

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	4	1

## Contact

Name: Takato Shi Hanawa  
Email: Takatoshi.Hanawa@uab.cat

## Use of languages

Principal working language: (jpn)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

## Teachers

Mercè Altimir Losada

## Prerequisites

At the beginning of the course, the student will have to be able to:

Understand moderately difficult, written texts about personal issues and general issues regarding known fields.

Produce written texts about personal and general issues about everyday issues. Understand easy and clear oral texts about everyday issues.

Produce simple oral texts about everyday issues.

Solve basic problems of translating simple, non-specialized texts written in standard language: narrative and descriptive texts.

## Objectives and Contextualisation

This course aims to continue developing the student's communicative competences in Japanese Language, as well as to strengthen his ability to translate simple, non-specialized texts written in standard language and of different types.

2 ECTS will correspond to Language part and the other 3 ECTS will correspond to Translation part.

At the end of the course, the student will be able to:

Understand easy written texts of different types about general issues regarding known fields.

Produce moderately difficult, oral texts about everyday issues and general issues regarding known fields.

Solve basic problems of translating simple, non-specialized texts written in standard language of different kind (expositive, argumentative and instructive).

## Skills

- Mastering the main methodological principles of translation.
- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- Solving translation problems of non-specialised texts.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.
- Using documentation resources in order to translate.
- Using technological resources in order to translate.

## Learning outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying lexical, morphosyntactic, textual and rhetorical knowledge.
3. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve translation problems of diverse typology of basic non-specialised texts (expository, argumentative, educational type texts) in standard dialect.
4. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the translation of different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
5. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of basic non-specialised texts in standard dialect (expository, argumentative and educational type texts).
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics of well-known areas.
8. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
9. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts in standard dialect.
10. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.
11. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
12. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts with a certain complexity about personal and general topics of well-known areas, that are appropriate to the context and possess linguistic correctness.
13. Implementing strategies in order to understand verbal texts from different fields: Applying strategies in order to comprehend a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.
14. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.
15. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
16. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of complex oral texts from a wide variety of fields and registers, that are appropriate to their context and possess linguistic correction.

17. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of basic non-specialised written texts (expository, argumentative, educational text types) in standard dialect, that are appropriate to their context and possess linguistic correctness.
18. Solving interferences between the working languages: Solving interferences between the working languages.
19. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know different kinds of translation problems and errors of a diverse typology of basic non-specialised written texts (expository, argumentative...) in standard dialect.
20. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies in order to solve a diverse typology of translation problems of basic non-specialised texts in standard dialect.
21. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate.
22. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve translation problems of different types of basic non-specialised texts in standard dialect.

## Content

Language:

Understanding simple written texts in Korean in order to be able to translate them.

Translation:

Solving problems of translating texts which are simple, which belong to non-specialized, expositive genres, and which are written in a standard language, such as an entry in a reference encyclopaedia, an extract from a manual, a letter to the editor in a newspaper, a film or a book review, a recipe, an advertisement text, etc.

Using tools (technological and documentation tools) to translate simple, non-specialized texts written in a standard language.

## Methodology

- Learning based on problems (Aprentatge basat en problemes, ABP; Problem-resolution). The students follow a pedagogical approach: while they are under the teacher's supervision, they start from real problems and they learn to look for the information required to understand the problem and find solutions.
- Case studies: the students analyze professional situations presented by the teacher in order to think about and conceptualize the experience, and to find solutions.
- Cooperative learning: the methodology encourages the student to socially form his knowledge. The students work together in small groups, thus improving their own learning and the classmates' learning.

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Comprehensive and analytical lecture of text in foreign language	22.5	0.9	2, 7, 19, 20, 9, 21, 17, 18, 8, 22
Dossier's contents	6	0.24	1, 2, 15, 14, 13, 12, 10, 7, 6, 5, 17, 16, 18

<b>Type: Supervised</b>			
Compositions	3	0.12	2, 10, 17, 18
Doing language exercises	5	0.2	1, 2, 15, 14, 13, 11, 12, 10, 7, 6, 5, 17, 16, 18
Individual translations of text written in a foreign language	20.5	0.82	2, 3, 10, 7, 19, 20, 9, 21, 17, 18, 8, 22
<b>Type: Autonomous</b>			
Independent study	25	1	2, 15, 11, 18
Preparation of translations	28	1.12	2, 3, 15, 10, 7, 19, 20, 9, 21, 17, 4, 18, 8, 22

## Evaluation

Assessment activities will be done or delivered in class and their revision will be done during the teacher's office hours in her office.

The student will be considered as "not attended" unless he delivers the 70% of assessment activities. The assessment activities can be recovered if the student meets one of the following conditions:

1. When, if justified, the student did not take the 25-30% of the assessment activities.
2. When the final note-before publishing it in the academic records-is between 4 and 4.9.

In both cases, only undone or failed activities or exams will be done.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Compositions	3.5%	3	0.12	2, 10, 17, 18
Exam in the classroom	19.5%	7.8	0.31	1, 2, 3, 10, 7, 19, 20, 9, 21, 17, 4, 18, 8, 22
Exams related to contents of the textbook	14%	2	0.08	1, 2, 15, 13, 11, 12, 10, 7, 6, 5, 17, 16, 18
Grammar exercises	3.5%	5	0.2	1, 2
Kanji revision exams	10.5%	4	0.16	1, 2, 15, 14, 11, 12, 10, 7, 6, 17, 18
Portfolio	3.5%	0	0	1, 2, 15, 11, 12, 10, 17
Presentation in the classroom	19.5%	7.8	0.31	2, 10, 7, 19, 9, 21, 17, 18, 8, 22
Submission of translations	19.5%	7.8	0.31	2, 3, 10, 6, 19, 20, 21, 17, 18, 8, 22
Vocabulary revision exams	6.5%	2.6	0.1	2

## Bibliography

Language

Textbook:

Oka, M. (ed.) Tobira: Gateway to advanced Japanese learning through content and multimedia, Tokio: Kurocio Publishers, 2009.

Japanese language dictionary:

Basic kanji dictionary; usually employed during East Asian Studies' Japanese courses:

HADAMITZKY, W.; SPAHN, M. Kanji &Kana: a Handbook of the Japanese Writing System. Tokyo: Tuttle Language Library, 1997.

Reference kanji dictionary:

NELSON, A. N. The Modern Reader's Japanese-English Character Dictionary. 2a ed. Tokyo: Tuttle, 1974.

HALPERN, J. New Japanese-English character dictionary. Tokyo: Kenkyusha, 1990.

Japanese/Spanish dictionary; usually employed during East Asian Studies' Japanese courses:

MIYAGI, N.; CONTRERAS, E. Diccionario japonés-español. Tokyo: Hakusuisha, 1979.

Basic grammar dictionary:

SEICHI, M.; TSUTSUI, M.A. A Dictionary of Basic Japanese Grammar. Tokyo: The Japan Times, 1995.

Advanced grammar dictionary:

SEICHI, M.; TSUTSUI, M.A. A Dictionary of Intermediate Japanese Grammar. Tokyo: The Japan Times, 1995.

Catalan dictionaries:

AA.DD. Diccionari de la llengua catalana. 4a. Ed. Barcelona: Enciclopèdia Catalana, 1998.

ALCOVER, Antoni; MOLL, Francesc de B. Diccionari català-valencià-balear. Palma de Mallorca: Moll, 1988.

COROMINES, Joan. Diccionari etimològic i complementari de la llengua catalana. Barcelona: Curial, 1980.

Other:

ESPINAL I FARRÉ, M. Teresa. Diccionari de sinònims de frases fetes. Bellaterra: Universitat Autònoma de Barcelona, 2004.

FRANQUESA, Manuel. Diccionari de sinònims. 6a.ed. Barcelona: Pòrtic, 1991.

PEY, Santiago. Diccionari de sinònims i antònims. 9a. ed. Barcelona: Teide, 1986.

RASPALL, Joana; MARTÍ, Joan. Diccionari de locucions i frases fetes. Barcelona: Edicions 62, 1984.

Spanishdictionaries:

CASARES, J. Diccionario ideológico de la lengua española. Barcelona: Gili, 1999.

MOLINER, María. Diccionario de uso del español. Madrid: Gredos, 2 vol., 2ª ed., 1998.

R.A.E. Diccionario de la lengua española. 21ª ed., 2 vol., Madrid: Espasa-Calpe, 1999.

Other:

ALARCOS LLORACH, E. Gramática de la lengua español. Madrid: Espasa-Calpe-R.A.E., 1994.

MARTÍNEZ DE SOUSA, J. Diccionario de usos y dudas del español actual. 2ª ed. Barcelona: Bibliograf, 1998.

MARTÍNEZ DE SOUSA, J. Manual de estilo de la lengua española. Oviedo: Trea, 1999.

Online resources:

<http://www.rikai.com>. This webpage makes kanji reading easier, and it also shows equivalents in English.

<http://www.kotoba.ne.jp>.

<http://dictionary.goo.ne.jp>

<http://jisho.org/words>

Optimot, for linguistic questions: <http://www14.gencat.cat/lc/AppJava/index.jsp>

És a dir. Linguistic website of Corporació Catalana de Mitjans Audiovisuals [Catalan Corporation of Audiovisual Media] (CCMA): <http://esadir.cat/>

APTIC (Associació Professional de Traductors i Intèrprets de Catalunya [Professional Association of Catalonia's Translators and Interpreters])

<http://apticblog.wordpress.com/enllacos/>

ASETAD (Asociación Española de Traductores, Correctores e Intèrpretes [Spanish Association of Translators, Correctors and Interpreters) <http://www.asetrad.org/>