

**Foreign language and translation C4 (Russian)**

Code: 101378  
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	2

## Contact

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## Use of Languages

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

## Teachers

Maia Sharvashidze

## Prerequisites

Before starting this course students should be able to:

- Understand written texts about personal and general topics in familiar subject areas. (MCRE-FTI B1.1.)
- Produce written texts about personal issues and general topics in familiar subject areas. (MCRE-FTI B1.1.)
- Solve basic contrastive problems in the given linguistic combination.

## Objectives and Contextualisation

The objective of this subject is to continue developing students' communicative competences in their Foreign Language C (Russian), as well as to begin translating simple non-specialized texts written in standard language.

6 credits are for language skills and 3 credits for translation exercises.

At the end of the course the student must be able to:

- Understand fairly complex written texts about personal and general topics in familiar subject areas. (MCRE-FTI B1.2.)
- Produce written texts about personal issues and general topics in familiar subject areas. (MCRE-FTI B1.1.)
- Understand clearly pronounced Russian on everyday topics. (MCRE-FTI A2.1.)
- Express themselves in spoken Russian on everyday topics using simple constructions (MCRE-FTI A2.1.)
- Solve basic translation problems in simple non-specialized translation texts in standard Russian: narrative and descriptive texts.

## Competences

- Applying cultural knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.

- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- Solving translation problems of non-specialised texts.
- 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, textual and linguistic variation-related basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
3. Applying technological resources in order to solve translation problems: Applying technical resources in order to solve translation problems of different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts from different fields.
4. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
5. 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 non-specialised written texts from different fields and from different functions, with problems of linguistic variation and cultural references.
6. Assessing the obtained results in the information retrieval process in order to translate: Assessing the obtained results in the information retrieval process in order to translate different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts from different fields.
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of non-specialised written texts from different fields and of different functions with problems of linguistic variation and cultural references.
8. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
9. Formulating the proper information needs for the translation of different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of several fields.
10. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate different types of non-specialised written texts with problems of linguistic variation and cultural references and basic specialised texts from various fields.
11. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
12. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
13. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts with linguistic variation and cultural references.
14. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
15. Identifying the translation as an act of communication that is addressed to a recipient: Identifying the translation as an act of communication that is addressed to a recipient.
16. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of different fields.
17. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts of different fields.

18. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve translation problems of different types of non-specialised written texts with problems of linguistic variation and cultural references, and basic specialised texts from different fields.
19. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing different kinds of non-specialised written texts with problems of linguistic variation and cultural references and basic specialised texts from several fields that are appropriate to their context and possess linguistic correctness.
20. Solving interferences between the working languages: Solving interferences between the working languages.
21. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources in order to edit different types of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
22. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the information sources in order to translate different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
23. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques to solve translation problems of simple specialised written texts.

## **Content**

### **LANGUAGE**

#### **COMMUNICATIVE AND MORPHOSYNTACTIC CONTENTS.**

1. The verbs of motion: definite and indefinite (unprefixed); their conjugation and meaning. The relationship between transitive and intransitive motion verbs.
2. The verbs of motion with prefixes of spatial character. Formation and aspect of these verbs.
3. The verbs of motion with prefixes of non-spatial character: inchoative verbs, verbs of action limited in time and verbs whose action encompasses the subject or object in its entirety or indicates quantity of movement.
4. Prefixed and unprefixed verbs of motion used in figurative sense.
5. Sentences with oblique subject. Expression of the predicate in these sentences.

#### **LEXICAL CONTENTS**

1. The means of transport. Urban transport and industry.
2. The problems of the big cities.
3. The main cities of Russia from the historical, political and cultural point of view.

### **TRANSLATION**

- The resolution of translation problems of non-specialized, simple narrative genres in standard language: story for children; short biography; biographical entry of encyclopedia; fragment of history manual; letter or newspaper article describing an event; short story, etc.
- The resolution of translation problems of simple non-specialized descriptive genres in standard language: tourist leaflet; tourist guide fragment; personal letter or newspaper article that describes situations, people or objects; descriptions of houses, kitchens, etc. in design magazines; descriptions of characters or situations in novels or short stories; descriptions of entities (international organizations, associations of translators, etc.), etc.

· Use of tools (technological and documentary) for the translation of simple non-specialized texts in standard language: the same as in Language and Translation C3 + analogical dictionaries, of synonyms and antonyms, combinatory, of difficulties, etc., encyclopedias and style manuals. Use of general corpora. Forums and general blogs. Distribution lists.

## Methodology

### LANGUAGE

Grammar exercises and communicative exercises.

Oral comprehension: exercises for the development of phonemic awareness, of the mechanism of linguistic anticipation, for the development of short-term memory. Exercises to acquire the ability to recognize a word by its structure, etc.

Oral expression: definition of the topic of a text from its title, indication in the form of a plan of its main sub-themes, formulating and responding to questions related to the text, reproduction of the text with certain lexical and structure modifications, summary, comments on the text , etc.

Written comprehension: exercises to develop the habit of working with dictionaries; exercises to develop short-term memory and intuition to unravel the meaning of a word, the meaning of a text (for example, deduce the topic of a text from its title, from the first paragraph deduce what follows, etc.) ; Exercises prior to reading a text, simultaneous to reading and post-reading to control their comprehension.

Written expression: writing a text based on some topic treated in class (for example "Russian cities", "Russian history", "Moscow - cultural center of Russia", "My hometown", "The industry and the transport "); essays based on pictures and support lexicon; small summaries in response to questions asked about the text; summary of a text.

### TRANSLATION

The classes will have a theoretical part: the professor will explain the main problems raised in the translation of the different texts studied, and a practical and participatory part in which the students will have to present their proposals of translation of the texts prepared at home. Also, in class they will discuss, comment and choose from different translation options prepared at home and exercises (lexical comprehension, selection of translation options, acquisition of vocabulary, etc.).

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oral comprehension activities	10	0.4	
Oral text production activities	7.5	0.3	
Reading comprehension activities	15	0.6	
Resolving exercises	5	0.2	
Translation: Lectures	2.5	0.1	
Translation: Resolving exercises	6	0.24	
Translation: Translation activities	18	0.72	

Written production activities	15	0.6
Type: Supervised		
Supervision and revision of exercises	10	0.4
Supervision and revision of oral and written activities	5	0.2
Supervision and revision of translation tasks	3	0.12
Translation: Supervision of documentation for the translation	3	0.12
Translation: supervision of exercises	1.5	0.06
Type: Autonomous		
Preparation of comprehension activities on some grammar topics (individually or in group)	10	0.4
Preparation of reading comprehension activities (individual or in group)	40	1.6
Preparation of writing activities (individually or in group)	25	1
Translation: Preparation of exercises	5	0.2
Translation: knowledge amplification	5	0.2
Translation: preparation of translations and assignments	22.5	0.9
Translation: search activities	5	0.2

## Assessment

The assessment is continuous evaluation. Students must demonstrate their progress by doing activities and exams. The deadlines for these evaluation activities will be indicated in the calendar provided on the first day of class.

### LANGUAGE

There will be formative and summative evaluation of each student. The main objective of this evaluation is to track the student's learning process with constant feedback in order to guide him/her in this process. The evaluation activities will be the following:

1. Partial test that will take place in the middle of the term, the exact date of which will be agreed with the students and will be announced at least one week in advance. Various competences will be evaluated depending on the stage of learning and this test will constitute 25% of the final mark.
2. Final test to take place at the end of the term. The exact date will be agreed with the students and will be announced at least one week in advance. Various competences will be evaluated depending on the stage of the learning process. This test will account for 30% of the final grade.
3. Portfolio. This will include the assignments and tasks proposed by the teacher. For each teaching unit, there will be between 1 and 2 assignments to give in. The portfolio represents 45% of the final grade.

Examples of autonomous assignments:

- preparation of grammatical units
- accomplishment of exercises
- writing a text based on a topic worked on in class
- writing an essay based on word support
- summary of a text

- autonomous reading of a story with a dictionary, summary of the story read

## TRANSLATION

The exact assessment system will be announced by the professor in charge at the beginning of the classes.

Approximately, there will be the following units to be assessed:

1. two autonomous assignments
2. two tests translating phrases without a dictionary
3. one test translating a text with a dictionary
4. partial tests
5. work in class

## Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

## Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

## Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

## Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Evaluation of Russian class work	3.3%	0.36	0.01	1, 2, 17, 16, 7, 11, 18, 19, 20
Evaluation of Russian language autonomous work	26.7%	2.94	0.12	1, 2, 17, 16, 7, 11, 18, 19, 20

Evaluation of autonomous translation assignment	10%	1.1	0.04	4, 3, 6, 21, 9, 14, 12, 13, 15, 10, 22, 5, 8, 23
Parcial tests on written comprehension and production	40%	4.4	0.18	1, 2, 17, 16, 7, 11, 18, 19, 20
Translation tasks test	20%	2.2	0.09	3, 6, 21, 9, 14, 12, 13, 15, 10, 22, 5, 8, 23

## Bibliography

### Books and materials:

- Lvóvskaya, Z. and Russian language section of the University of Las Palmas de Gran Canaria, Manual of Russian language and culture. Las Palmas: University of Las Palmas de Gran Canaria, 2004.

- Mets, N.A. and the Russian language and translation section of the UAB FTI: Russian Grammar. Key structures. Barcelona: UAB, 2004

(Written grammar for Russian translation students. It consists of 12 chapters that refer to the Russian key structures. At the end of each chapter there are exercises. All the information in the manual is in Russian.)

-Púlkina, I. I Sajava-Nekrasova, I. : El Ruso. Gramática práctica. Moscow: Rubiños, 1985, 2000, etc.

(Very comprehensive classical grammar manual translated into Spanish. It contains exercises for all grammatical subjects).

- Kubyshina, N. Oganissian, M. : Stories about Russian history. From Rurik to Catalina. Barcelona: Herder, 2008.

(The aim of this book is to meet the 2 principles: history and language, so that students can learn Russian through historical stories, and at the same time learn about history through linguistic exercises. At the end of the book you will find the RussianSpanish glossary and the solutions for the exercises.)

- Dossier with press articles, technical file exercises, transliteration rules, etc.

### Paper bilingual dictionaries:

- Turover, G. I Nogueira, J., Russian-Spanish Dictionary. Moscow: Russki Yazik, 2000.

(Contains more than 200,000 words and expressions).

- Sádikov, A., Narúmov, B., Modern Catalan-Russian dictionary. Moscow: Russki Yazik, 2000.

(Contains more than 100,000 words and expressions)

### Browser:

-<http://www.yandex.ru>

### Resources for the translator:

[www.diccionario.ru](http://www.diccionario.ru) Page on Russian-Spanish translation, with bilingual dictionaries, some of them specialized

[www.gramota.ru](http://www.gramota.ru) monolingual dictionaries in Russian (difficulties, spelling, accentuation, derivation, etc.), linguistic consultation service, news

[www.sokr.ru](http://www.sokr.ru) abbreviations in Russian

[http://www.lexicool.com/diccionario\\_multitran\\_espanol\\_ruso.asp?IL=3](http://www.lexicool.com/diccionario_multitran_espanol_ruso.asp?IL=3) Multitran Dictionaries

[www.vidahl.agava.ru](http://www.vidahl.agava.ru) Russian dictionary Dal '

[www.usdict.narod.ru](http://www.usdict.narod.ru) Russian dictionary Ushakov

[www.slovari.ru](http://www.slovari.ru) monolingual dictionaries and doubts

<http://www.lebed.com/slovo.html> monolingual dictionaries and encyclopedic dictionaries

<http://www.ets.ru/livelang/rus.htm> Russian-language dictionaries: new words and uses

<http://ru.wiktionary.org>

<http://dic.academic.ru/>

<http://ruskiyyazik.ru/category/a/>

### Corpus of Russian:

<http://ruscorpora.ru/>

<http://sketchengine.co.uk/>

### Russian courses on-line (free)

<http://www.ruso-online.ru>

<http://www.auburn.edu/~mitrege/russian/exercises/golosa-index.html>

<http://www.practicerrussian.com/> Dictionaries, introduction to grammar, exercises and self-corrective tests

<http://www.russianlessons.net>

<http://masterrussian.com> (for example, 500 most common verbs)

<http://russianlearn.com/grammar/>

Russian literature:

- <http://az.lib.ru/>

Russian press:

<http://www.webtelek.com/radio> (several Russian radio stations, you can download iOS and Android applications from some channels)

<http://www.webtelek.com/tv> (several Russian television stations, for example <https://www.1tv.ru>)

Listening practice:

<http://www.word2word.com/youtube.html> Choose "Learn Russian on Youtube"

<https://www.thoughtco.com/best-russian-songs-4175518>

<https://mp3tales.info/playlist/?id=15> (stories in Russian in mp3 format)

Bilingual dictionaries/Translators:

<http://www.multitran.ru>

<http://online.slovoed.ru/>

<http://lingvopro.abbyyonline.com/ru>

<http://www.diccionario.ru/>