

Degree	Type	Year
Translation and Interpreting	OB	3

Contact

Name: Ramon Farres Punti

Email: ramon.farres@uab.cat

Teaching groups languages

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

Prerequisites

At the beginning of the course the student must be able to:

- Demonstrate that they have and possess knowledge of the basic methodological principles that govern translation and the basic professional and instrumental aspects and of the elementary problems of contrastivity of the linguistic combination.
- Apply this knowledge to solving translation problems of non-specialized genres in standard language.
- Integrate this knowledge in order to make judgments on aspects related to the translation of non-specialized genres and of different types in standard language.

Objectives and Contextualisation

The main objective of this subject is to develop the ability to solve problems of translation of non-specialized texts with problems of linguistic variation and cultural references, from various fields and with various functions.

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

- Demonstrate understanding and knowledge of the methodological principles that govern translation and the professional and instrumental aspects, and the problems of contrastivity of the linguistic combination.
- Apply this knowledge to the solution of translation problems of non-specialized genres with problems of linguistic variation and cultural references, from various fields and with different functions.
- Integrate this knowledge in order to make judgments on issues related to the translation of non-specialized genres with problems of linguistic variation and cultural references, from different fields and with different functions.
- Transmit information, ideas, problems and solutions related to the translation of non-specialized genres with problems of linguistic variation and cultural references, from different fields and functions.

Competences

- Applying cultural knowledge in order to translate.
- Learning in a strategic, independent and continuous manner.
- Mastering the main methodological principles of translation.
- Mastering the professional aspects of translation.
- 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.
- Working in a ethical way.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying technological resources in order to solve translation problems: Incorporating technological resources in order to solve translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
3. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
4. Applying these principles to the resolution of professional tasks.
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 non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
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 appropriate informative needs in order to translate: Formulating the proper informational needs in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
10. Handling problems related to the practice of the profession of translator: Handling problems related to the practice of the profession of translator.
11. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources 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 main ethical principles in the professional practice.
13. 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.
14. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
15. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
16. 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.
17. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce non-specialised written texts

from different fields and of different functions, with problems of linguistic variation and cultural references.

18. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
19. Implementing strategies to acquire cultural knowledge in order to translate: Implementing strategies to acquire 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.
20. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve translation problems of non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
21. Learning in a strategic, independent and continuous manner: Searching for documentary evidence in order to provide more information.
22. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised written texts with problems of linguistic variation and cultural references, from several fields and with several functions, that are appropriate to their context and possess linguistic correctness.
23. Solving interferences between the working languages: Solving interferences between the working languages.
24. Students must demonstrate they know the functioning of the translation labour market: Students must demonstrate they know the functioning of the translation labour market.
25. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources in order to edit non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
26. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.
27. 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 non-specialised written texts from different fields and of different functions, with problems of linguistic variation and cultural references.

Content

- The resolution of translation problems derived from cultural references: tourist guides, comics, fragments of novels, journalistic articles on various topics, etc.

- The solution of translation problems derived from the textual tone (vulgar, informal, formal, solemn, etc.): informal and formal letters, comics, script texts, etc.

- The resolution of translation problems derived from the textual mode (written to be read aloud, written to be pronounced, etc.): in lectures, speeches (inaugural, closing, etc.), dialogues, interviews, etc.

- Solving translation problems arising from the style of the text: press articles, excerpts from essays, reports, novels, etc.

- Professional aspects: fundamental codes of ethics and most important associations; general conditions of benefit; rates; introduction to budgeting and billing.

- Use of tools (technological and documentation) for the translation of non-specialized texts with problems of linguistic variation (mode, tone and style) and cultural references.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Problem solving and translation activities	53	2.12	1, 2, 19, 18, 17, 7, 25, 13, 20, 22, 23
Type: Supervised			
Tasks related to translation and self-assessment preparation	15	0.6	1, 2, 19, 18, 17, 7, 25, 13, 20, 22, 23
Type: Autonomous			
Preparation of translations, exercises and information search	75	3	1, 2, 19, 18, 17, 7, 25, 13, 20, 22, 23

- Learning based on translation exercises proposed by the teacher and problem solving.
- Approach based on translation tasks.
- Presentation of individual or group work.
- The contents of the subject will be worked on in class in a practical way.

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

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final translation test	40%	3	0.12	1, 2, 19, 18, 17, 7, 24, 25, 15, 14, 13, 16, 20, 22, 5, 23, 8, 27
Partial translation exercises (individually or in groups)	30%	2	0.08	4, 1, 2, 19, 18, 17, 21, 7, 25, 12, 13, 20, 22, 23
Tasks related to translation aspects	30%	2	0.08	1, 3, 2, 19, 18, 17, 6, 7, 25, 9, 10, 13, 11, 20, 26, 22, 23

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. 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.

Observation:

Final translation test: the final translation test consists of the individual translation of a general text (approx. 250-300 words) from German to Catalan.

Partial translation exercises: throughout the semester there will be several partial tests, individually or in groups, at the suggestion of the teacher. The exercises must be delivered in the term and format agreed in class.

Students participating in an exchange program at a foreign university will follow the instructions of the professor, who will indicate the special conditions related to the delivery of assignments, deadlines and execution of tests.

IMPORTANT: if a student, for some justified reason, is unable to attend class regularly, it is necessary to contact the teacher personally during the first weeks of the course, in order to be able to take the final test of the subject.

Review

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

Recovery Students who have taken part in activities whose weight is equivalent to 66.6% (two thirds) or more of the final grade and who have obtained a weighted average grade of 3.5 or more will be able to access the recovery. .

At the time of handing in the final grade prior to the course report, the teacher will communicate in writing the recovery procedure. The teacher can propose a recovery activity for each activity suspended or not presented or can group several activities into one.

Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

Consideration of "not evaluable"

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

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

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 types, as stated in the assessment guidelines.

Grade revision and retake procedures for the subject are the same as those for continual assessment. See the section above in this Study Guide.

Bibliography

- BASSOLS, M. M.; TORRENT, A. M. (1996). *Models textuels. Teoria i pràctica*. Vic: Eumo.
- CASTELLÀ, J. M. (1992). *De la frase al text. Teories de l'ús lingüístic*. Barcelona: Empúries.
- DE BEAUGRANDE, R.-A.; DRESSLER, W. U. (1997). *Einführung in die Textlinguistik*. Tübingen: Niemeyer. [*Introducción a la lingüística del texto*. Trad. S. Bonilla. Barcelona: Ariel, 1997.]
- ELENA GARCÍA, P. (1990). *Aspectos teóricos y prácticos de la traducción (alemán-español)*. Salamanca: Ediciones Universidad de Salamanca.
- HÖNIG, H. G.; KUßMAUL, P. (1991). *Strategie der Übersetzung. Ein Lehr- und Arbeitsbuch*. Tübingen: Gunter Narr.
- PINTO, M.; CORDÓN, J. A. (eds.). (1999). *Técnicas documentales aplicadas a la traducción*. Madrid: Síntesis.
- SNELL-HORNBY, M.; HÖNIG, H. G.; KUSSMAUL, P.; SCHMITT, P. A. (eds.). (1998) *Handbuch Translation*. Tübingen: Stauffenburg.
- AGRICOLA, E. (ed.) (1988). *Wörter und Wendungen: Wörterbuch zum deutschen Sprachgebrauch*. Leipzig: Enzyklopädie.
- CARSTENSEN, B. (1986). *Beim Wort genommen. Bemerkenswertes in der deutschen Gegenwartssprache*. Tübingen: Gunter Narr.
- Das große Wörterbuch der deutschen Sprache in sechs Bänden* (1976-1981). Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.
- Der große Duden in 10 Bänden* (1972). Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.
- Deutsches Universalwörterbuch* (1989). Mannheim, Leipzig, Wien, Zürich: Bibliographisches Institut.
- FREY, C. et al. (1983). *Deutsche Sprichwörter für Ausländer. Eine Auswahl mit Beispielen*. Leipzig: Enzyklopädie.
- HEINEMANN, M. (1989). *Kleines Wörterbuch der Jugendsprache*. Leipzig: Bibliographisches Institut.
- HERMANN, U. (1978). *Knaurs Fremdwörter-Lexikon*. München: Droemer Knaur.
- KÜPPER, H. (1990). *Pons-Wörterbuch der deutschen Umgangssprache*. Stuttgart: Klett.
- Langenscheidts Großwörterbuch Deutsch als Fremdsprache*. (1997). Berlin, etc.: Langenscheidt.
- RÖHRICH, L. (1979). *Lexikon der sprichwörtlichen Redensarten*. Freiburg i. B.: Herder.
- WAHRIG, G. (1990). *Deutsches Wörterbuch*. Gütersloh: Bertelsmann.

Diccionaris i manuals de la llengua catalana

- ABRIL ESPAÑOL, J. (1997). *Diccionari pràctic de qüestions gramaticals*. Barcelona: Ed. 62.
- 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.
- Diccionari visual Duden* (1994). Barcelona: Enciclopèdia catalana.
- FABRA, P. (1986). *Diccionari general de la llengua catalana*. 22ª. ed. Barcelona: Edhasa.
- FRANQUESA, M. (1998). *Diccionari de sinònims Franquesa*. 2ª. ed. Barcelona: Enciclopèdia Catalana.
- GINEBRA, J.; MONTSERRAT, A. (1999). *Diccionari d'ús dels verbs catalans*. Barcelona: Ed. 62.
- Gran diccionari de la llengua catalana* (1998). Barcelona: Enciclopèdia Catalana.
- INSTITUT D'ESTUDIS CATALANS (1995). *Diccionari de la llengua catalana*. Barcelona; Palma de Mallorca; València: Ed. 3 i 4; Ed. 62; Ed. Moll, etc.
- LÓPEZ DEL CASTILLO, L. (1998). *Diccionari complementari del català normatiu*. Barcelona: Ed. 62.
- PALOMA, D.; RICO, A. (1998). *Diccionari de dubtes del català*. Barcelona: Ed. 62.
- PEY, S. (1997). *Diccionari de sinònims i antònims*. 17ª. ed. Barcelona: Teide.
- RASPALL, J.; MARTÍ, J. (1986). *Diccionari de locucions i de frases fetes*. 3ª. ed. Barcelona: Ed. 62.
[Reimpressió en 2 vols.: *Diccionari de locucions* (1995) i *Diccionari de frases fetes* (1996). Ambdós Barcelona: Ed. 62.]
- TERMCAT (1997). *Diccionari de neologismes*. Barcelona: Ed. 62.

Diccionaris bilingües

- BATLLE, L. C.; HAENSCH, G.; KOCKERS, E.; STEGMANN, T. D. (1996). *Diccionari alemany-català*. 2ª. ed. Barcelona: Enciclopèdia Catalana.
- GUÀRDIA, R.; RITTER, M. (1981). *Diccionari alemany-català, català-alemany*. Barcelona: Pòrtic.

Recursos digitals

- Diccionari d'ús de la llengua alemanya: <http://wortschatz.uni-leipzig.de>
- Diccionari alemany de modismes i frases fetes: <http://www.redensartenindex.de/suche.php>
- Reculls de diccionaris: <http://yourdictionary.com>
- <http://www.lexikon.ch/thesauri/index.php>

Software

No.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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