

Degree	Type	Year
2500249 Translation and Interpreting	OB	3

## Contact

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## Teachers

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## Teaching groups languages

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

## Prerequisites

At the beginning of the course students should be able to:

- Understand written texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.1)
- Write about personal and general topics on familiar subjects. (CEFR-FTI B1.1)
- Understand short and simple utterances in Japanese on topics related to the immediate environment. (CEFR-FTI A1.2)
- Express themselves in spoken Japanese on topics related to the immediate environment using very short and simple constructions. (CEFR-FTI A1.2)
- Solve basic contrastive problems for the language combination.

## Objectives and Contextualisation

The purpose of this course is to further develop students' foreign language C (Japanese) communicative competences, as well as introduce them to translating simple non-specialised texts in standard Japanese.

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

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

-Understand fairly complex written texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.2)

-Write about personal and general topics on familiar subjects. (CEFR-FTI B1.1)

-Understand simple and clearly pronounced utterances in Japanese about everyday topics. (CEFR-FTI A2.1)

-Express themselves in spoken Japanese on everyday topics using simple constructions. (CEFR-FTI A2.1)

-Solve basic translation problems in simple non-specialized translation texts in standard Japanese: 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.
- Working effectively in teams.

## 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.
24. Working effectively in teams: Working effectively in teams.

## **Content**

Lectures will be in Catalan and Japanese.

### Language

- Development of reading comprehension
- Development of written expression.
- Development of oral expression and comprehension.
- Development of sociocultural knowledge.

## Translation

-Solving translation problems of non-specialized, simple narrative genres in standard language: children's story;

short biography; biographical entry of an encyclopedia; fragment of a history manual; letter or newspaper article describing an event; short story, etc.

-Solving translation problems of non-specialized descriptive genres, simple and in standard language: tourist ; tourist guide fragment;

personal letter or newspaper article that describes situations, people or objects; descriptions of houses, kitchens, etc. in decoration magazines;

descriptions of characters or situations in novels or short stories; descriptions of entities (international organizations, associations of translators), etc.

-Use of tools (technological and documentation) for the translation of simple non-specialized texts and in standard language.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Activities to master the methodological principles of translation	8	0.32	
Language classes	48	1.92	2, 16, 19, 20
Lectures	6.5	0.26	
Reading comprehension activities	9	0.36	
Type: Supervised			
Essay preparation	5	0.2	
Language exercises	7.5	0.3	20
Translation revision	36.5	1.46	20
Type: Autonomous			
Self-study - language	48	1.92	20
Solving basic translation problems of non-specialized texts	37.5	1.5	20

## Language

-We will work with the contents of the textbook, in such a way that the students will be able to fully understand the oral and textual information.

-The training activities consist of the following types: (1) directed activities; (2) supervised activities; (3) autonomous study and (4) evaluation activities (with respect to (4), see Evaluation section).

## Translation

-Problem-based learning: Pedagogical approach in which the students, with the supervision of the teacher, start from real problems and learn to find the necessary information to understand the problem and obtain solutions.

-Case study: Students analyze professional situations presented by the teacher in order to conceptualize the experience and search for effective solutions.

-Cooperative learning: Methodology that encourages the student to build knowledge socially; use of small groups for students to work together in order to optimize their learning and that of their classmates.

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
Essay	7,5%	5	0.2	2, 16
Grammar tests	27%	3.5	0.14	1, 2, 7, 17, 20
Kanji tests	20%	2	0.08	20
Oral presentation	7,5%	4	0.16	1, 2, 16, 19, 20, 24
Student's portfolio	5%	0.5	0.02	2, 16
Translation and report, non face-to face	10%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 20, 22, 23
Translation test	12,5%	1.5	0.06	3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 18, 20, 21, 22, 23
Vocabulari tests	8%	0.5	0.02	2, 20

### Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

### 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.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

### 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 teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day 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

The final grade for the subject will be calculated according to the following percentages:

Grammar test: 32%

Kanji test: 20%

Written expression: 7,5%

Oral test: 7,5%

Vocabulary test: 8%

Individual Translation Test in classroom (12,5%)

Individual Translation and Comment (12,5%)

## **Bibliography**

Language:

Oka et al. *Tobira: Gateway to Advanced Japanese (Learning through Content and Multimedia)*. Tokyo: Kuroshio, 2009.

OKA, Mayumi et al. *Tobira: Power up your kanji*. Tokyo: Kuroshio, 2010.

Translation:

Japanese language dictionaries:

Basic *kanji* dictionary, useful for all Japanese language subjects in the degree:

HADAMITZKY, Wolfgang.; SPAHN, Mark. *Kanji & Kana: a Handbook of the Japanese Writing System*. Tòquio: Tuttle Language Library, 1997.

**Kanji** dictionary:

NELSON, Andrew Nathaniel. *The Modern Reader's Japanese-English Character Dictionary*. 2a ed. Tòquio: Tuttle, 1974.

HALPERN, Jack. *New Japanese-English character dictionary*. Tòquio: Kenkyusha, 1990.

Japanese/Spanish dictionary useful for all Japanese language subjects in the degree:

MIYAGI, Noboru; CONTRERAS, Enrique. *Diccionario japonés-español*. Tòquio: Hakusuisha, 1979.

Basic grammar dictionary:

SEIICHI, Makino; TSUTSUI, Michio. *A Dictionary of Basic Japanese Grammar*. Tòquio: The Japan Times, 1995.

Intermediate grammar dictionary:

SEIICHI, Makino; TSUTSUI, Michio. *A Dictionary of Intermediate Japanese Grammar*. Tòquio: The Japan Times, 1995.

Calatan language dictionary:

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.

Others:

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.

Spanish language dictionaries:

CASARES, Julio. *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.

Others:

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

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

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

Online resources:

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

Jisho. <http://jisho.org/words>

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

Rikai. <http://www.rikai.com>.

Other:

APTIC (Associació Professional de Traductors i Intèrprets de Catalunya)

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

ASET RAD (Asociación Española de Traductores, Correctores e Intérpretes) <http://www.asetrad.org/>

BBVA. Fundéu. [www.fundeu.es](http://www.fundeu.es) (diccionario de dudas en español)

És a dir. El portal lingüístic de la Corporació Catalana de Mitjans Audiovisuals (CCMA): <http://esadir.cat/>

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

## Software

No specific software is required.

## Language list

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