns, etc.). Students select a topic from a list of options, investigate the relevant literature and propose an outline for a research project.

Initial competences

The final objectives of the different English units of study of the first bachelor year.

Final competences

- 1 Editing text independently in English (reviews, essays, abstracts, translations) and assessing it critically, thereby justifying the text type appropriate to the purpose, target group and media.
- 2 Having knowledge of relevant dictionaries, reference works and electronic aids, using them adequately and efficiently, and critically evaluating them.
- 3 Independently translating text of average difficulty from Dutch into English
- 4 During translation into English, editing text to adjust it to text type, purpose, target group and medium
- 5 Having knowledge and understanding of text production and translation processes
- 6 Having an advanced command of English grammar rules with regard to morphology and the expression of all tenses in English, passive, conditional and causative structures as well as modals in English.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

This course unit cannot be taken via an exam contract

Teaching methods

Seminar, Independent work

Extra information on the teaching methods

3 groups; each group 2 in-class slots per week (12 weeks); online asynchronous materials; self-study

Study material

Type: Slides

Name: slides

Indicative price: Free or paid by faculty

Optional: no

Language : English

References

Fenhoulet, J., Martin, A. (2014). Dutch translation in practice. Routledge.

Vandepitte, S. (2016). Translating untranslatability. Ghent: Lannoo.

Course content-related study coaching

All lecturers can be contacted during weekly office hours.

Additional writing exercises, with model solutions, are available from the electronic learning platform. Students can also take part in forum discussions on the learning platform.

Assessment moments

end-of-term and continuous assessment

Examination methods in case of periodic assessment during the first examination period

Written assessment

Examination methods in case of periodic assessment during the second examination period

Written assessment

Examination methods in case of permanent assessment

Written assessment, Assignment

Possibilities of retake in case of permanent assessment

examination during the second examination period is possible

Extra information on the examination methods

Continual assessment and final examination

Calculation of the examination mark

Final examination - 55%

Continual assessment - 45%

Facilities for Working Students

Possible exemption from educational activities requiring student attendance. The student is expected to submit relevant tasks if they cannot attend class sessions.

The examination can be rescheduled.

Feedback by email or by appointment.

Addendum

E2PC