UAB
Universitat Autònoma de Barcelona

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Catalan as a foreign language for translators and interpreters 2

Code: 101428
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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Use of Languages

Principal working language: catalan (cat)

Some groups entirely in English: No

Some groups entirely in Catalan: Yes

Some groups entirely in Spanish: No

Prerequisites

It is recommended that, at the beginning of the course, students are able to:

- Understand written texts of a certain complexity on personal and general topics from different fields.

- Do writings with a basic-medium level on personal and general topics from different fields.

- Understand oral texts of a certain complexity on personal and general topics from different fields.

- Do speakings with a basic-medium level on personal and general topics from different fields.

It is highly recommended to have passed the course Idioma català per a traductors i intèrprets 1.

Objectives and Contextualisation

The aim of the course is to provide the students with a medium linguistic competence in Catalan, so they are able to communicate in this language. Also, incorporate the Catalan language as a language of study and prepare the students to translate into Catalan.

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

- understand globally and in detail written texts of different typologies with some complexity about general topics.

- produce written texts about personal or general topics with acceptable grammatical and orthographic adequacy.

- understand oral texts of variable length about personal or general topics.

- produce oral texts about personal or general topics with acceptable correction and fluency.

Competences

- Applying cultural knowledge in order to interpret.
- Applying cultural knowledge in order to translate.
- Producing oral texts in language A in order to interpret.
- Producing written texts in language A in order to translate.
- Understanding oral texts in language A in order to interpret.
- Understanding written texts in language A in order to translate.
- Using documentation 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 phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the essential information of clear verbal texts about personal and general topics.
4. 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 with a certain degree of complexity.
5. Formulating the appropriate informative needs in order to translate: Knowing the basic (digital and analogue) sources of documentation in order to understand and produce written texts about personal and general topics.
6. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge, and the basic cultural references for the understanding of a diverse typology of written texts of a certain complexity regarding general topics.
7. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics.
8. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Applying strategies in order to produce written texts about personal and general topics.
9. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to produce clear verbal texts about personal and general topics.
10. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand written texts from different fields.
11. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing oral texts about personal and general topics and that are appropriate to their context.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing appropriate written texts about personal and general topics that are appropriate to their context and possess linguistic correctness.
13. Recognising the need to mobilise cultural knowledge in order to interpret: Identifying the need to mobilise cultural knowledge in order to interpret.
14. Solving interferences between the working languages: Solving interferences between the working languages.

Content

- Medium knowledge of vocabulary, morphosyntax, phonetics, and orthography.

- Consolidation of the necessary structures to carry out communicative functions such as getting or giving information, describing, explaining, expressing tastes, among others.

- Global and detailed comprehension of written texts of different typologies with some complexity about general topics (narrative, descriptive, expository, argumentative, instructive).

- Production, with grammatical and orthographic acceptability, of written texts on personal and general topics.

- Comprehension and production, with an acceptable degree of correction and fluency, of oral texts of variable length on personal and general topics.

Methodology

Classes are taught in Catalan.

On one hand, there will be activities on listening, reading, speaking and writing. On the other hand, there will be exercises on grammar, vocabulary and structures, writing and translating texts with regularity and reading and writing about the required book or books of the course.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises of oral comprehension (listening)	9	0.36	2, 9, 3
Exercises of speaking	8	0.32	2, 7, 11, 14
Exercises of written comprehension	9	0.36	1, 10, 4
Lectures	19.5	0.78	2, 1, 10, 9, 8, 7, 4, 3, 5, 6, 12, 11, 13, 14
Writing exercises	9	0.36	1, 8, 12, 14
Type: Supervised			
Checking of documentary sources	6	0.24	5
Grammar exercises	21	0.84	1, 5, 6
Preparation and revision of the essay on written texts	15	0.6	1, 10, 8, 4, 5, 6, 12, 13, 14
Reinforcing exercises	12	0.48	2, 1, 10, 9, 8, 7, 4, 3, 12, 11, 14
Study and progressive recap	21	0.84	2, 1, 10, 9, 8, 4, 3, 5, 12, 13
Type: Autonomous			
Writing assignments	14	0.56	1, 8, 12, 14

Assessment

Assessment is continuous.

Assessment activities

(a) 30%: Activities on grammar, vocabulary, reading, listening, speaking and translation.

(b) 30%: Activities related to the readings.

(c) 40%: Written activities

At the beginning of the course, the teacher will provide full information about the activities.

Missed/failed assessment activities

The students whose mark is 3,5 or more can retake some activites. Activities b and c can be retaken. The students who have not done the writing part cannot retake any activity (there is no reassessment for these students).

Classification as "not assessable"

In the case of the assessment activities, if a student has carried out the activities that are worth only 25% o less of the final mark, his or her work will be classified as "not assessable".

Misconduct in assessment activities

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

Students may not retake assessment activities in which they are found to have engaged in misconduct. *Plagiarism* is 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 reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of the two students has copied the work of the other, both will be penalised.

If the teacher suspects that a person has not done the activity on his or her own (because the level of the activity is much higher than that of the person's), the teacher has the right to make him or her do a test to check his actual level and give him or her a mark accordingly.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities on grammar, vocabulary, reading, listening, speaking and translation.	30%	2	0.08	2, 1, 10, 9, 8, 7, 4, 3, 5, 6, 12, 11, 13, 14
Activities related to the readings.	30%	2	0.08	2, 1, 10, 8, 4, 5, 6, 12, 13, 14
Written activities	40%	2.5	0.1	2, 1, 10, 8, 5, 12, 14

Bibliography

Required reading:

- Various authors (2019). *Barcelona Suites. Onze contes.* Barcelona: Univers.

Recommended sources:

- Castellanos i Vila, Josep Anton (1998). *Quadern. Normativa basica de la llengua catalana, amb exercicis autocorrectius.* Bellaterra: Universitat Autònoma de Barcelona / Institut de Ciències de l'Educació.

- Comelles, Salvador; Garcia i Balasch, Teresa; Vilà i Comajoan, Carme (2019, edition adapted to the new changes). *El català escrit. Ortografia. Morfologia. Funcions. Manual d'autoaprenentatge*. Barcelona: Barcanova.
- Institut d'Estudis Catalans (2019). *Gramàtica bàsica i ús de la llengua catalana*.
- Nogué, Neus (2018). *La nova normativa a la butxaca. L'ortografia catalana i la gramàtica de la llengua catalana*. Barcelona: Publicacions de l'Abadia de Montserrat.

Other sources:

- *Conjugador català* (Enciclopèdia Catalana):
- https://www.enciclopedia.cat/search/obrad/CG
  DCVB (*Diccionari català-valencià-balear*): http://dcvb.iecat.net
- *Diccionari de sinònims* (IEC, Albert Jané): https://sinonims.iec.cat
- Diccionari.cat (*Gran diccionari de la llengua catalana*, Enciclopèdia Catalana): http://www.diccionari.cat
- Diccionaris.cat: https://www.diccionaris.cat
- *DIDAC* (*Diccionari de català*): http://www.dicdidac.cat/
- ésAdir: http://esadir.cat
- Optimot. https://aplicacions.llengua.gencat.cat/llc/AppJava/index.html
- Recursos en línia (Institut d'Estudis Catalans): https://www.iec.cat/llengua/recursos.asp
- Termcat: http://www.termcat.cat