

Translation B-A 2 (German-Spanish)

Code: 101339
ECTS Credits: 6

2025/2026

| Degree | Type | Year |
|------------------------------|------|------|
| Translation and Interpreting | OB | 2 |

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Teaching groups languages

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Prerequisites

Students must be able to:

- Produce general texts in Spanish that are clear and well-structured, with linguistic correction.
- Understand general texts of clear structure in German.

Objectives and Contextualisation

The function of this subject is to initiate the student in solving problems of translation of non-specialized texts in standard language of different types (narrative, descriptive, conceptual, argumentative and instructive). At the end of the course, students will be able to:

- Demonstrate that they have knowledge about the basic methodological principles that govern translation, the basic professional and instrumental aspects, and the basic problems of contrastivity of the linguistic combination.
- Apply this knowledge to solve basic translation problems of non-specialized genres in standard language of different types.

Competences

- Learning in a strategic, independent and continuous manner.
- Mastering the main methodological principles 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.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying technological resources in order to solve translation problems: Applying the basic technological resources in order to solve different types of translation problems of non-specialised written texts in standard language.
3. 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.
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. 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 in standard dialect.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of different types of non-specialised written texts in standard dialect.
7. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
8. 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.
9. 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 in standard dialect.
10. 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.
11. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
12. 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.
13. 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.
14. 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.
15. Learning in a strategic, independent and continuous manner: Questioning and widening the acquired knowledge.
16. Producing written texts from different fields and with specific communicative purposes: Producing different kinds of non-specialised written texts in standard dialect with specific communicative purposes.
17. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing different kinds of non-specialised written texts in standard language 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 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.
20. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources needed to translate.
21. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate different types of non-specialised written texts in standard dialect.
22. 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 problems in translating narrative genres not specialized in the standard language: fragment of a history book, a short biography, a short story, etc.
- The resolution of problems in the translation of descriptive genres not specialized in the standard language: fragment of a tourist guide, descriptions of houses, kitchens, etc. in decoration magazines, descriptions of characters or situations in novels, descriptions of entities (international organizations, translators' associations, etc.), etc.
- The resolution of problems of translation of non-specialized expository genres in standard language: entry of a consultation encyclopedia, fragment of an essay (of translation theory, linguistics, philosophy, etc.), etc.
- The resolution of problems of translation of argumentative genres not specialized in the standard language: editorial on a current issue, opinion piece on a current issue, letter of formal complaint, etc.
- The resolution of problems in the translation of non-specialized instructional genres in the standard language: a package insert, a frequently used instruction manual, advertising text, etc.
- Use of tools (technological and documentation) for the translation of non-specialized texts in standard languages of different types: the same as in the first course (translation initiation) and analogue dictionaries, synonyms and antonyms, collocations, difficulties dictionaries, etc., encyclopedias, style books, parallel texts. Use of general corpora, general forums and blogs, distribution lists.

Activities and Methodology

| Title | Hours | ECTS | Learning Outcomes |
|---------------------------------------|-------|------|-------------------|
| Type: Directed | | | |
| Translation tasks | 44 | 1.76 | 1, 14, 13, 6, 18 |
| Solving translation's problems | 14 | 0.56 | 18 |
| Type: Supervised | | | |
| Revision of corrected translations | 15 | 0.6 | 18 |
| Type: Autonomous | | | |
| Documentation search | 13 | 0.52 | |
| Preparation of translations and works | 45.5 | 1.82 | 1, 14, 6, 8, 18 |

The following methodologies will be combined:

- Punctual translation troubleshooting (PBL).
- Carrying out tasks related to the application of some theoretical aspect of translation.
- Carrying out tasks related to translation quality control.
- Cooperative learning techniques: translation management simulation exercise (collective translation).
- Sight translation exercises.
- Conduct a condensed translation.
- Translation correction exercises.
- Tasks to critique published translations: comment on mistakes and successes.
- Oral presentation of a group translation project (translation management).
- Use of virtual campus tools.
- Use of technological and multimedia resources: practice of searching for documentation relating to the historical, artistic, ideological and cultural context of the texts.

- Oral presentation on topics related to the world of work of the general translator: institutional translation, publishing, etc.

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 |
|---|-----------|-------|------|---|
| Cooperative translation project | 25% | 4 | 0.16 | 1, 3, 2, 14, 13, 15, 5, 6, 19, 20, 8, 11, 10, 12, 9, 21, 17, 16, 4, 18, 7, 22 |
| Critical analysis of different translations | 15% | 2 | 0.08 | 1, 3, 2, 14, 13, 15, 5, 6, 19, 20, 8, 11, 10, 12, 9, 21, 17, 16, 18, 7, 22 |
| Group translation project | 25% | 8 | 0.32 | 1, 3, 2, 14, 13, 15, 5, 6, 19, 20, 8, 11, 10, 12, 9, 21, 17, 16, 4, 18, 7, 22 |
| Report on a reading or activity | 10% | 3 | 0.12 | 1, 14, 13, 15, 5, 6, 19, 8, 11, 12, 9, 21, 17, 16 |
| Theoretical exercise on translations topics | 25% | 1.5 | 0.06 | 1, 14, 13, 15, 6, 8, 11, 10, 12, 17, 16, 18 |

At the beginning of the course, the evaluation activities and the relevant deadlines will be specified in a document accessible from the virtual campus.

Possible assessment activities

- Real or simulated translation tasks, or tasks related to relevant aspects of translation.
- Translation projects.
- Reports/forums on translations or on tasks related to key aspects of translation.
- Reflective diaries/sheets/reports about the learning process or on the process of preparing translations.
- Student portfolio.
- Oral presentation or defence of assignments.
- Attendance at lectures or activities related to translation or German culture.
- Reports on readings relevant to the content of the subject.
- Theoretical test on translation topics studied throughout the course.
- Critical analysis and comparison of different translations of the same text.

Rules for the presentation of assessment activities

- All assessment activities must specify the name and surname(s) of the author(s), the name of the lecturer, the subject and the academic year.
- The assessment activities and the student's portfolio must be submitted within the established deadlines in order to be assessed.
- Unless otherwise specified, assessment activities must be submitted in editable text format (DOC or ODT).
- Unless otherwise specified, the use of machine translation or artificial intelligence software is not allowed.

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.

Consideration of "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.

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities will be detailed in the document "subject syllabus", as indicated above.

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 FTI. 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 one day during week 16 or 17 of the semester. Gestió Acadèmica will publish the exact date and time on the Faculty's website. On the day of the single assessment, the lecturer will request identification from students, who must present a valid identity document with a recent photograph (student ID card, DNI/NIE or passport).

Single assessment will include a minimum of three assessment activities of different types, 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 guide).

Bibliography

A. Reference works

-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.
- Ferrarons i Llagostera, J. (2024). *La traducció dels noms propis: una aproximació teòrica i pràctica*. Vic, Eumo.
- Hönig, H. G.; Kußmaul, P. (1991). *Strategie der Übersetzung. Ein Lehr- und Arbeitsbuch*. Tübingen: Gunter Narr.
- Pinto, M.; Cordon, 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.

B. Dictionaries

B.1. German language dictionaries

- 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.

B.2. Spanish language dictionaries and handbooks

- Arroyo, G.; Garrido, F.C. (1997). *Libro de estilo universitario*. Madrid: Acento.
- Casares, J. (1979). *Diccionario ideológico de la lengua española*. 2ª ed. puesta al día. Barcelona: Gustavo Gili.
- Corripio, F. (1961). *Incorrecciones, dudas y normas gramaticales*. Barcelona: Larousse-Planeta.
- Corripio, F. (1996). *Diccionario de ideas afines*. Barcelona : Herder.

Diccionario de la lengua española. (1992). 21ª ed. 2 vols. Madrid: Real Academia Española.

Diccionario temático de la lengua española. (1975). Barcelona: Biblograf.

Gómez Torrego, L. (1989). *Manual del español correcto*. 2 vols. Madrid: Arco.

Gran diccionario de sinónimos y antónimos. (1991). Madrid: Espasa-Calpe.

Marsá, F. (1986). *Diccionario normativo y guía práctica de la lengua española*. Barcelona: Ariel.

Martínez de Sousa, J. (2000). *Manual de estilo de la lengua española*. Gijón: Trea.

Méndez, R. (1997). *Del concepto a la palabra. Diccionario temático*. Madrid: Temas de Hoy.

Moliner, M. (1998). *Diccionario de uso del español*. 2ª ed. revisada. Madrid: Gredos.

Seco, M. (1961). *Diccionario de dudas de la lengua española*. Madrid: Aguilar.

Seco, M.; Andrés, O.; Ramos, G. (1999). *Diccionario del español actual*. Madrid: Aguilar.

B.3. Bilingual dictionaries

Beinhauer, W. (1978). *Stilistisch-phraseologisches Wörterbuch Deutsch-Spanisch*. München: Max Hueber.

Pons Großwörterbuch für Experten und Universität. Spanisch-Deutsch. Deutsch-Spanisch. (2001). Stuttgart, Düsseldorf, Leipzig: Klett.

Seca, J.; Wimmer, S. (2013) *Das kannst du laut sagen. 1000 expresiones en alemán para hablar como un nativo*. Barcelona: Pons.

Slaby, R.; Grossmann, R. (1994). *Wörterbuch der spanischen und deutschen Sprache*. 4ª ed. revisada. Barcelona: Herder.

C. Digital resources

C.1. Dictionaries, glossaries, grammars

-Diccionari d'ús de la llengua alemanya: <http://wortschatz.uni-leipzig.de>

-Diccionari alemany de modismes i frases fetes: <http://www.redensarten-index.de/suche.php>

Diccionari de la llengua espanyola: <http://www.rae.es>

-Diccionari alemany-espanyol: <http://www.pons.eu>

<http://dix.osola.com/>

-Reculls de diccionaris: <http://yourdictionary.com>

<http://www.lexikon.ch/thesauri/index.php>

<http://www.techwriter.de/ue-portal/woerterb/>

C.2. Ressource directories

-Ferrarons i Llagostera, Joan (2023). "Recursos en línia per a traduir de l'alemany". Dipòsit Digital de Documents. Bellaterra: Universitat Autònoma de Barcelona. URL: <<https://ddd.uab.cat/record/281842>>.

-Schopp, J. F. *Links für TranslatorInnen* (<http://www.uta.fi/~trjusc/translnk.htm>)

Software

Unless otherwise specified, the use of machine translation software and artificial intelligence programmes is not allowed.

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 | second semester | morning-mixed |