UAB
Universitat Autònoma de Barcelona

Foreign language and translation C5 (Japanese)

Code: 103695
ECTS Credits: 6

2024/2025

Degree	Type	Year
2500249 Translation and Interpreting	OB	4

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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, the student will have to be able to:

- Understand moderately difficult, written texts about personal issues and general issues regarding known fields (MCRE-FTI B1.2).
- Produce written texts about personal and general issues about everyday issues (MCRE-FTI B1.1).
- Understand easy and clear oral texts about everyday issues (MCRE-FTI A2.1).
- Produce simple oral texts about everyday issues (MCRE-FTI A2.1)
- Solve basic problems of translating simple, non-specialized texts written in standard language: narrative and descriptive texts.

Objectives and Contextualisation

This course aims to continue developing the student's communicative competences in Japanese Language, as well as to strengthen his ability to translate simple, non-specialized texts written in standard language and of different types.

2 ECTS will correspond to Language part and the other 4 ECTS will correspond to Translation part.

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

- Understand easy written texts of different types about general issues regarding known fields (MCRE-FTI B2.1)
- Produce moderately difficult, oral texts about everyday issues and general issues regarding known fields (MCRE-FTI B1.2).

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- Solve basic problems of translating simple, non-specialized texts written in standard language of different kind (expositive, argumentative and instructive).

Competences

- Mastering the main methodological principles of translation.
- Producing oral texts in a foreign language in order to interpret.
- 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 oral texts in a foreign language in order to interpret.
- 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 and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying lexical, morphosyntactic, textual and rhetorical knowledge.
3. Applying technological resources in order to solve translation problems: Applying the technological resources in order to solve translation problems of diverse typology of basic non-specialised texts (expository, argumentative, educational type texts) in standard dialect.
4. 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 different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
5. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of basic non-specialised texts in standard dialect (expository, argumentative and educational type texts).
7. 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 about general topics of well-known areas.
8. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution for each case.
9. 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.
10. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.
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 of a certain complexity about personal and general topics of well-known areas.
12. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts with a certain complexity about personal and general topics of well-known areas, that are appropriate to the context and possess linguistic correctness.
13. Implementing strategies in order to understand verbal texts from different fields: Applying strategies in order to comprehend a diverse typology of verbal texts from a wide variety of fields, taking into account the stylistic and geographical differences.

14. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of basic non-specialised texts (expository, argumentative, educational text types) in standard dialect.
15. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
16. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of complex oral texts from a wide variety of fields an registers, that are appropriate to their context and possess linguistic correction.
17. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of basic non-specialised written texts (expository, argumentative, educational text types) in standard dialect, that are appropriate to their context and possess linguistic correctness.
18. Solving interferences between the working languages: Solving interferences between the working languages.
19. Students must demonstrate they know the different types of translation problems and errors: Students must demonstrate they know different kinds of translation problems and errors of a diverse typology of basic non-specialised written texts (expository, argumentative...) in standard dialect.
20. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies in order to solve a diverse typology of translation problems of basic non-specialised texts in standard dialect.
21. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate.
22. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve translation problems of different types of basic non-specialised texts in standard dialect.
23. Working effectively in teams: Working effectively in teams.

Content

Language:

Understanding simple written texts in Japanese in order to be able to translate them (CE5).

Learning outcomes:

Apply [graphics in Chinese and Japanese], lexical, morphosyntactic, textual and rhetorical knowledge (CE5.1.)

Apply strategies to understand written texts of different types on general topics of known areas (CE5.2.)

Understand the communicative intention and meaning of written texts of different types on general topics of known fields (CE5.3.)

Produce written texts in a foreign language to be able to translate (CE6)

Learning outcomes:

Apply [graphics in Chinese and Japanese] lexical, morphosyntactic, textual and rhetorical knowledge (CE6.1.)

Apply strategies to produce written texts with a certain complexity on personal topics and general topics of known areas (CE6.2.)

Produce written texts with a certain complexity on personal topics and general topics of known areas with linguistic correction (CE6.3.)

Translation:

Solving problems of translating texts of non-specialized, simple expository genres and in standard language such as an entry in a reference encyclopaedia, an extract from a manual, etc.

Solving problems of translating texts of non-specialized argumentative genres, simple and in standard language such as a letter to the editor in a newspaper, a film or a book review, etc.

Solving problems of translating texts of non-specialized, simple and standard-language instructional genres such as a cooking recipe, an advertising text, etc.

Using tools (technological and documentation tools) to translate simple, non-specialized texts written in a standard language.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Textbook contents	6	0.24	1, 2, 5, 6, 7, 10, 12, 13, 14, 15, 16, 17, 18
comprehensive and analytical reading	22.5	0.9	2, 3, 4, 6, 7, 8, 9, 14, 15, 18, 19, 20, 21, 22
Type: Supervised			
Compositions	3	0.12	2, 10, 17, 18
Doing language exercises	5	0.2	1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18
Individual translations of text written in a foreign language	20.5	0.82	2, 3, 7, 8, 9, 10, 17, 18, 19, 20, 21, 22
Type: Autonomous			
Independent study	25	1	2, 11, 15, 18
Preparation of translations	28	1.12	2, 3, 4, 7, 8, 9, 10, 15, 17, 18, 19, 20, 21, 22

Translation

- Learning based on problems (*Aprenentatge basat en problemes*, ABP; Problem-resolution). The students follow a pedagogical approach: while they are under the teacher's supervision, they start from real problems and they learn to look for the information required to understand the problem and find solutions.

- Case studies: the students analyze professional situations presented by the teacher in order to think about and conceptualize the experience, and to find solutions.

- Cooperative learning: the methodology encourages the student to socially form his knowledge. The students work together in small groups, thus improving their own learning and the classmates' learning.

Texts: *Yomimono* lessons 11, 12 and 13 textbook: Oka, Mayumi et al. (2009). *Tobira. Gateway to advanced Japanese through content and multimedia.* Tokyo: Kuroshio shuppan. Other texts.

Language

Textbook: Oka, Mayumi et al. (2009). Tobira. *Gateway to advanced Japaneses learning through contents and multimedia.* Tokyo: Kuroshio shuppan.

In principle, the grammar and practice of the language corresponding to lessons 11, 12 and 13 will be done.

Writing Assignments: Two writing assignments will be completed during the course.

Grammar exercises: the grammar exercises of the three lessons must be submitted on the online platform.

Learning portfolio: at the end of the course, students must present all the exams, exercises and essays made during the course, as well as an assessment of the course and knowledge acquired, and a small explanation and reflection on how they study Japanese and what resources they use to study, beyond those offered at the university, if that is the case.

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
Composition	5%	3	0.12	2, 10, 17, 18
Critical analysis of an individual translation	14%	7.8	0.31	2, 7, 8, 9, 10, 17, 18, 19, 21, 22
Grammar exercises	5%	1	0.04	1, 2, 6, 7, 10, 11, 12, 14, 15, 17
Individual translations	11%	7.8	0.31	2, 3, 6, 8, 10, 17, 18, 19, 20, 21, 22
Kanji and vocabulary exams	10%	4	0.16	1, 2, 6, 7, 10, 11, 12, 14, 15, 17, 18
Oral test	5%	3	0.12	1, 2, 5, 13, 16, 23
Portfolio	10%	1	0.04	1, 3, 4, 8, 9, 11, 12, 19, 20, 21, 22
Textbook contents	15%	4.6	0.18	1, 2, 5, 6, 7, 10, 11, 12, 13, 15, 16, 17, 18
Translation tests	25%	7.8	0.31	1, 2, 3, 4, 7, 8, 9, 10, 17, 18, 19, 20, 21, 22

Tasks and tests deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's lecturer will provide full information when teaching begins.

Translation: 65%; Language: 35%.

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:

- Translation (into catalan / spanish) test (33%)

- Translation (into catalan / spanish) assignment (33%)

- Vocabulary and kanji test (10%)

- Grammar and writing test (20%)

- Oral test (4%)

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

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R.A.E. *Diccionario de la lengua española.* 21ª ed., 2 vol., Madrid: Espasa-Calpe, 1999.

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http://dictionary.goo.ne.jp

http://www.traduccionexpress.com/diccionario_japones-espanol.html

http://jisho.org/words

OPTIMOT: http://www14.gencat.cat/llc/AppJava/index.jsp

APTIC (Associació Professional de Traductors i Intèrprets de Catalunya)
http://apticblog.wordpress.com/enllacos/

ASETRAD (Asociación Española de Traductores, Correctores e Intérpretes) http://www.asetrad.org/

FUNDÉU BBVA. *Buscador urgente de dudas.* http://www.fundeu.es/

Software

No software is used

Language list

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