

**Foreign language and translation C3 (German)**

Code: 101394  
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	1

### Contact

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### Use of Languages

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

### Other comments on languages

All the teaching will be in German, in the translation part the vehicular languages will be Catalan and Spanish.

### Teachers

Gabriele Grauwinkel

### Prerequisites

Prerequisites

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

- Understand written texts on everyday topics. (MCRE-FTI A2.2.)
- Produce written texts on everyday topics. (MCRE-FTI A2.2.)
- Understand information from short and simple oral texts on topics related to the concrete and immediate environment. (MCRE-FTI A1.2.)
- To produce very short and simple oral texts on subjects related to the concrete and immediate environment. (MCRE-FTI A1.2.)

Required language level: A2 Waystage CEFRL, 2nd Platform, 2nd Basic level MECR

Illustrative descriptor for A2 level MECR

Item Niveau A2 (GeR) Deutsch als Fremdsprache (DaF)

***Ich kann mich in einfachen routinemäßigen Situationen verständigen, kann dabei die eigene Herkunft und Ausbildung beschreiben, was ich in meiner Freizeit mache, wo ich wohne und wie es dort aussieht und wie ein typischer Tag in meinem Leben ist. Ich hatte ca. 225 Stunden Deutschunterricht und habe einen Wortschatz von ca. 1500 Wörtern. Ich verstehe das Wesentliche von kurzen, klaren und einfachen Mitteilungen und Ansagen im Unterricht.***

## Objectives and Contextualisation

### Aims and Objectives

The function of this subject is to master the fundamental contrasting aspects of the language combination and to develop the ability to solve problems when translating non-specialised texts in standard language of different types (narrative, descriptive, expository, argumentative, instructive).

4.5 credits will be devoted to translation and 4.5 credits to language.

### Objectives in Language

At the end of the course, the student must be able to speak the German language of the next one:

- Understand texts written with some complexity on personal and general topics of known fields (MECR-FTI B1.2)
- Produce written texts on personal and general topics from known fields (MECR-FTI B1.1).
- Understand clear oral texts on personal topics and general topics from familiar fields (MECR-FTI B1.1).
- Produce oral texts on personal and general topics from known fields (MECR-FTI B1.1).

Illustrative descriptor Threshold Level B1.1 MECR

Niveau Kontrakschwelle B1.1

You can use the mouse when clear standards are set and when there is a lot of money to be spent on work, school, study or free time. You can find the most common situations in which you have to react to a voice in the language. I can be sure that and I can be sure of the personal interests that I am interested in. Kann kurz über Erfahrungen und Ereignisse berichten, Träume, Hoffnungen und Ziele beschreiben und zu Plänen und Ansichten kurze Begründungen oder Erklärungen geben.

### Objectives in Translation

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

- Demonstrate that they possess and understand knowledge of the fundamental contrasting aspects of the language combination and the methodological principles of translation.
- To apply this knowledge to solve problems of translation of non-specialized texts in standard language of different types (narrative, descriptive, expository; argumentative and basic instructive).

## Competences

- 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 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 and textual related knowledge.
2. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate written texts about personal and general topics of well-known areas.
3. 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 texts about personal and general topics of well-known areas.
4. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
5. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
6. Formulating the appropriate informative needs in order to translate: Formulating the appropriate information needs in order to translate written texts about personal and general topics of well-known areas.
7. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate written texts about personal and general topics of well-known areas.
8. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of written texts about personal and general topics of well-known areas.
9. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
10. 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.
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 about personal and general topics of well-known areas.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about personal and general topics of well-known areas.
13. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about personal and general topics from well-known areas that are appropriate to their context and possess linguistic correctness.
14. Solving interferences between the working languages: Solving interferences between the working languages.
15. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources in order to edit written texts about personal and general topics of well-known areas.
16. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve basic problems of translation of written texts about personal and general topics of well-known areas.

## **Content**

Contents

Language

Communicative, morphosyntax and textual contents

The course offers the student the necessary tools for the recognition and active use of the lexical, morphosyntactic and basic and complex textual structures of the German language.

The formative objective is the comprehension and production of written texts of a general nature.

With regard to oral communication, the aim of the course is to understand and produce general and specific oral texts, as well as to develop the ability to participate in debates on general topics with a medium level of difficulty. The development of these competences will be possible thanks to a practical work of the language from the communicative, grammatical, lexical and intercultural point of view.

In terms of content:

- Strategies and techniques for the comprehension of texts written with a certain complexity on personal subjects and general topics of known fields (narrative, descriptive, expository and instructive).
- Strategies and techniques for the production of written texts on personal subjects and general topics of known fields and basic texts of study (narrative, descriptive, expository and instructive).
- Strategies and techniques for the comprehension of clear oral texts on personal subjects and general topics of known fields (narrative, descriptive, expository and instructive or didactic).
- Strategies and techniques for the production of oral texts on personal subjects and general topics of known fields (narrative, descriptive, expository and metatextual).
- Basic linguistic and textual notions for the study of the C language and for translating.
- Morphosyntactic, lexical, textual grammar and orthotypography knowledge to be able to translate.
- Personalized strategies and procedures for learning the language and the use of relevant consultation tools for the autonomous study of the language.

Communicative:

Analyze non-specialized texts

Produce non-specialized texts

Understand medium-difficulty information

Giving one's own points of view

Expressing a desire, a need

Express a purpose, an objective

Disagree, justify differences, contradictions

Argument

Expressing a cause, a consequence

Justify oneself, explain oneself

To ask for an opinion, a wish, a piece of advice, to suggest

Describe, evaluate and compare

Present facts and opinions in a structured order

Make summaries and summaries

Play a text

Grammar

- Nominalisierung und Verbalisierung von Nebensätzen (Temporal-, Kausal-, Modal- Konditional-, Final-, Konsekutiv-, und Konzessivsätze).

- Intentionen und sprachliche Realisierung: Sprechhandlungen

Lexical and Intercultural components :

Beruf und Studium: Chancen auf dem Arbeitsmarkt.

Jugend und Zukunft, Lebensträume und Realität

Safety in Europe: Rechtsextremismus und Migration

Gesundheit heute

Translation

Contents

- Basic methodological principles governing the practice of translation. Fundamental problems, techniques and strategies for the translation of texts in standard language.

- The resolution of contrasting difficulties: differences in writing conventions, lexicons, morphosyntactic and textual.

- Basic aspects of the labour market and the practice of the profession of translator: areas of occupancy; rights and duties of the translator.

- Use of basic technological tools and documentation for the translation of non-specialised texts in standard language.

Practice 1. Translation equivalence

Apply lexical, morphosyntactic and textual knowledge to understand a text.

Apply lexical, morphosyntactic and textual knowledge to produce a text.

Identify the textual and dynamic character of the translator equivalence.

Properly formulate the information needs for translation.

Apply documentation resources to translate.

Practice 2. Evaluation of online dictionaries

Apply documentation resources to translate non-specialized written texts into standard language

Identify information sources (digital and analogue) for translating non-specialist texts

Practice 3. Identify and solve translation problems:

Use of documentation sources

Understand written texts in order to be able to translate them.

Apply lexical, morphosyntactic and textual knowledge to translate.

Identify translation problems.

Use techniques and strategies to solve problems.

Properly formulate information needs.

Identify the sources of information to be translated.

Apply documentation resources to translate.

Practice 4. Identify and solve translation problems. Creative translation exercise.

Apply lexical, morphosyntactic and textual knowledge to understand a text.

Apply lexical, morphosyntactic and textual knowledge to understand a text.

## **Methodology**

### Teaching Methodology

The German Foreign Language (DaF) skills will be broadened and deepened and the specific skills required for translation will be developed: On the one hand, the global competences and communicative skills of the foreign language, on the other hand, the special linguistic competences in German as a Working Language for Translation, with special emphasis on those which are of pragmatic, intercultural and contrastive (C-A) relevance for translation, heuristics or instrumental for language learning (kulturpaarspezifische pragmatische Kompetenzen, Lernfertigkeiten, instrumentale Fertigkeiten).

The character of the subject is theoretical-practical. It will deal with the basics of textual analysis (linguistic and translational), reception and textual production in German. All knowledge, skills, strategies and activities of the subject will be developed through and by working with and on texts (standard models and current examples).

### Training activities

The abovementioned texts shall be applied with the abovementioned objectives:

- (a) the development of strategies and methods for reading and textual comprehension;
- b) the development of strategies and methods of textual analysis (linguistics and grammar of text, translation analysis),
- c) the treatment of typical linguistic and intercultural problems (C-A) manifested in current texts, followed by grammatical and/or performative tasks or exercises or corresponding detection tasks;
- d) the systematization of textual synthesis and the bases of linguistic mediation by means of periphrases, reformulation or explanation of textual contents;
- e) the improvement of textual production in German (production of specific copies following text models) and the revision of defective texts;

The production of texts will be limited to general or study topics or domains.

Following the German didactic method of orientation in the student's practical activity, applied to the Teaching of German as a Language (DaF) for translation and interpretation, tasks based on the processing of authentic and current texts can be modified during the course, either according to the topicality of the texts or according to the specific didactic needs of the students, detected by means of continuous formative evaluation or diagnostic evaluation. The progressive definition and the quantity (between 4 and 10 activities) of the specific tasks will therefore depend on the specific didactic needs of the students, without exceeding the total of the stipulated hours.

### Language

The course will focus especially on:

- Comprehension of written texts and oral and audiovisual documents
- The practice of oral and written expression techniques
- Treatment of medium-high level grammar topics

A series of activities and tasks will be proposed to the student:

- Individual works (grammar exercises, written productions: summary, dissertation..., reading card)
- Group work (simulations, comprehension activities, writing activities, oral presentations, etc.)
- Exchanges in class (debates, presentation of texts, etc.)
- Grammar controls, oral/written expression and oral/written comprehension
- Freelance work: exercises, preparation of tests, readings, reading two books, essays, researching information on the Internet...

The following aspects will be evaluated:

- be able to correctly apply the grammar knowledge acquired during the course.
- express themselves fluently orally on a given topic within the framework of an oral presentation, a debate, a dialogue, where they will have to defend a point of view.
- write a coherent text
- be able to reflect on one's own learning and use learning strategies
- be able to put into practice the knowledge acquired in class: from passive knowledge to the active use of this knowledge.

#### Methodology in Translation

The classes will have a practical aspect on the points indicated in the "Contents" section in relation to the established translation practices.

#### Practice 1. Evaluation criteria:

1. Contextualised sense
2. Translation equivalents
3. Solution Process
4. Employee Resources

#### Practice 2. Evaluation criteria:

- (a) Dictionary analysis
- b) The analysis of the content of the dictionary is complete.
- c) The researches for the translation of the sentence are related to the analysis of the content.
- d) In the evaluation of the dictionary the strengths and weaknesses of the dictionary are pointed out from the translator's point of view.

#### 2. Oral Exposure

Oral presentation of dictionaries. Debate in class

### Practice 3. Evaluation criteria:

#### Identification of problems

It will be appreciated that all the problems have been identified.

#### 2. Problem Solving Procedure

(a) it shall be assessed whether the information needs and keywords for information research are precise.

(b) the justification of the solution adopted, justified by the contextualised sense and the context of arrival shall be assessed

(c) reliable and relevant sources shall be assessed.

(d) the adequacy of the result shall be assessed.

#### 3. Conventions

Systematic decisions and relevant models will be valued.

### Practice 4. Evaluation criteria:

#### Identification of problems

It is important that the problems of each sentence have been identified and defined.

#### 2. Problem Solving Procedure

a) It will be appreciated that the definition of information needs to solve each problem is precise.

b) It will be valued that the solutions to the problems are the appropriate ones.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises and activities of translation or reformulation and problem solving.	75	3	1, 2, 12, 11, 4, 15, 6, 9, 8, 10, 7, 13, 3, 14, 5, 16
Type: Supervised			
Preparation of translations and assessable texts	37	1.48	1, 2, 12, 11, 4, 15, 6, 9, 8, 10, 7, 13, 3, 14, 5, 16
Type: Autonomous			
Preparation of texts, translations, exercises and search for information	100	4	1, 2, 12, 11, 4, 15, 6, 9, 8, 10, 7, 13, 3, 14, 5, 16

## Assessment

### Language

- There will be partial tests that include different assessment activities (reading comprehension, written and oral production, grammatical knowledge, vocabulary and autonomous reading, none of the tests will count more than 40%).



-Each partial test has a scale to evaluate the learning results according to the specific competences. These tests will have a duration of 1 hour or 2 hours.

#### Translation

The following mandatory activities will be evaluated:

- Translation of texts
- Oral Practices and Presentations
- Reasoned translation work

#### Important

The information about the evaluation, the type of evaluation activity and its weight on the subject is for information purposes. The teacher in charge of the subject will specify it when he or she starts teaching.

#### Revision

At the time of giving the final grade prior to the record, the teacher will communicate in writing a date and time of review. The review of the various evaluation activities will be agreed between the teacher and the student.

#### Recovery

Make-up is available to students who have presented themselves to activities the weight of which equals 66.6% (two-thirds) or more of the final grade and who have obtained a weighted grade of 3.5 or more.

At the time of giving the final grade prior to the course report, the teacher will communicate in writing the recovery procedure. The teacher may propose a make-up activity for each activity suspended or not presented or may group several activities.

#### Consideration of "non-assessable"

A "non-assessable" will be assigned when the evaluation evidence provided by the student is equivalent to a maximum of one quarter of the total grade for the subject.

#### Irregularities in assessment activities

In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the rating of this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final grade of the subject will be 0.

Evaluation activities in which irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from recovery.

### Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Language activities	50% (different tests, none of them will count more than 40%)	0	0	1, 12, 11, 4, 13
Practices and oral presentations (translation)	10%	3	0.12	15, 7
Translation analysis	20%	5	0.2	1, 2, 12, 11, 4, 15, 6, 9, 8, 10, 7, 13, 3, 14, 5, 16
Translations	20%	5	0.2	1, 2, 12, 11, 4, 15, 6, 9, 8,

## Bibliography

### Lecture

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### 2. Manuals

Braucek, Brigitte & Castell, A. (2002) *Verbos alemanes. Diccionario de*

Castell, A. & Braucek, B. (2000) *Ejercicios. Gramática de la lengua alemana*. Ed. Idiomas : Madrid.

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<http://es.scribd.com/doc/14746592/Gramatica-Alemana-Curso-Completo>

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### 3. Language dictionaries

#### 3.1 Bilinguals

Beinhauer, W. (1978). *Stilistisch-phraseologisches Wörterbuch Deutsch-Spanisch*. München: Max Hueber.

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Slaby, R.; Grossmann, R. (1994). *Wörterbuch der spanischen und deutschen Sprache*. 4<sup>a</sup> ed. revisada. Barcelona: Herder.

#### 3.2 Monolinguals

Agricola, E. (ed.) (1988). *Wörter und Wendungen: Wörterbuch zum deutschen Sprachgebrauch*. Leipzig: Enzyklopädie.

Beinhauer, W. (1978). *Stilistisch-phraseologisches Wörterbuch Spanisch-Deutsch*. München: Max Hueber.

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#### 4. Interesting websites

Newspapers and recommended news sites:

- . Was gibt's Neues? [www.tagesschau.de](http://www.tagesschau.de) / [www.dw.de](http://www.dw.de) / [www.heute.de](http://www.heute.de)
- . Sueddeutsche Zeitung: <http://www.sueddeutsche.de>
- . Neue Zürcher Zeitung: <http://www.nzz.ch>
- . German News: <http://www.germannews.com>
- . Deutsche Welle: <http://www.dw-world.de>
- . Info zu Deutschland: [www.deutschland.de](http://www.deutschland.de) ; [www.tatsaachen-ueber-deutschland.de](http://www.tatsaachen-ueber-deutschland.de)
- . Täglicher Überblick über das deutschsprachige Feuilleton und Buchmaschine: [www.perlentaucher.de](http://www.perlentaucher.de)
- . Information zu Geschichte, Politik, Gesellschaft und Kultur: [www.dw.de](http://www.dw.de)

Monolingual dictionaries in Spanish

- Arroyo, G.; Garrido, F.C. (1997). *Libro de estilouniversitario*. Madrid: Acento.
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ALCOVER, A. M.; MOLL, F. de B. (1950-1968). Diccionari català-valencià-balear. 2ª.ed. 10 vols. Palma de Mallorca: Moll.

COROMINES, J. (1980-1995). Diccionari etimològic i complementari de la llengua catalana. 9 vols. Barcelona: Curial.

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