

**Translation B-A 1 (English-Catalan)**

Code: 101340  
ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500249 Translation and Interpreting	OB	2

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

This subject requires a native or near-native level of Catalan and a high level of English (e.g. CEFR level B2).

To take this subject, students must:

- Demonstrate knowledge and understanding of the basic methodological principles that govern the translation, basic professional and instrumental aspects, and basic problems of contrastivity between Catalan and English.
- Apply their knowledge to solve basic translation problems in texts from non-specialised genres in standard language.

## Objectives and Contextualisation

The aim of this subject is to introduce students to solving translation problems in different types (narrative, descriptive, conceptual, argumentative and instructive) of non-specialised texts in standard language.

On successfully completing this subject, students will be able to:

- Demonstrate knowledge and understanding of the basic methodological principles that govern translation, basic professional and instrumental aspects, and basic problems of contrastivity between Catalan and English.
- Apply their knowledge to solve basic translation problems in different types of texts from non-specialised genres in standard language.

## Competences

- 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 graphical, lexical, morphosyntactic and textual basic knowledge.
2. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate different types of non-specialised written texts in standard dialect.
3. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
4. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informational needs in order to translate different types of non-specialised written texts in standard dialect.
5. 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.
6. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different kinds of non-specialised written texts in standard dialect.
7. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts in standard dialect.
8. Solving interferences between the working languages: Solving interferences between the working languages.
9. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit different types of non-specialised written texts in standard dialect.
10. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources needed to translate.
11. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve basic translation problems of different types of non-specialised written texts in standard dialect.

## Content

Solving basic translation problems in non-specialised narrative texts in standard language: children's stories, biographical encyclopaedia entries, excerpts from history books, personal letters, newspaper articles describing events, etc.

Solving basic translation problems in non-specialised descriptive texts in standard language: tourist brochures, personal letters, short articles describing situations, people or objects, etc.

Solving basic translation problems in non-specialised expository texts in standard language: brief encyclopaedia entries, excerpts from handbooks (translation studies, linguistics, philosophy, etc.).

Solving basic translation problems in non-specialised argumentative texts in standard language: letters to newspaper editors, letters of complaint, brief film reviews, short articles on current issues, etc.

Solving basic translation problems in non-specialised instructive texts in standard language: recipes, everyday instruction manuals, etc.

Using technological and documentation tools for translating different types of non-specialised texts in standard language: all the tools seen in the 1st year (introduction to translation) + dictionaries of analogies, of synonyms and antonyms, of collocations, of difficulties, etc. Encyclopaedias. Style guides. Parallel texts...

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises	15	0.6	1, 2, 7, 6, 4, 5, 8, 3, 11
Translation activities	37.5	1.5	1, 2, 7, 6, 9, 10, 4, 5, 8, 11
Type: Supervised			
Preparation of translations for assessment	10	0.4	1, 2, 7, 6, 4, 5, 8, 3, 11
Summarising talks	5	0.2	5
Type: Autonomous			
Searching for documentation	15	0.6	1, 2, 7, 6, 8
Preparation of exercises	10	0.4	1, 2, 7, 6, 4, 5, 8, 3, 11
Preparation of translations and assignments	50	2	1, 2, 7, 6, 9, 10, 4, 5, 8, 3, 11

To achieve the established objectives, this subject mainly involves practical classes.

All activity deadlines are indicated in the subject's schedule (that will be available at the beginning of the course) and must be strictly adhered to.

The work students carry out mainly consists of:

- Individual/group presentations in class (or online)
- Debates and discussions (in class or online)
- Documentation searches
- Reading assignments
- Assignments to be performed outside class
- Exercises to be performed in class (or online)
- Translation exercises
- Preparation of translation tasks
- Preparation of translations and associated tasks
- Exam

#### Activities

Learning activities are organised into three categories based on the degree of student autonomy involved:

Directed activities: carried out according to a set timetable and in the presence of a lecturer.

Translation activities

Exercises

Supervised activities: carried out under the supervision of a lecturer or tutor.

Attending talks

Preparation of translations for assessment

Autonomous activities: carried out by students without supervision, requiring them to organise their own time and work (either in groups or individually)

Searching for documentation

Preparation of translations and assignments

Preparation of exercises

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Summary of two talks related to translation	10%	0.5	0.02	7, 6, 4
Translation performed in a group	15%	2	0.08	1, 2, 7, 6, 9, 10, 4, 5, 8, 3, 11
Translation test	25%	2	0.08	1, 2, 7, 6, 9, 10, 4, 5, 8, 3, 11
Two translations performed individually	50% (25% and 25%)	3	0.12	1, 2, 7, 6, 10, 5, 8, 3, 11

### Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

### Related matters

All information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

### Review

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.

### Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the lecturer responsible for the subject, for the record.

Single assessment will be carried out in person on oneday during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

Single assessment will include a minimum of three assessment activities of different typology, as stated in the evaluation guidelines.

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

## **Bibliography**

1. Monolingual Catalan dictionaries

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

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FABRA, Pompeu. *Diccionari general de la llengua catalana*. 11a ed. Barcelona: Edhasa, 1980.

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

XURIGUERA, Joan Baptista. *Els verbs catalans conjugats*. 4a ed. Barcelona: Claret, 1977.

## 2. Monolingual English dictionaries

*Chambers Twentieth Century Dictionary*

CHAPMAN, Robert L. *New dictionary of American Slang*. Londres: McMillan, 1995.

PARTRIDGE, Eric. *A Dictionary of Slang and unconventional English*. Londres: Routledge, 1987.

KIRKPATRICK, Betty [ed.]. *Roget's Thesaurus of English Words and Phrases*. Londres: Penguin, 1987.

*The Collins Dictionary of the English Language*

*The Collins COBUILD English Language Dictionary*

*The Concise Oxford Dictionary of current English*

*The Longman Dictionary of Contemporary English*

*The New Oxford English Dictionary*. Òxford: Clarendon Press, 1989.

*The New Shorter Oxford English Dictionary*. Òxford: Clarendon Press, 1994.

*Webster's Third New International Dictionary*. Springfield (Mass.): Merriam-Webster, 1993.

## 3. Bilingual dictionaries

*Diccionari anglès-català* (Enciclopèdia Catalana)

*Diccionari català-anglès* (Enciclopèdia Catalana)

*Diccionari català-castellà*. Barcelona: Enciclopèdia Catalana: 1987.

*Diccionari castellà-català*. Barcelona. Enciclopèdia Catalana: 1985.

*Diccionari de paranyis de traducció anglès-català* (Enciclopèdia Catalana)

*Diccionario internacional Simon and Schuster inglés-español / español-inglés*. Nova York: MacMillan, 1997.

*Diccionario Collins español-inglés / English-Spanish*. Barcelona: Grijalbo, 2000.

*Diccionario Oxford español-inglés / inglés-español*. Madrid: Oxford University Press, 2003.

*Gran diccionario Larousse español-inglés / English-Spanish*. Barcelona: Larousse, 2004.

## 4. Grammars, handbooks and other reference Works in Catalan

AGOST, Rosa i MONZÓ, Esther, *Teoria i pràctica de la traducció general espanyol-català*. Castelló: Universitas / Universitat Jaume I, 8, 2001

BADIA I MARGARIT, Antoni M. *Gramàtica de la llengua catalana*. Barcelona: Enciclopèdia Catalana, 1994.

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## 7. About Translation

BACARDÍ, Montserrat; Fontcuberta, Joan; Parcerisas, Francesc [eds.]. *Cent anys de traducció al català (1891-1990)*. *Antologia*. Vic: Eumo Editorial, 1998.

BACARDÍ, Montserrat; Godayol, Pilar. *Diccionari de la Traducció Catalana*. Vic: Eumo Editorial, 2011.

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PARCERISAS, Francesc. *Traducció, edició, ideologia: aspectes sociològics de les traduccions de la Bíblia i de l'Odissea al català*. Vic: Eumo, 2009.

## 8. Online resources

Biblioteca d'Humanitats (blog de traducció i interpretació) <http://blogs.uab.cat/bhtraduccio>

Catàleg Col·lectiu d'Universitats de Catalunya <http://ccuc.cbuc.cat/>

Criteria. Espai web de correcció de l'IEC <http://criteria.espais.iec.cat/>

Diccionari català-valencià-balear <http://dcvb.iecat.net/>

Diccionari de l'Institut d'Estudis Catalans <http://dlc.iec.cat/>

Enciclopèdia Catalana <http://www.enciclopedia.cat/>

IATE (Terminologia interactiva per a Europa) <http://iate.europa.eu>

ISBN [www.mcu.es/bases/spa/isbn/ISBN.html](http://www.mcu.es/bases/spa/isbn/ISBN.html)

Merriam-Webster <http://www.merriam-webster.com/>

One Look <http://www.onelook.com/>

Optimot <http://www14.gencat.cat/llc/AppJava/index.jsp>

Portal lingüístic de la Corporació Catalana dels Mitjans Audiovisuals <http://esadir.cat/>

Termcat [www.termcat.net](http://www.termcat.net)

## Software

- Text processors

-Search engines



## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed

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