

Degree	Type	Year
Translation and Interpreting	OB	3

Contact

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Teaching groups languages

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

Prerequisites

Before starting this course students should be able to:

Understand simple written texts on everyday topics. (CEFR-FTI A2.2)

Write simple texts on everyday topics (CEFR-FTI A2.2)

Understand short and simple utterances in Russian on topics related to the immediate environment. (CEFR-FTI A1.2)

Express themselves in spoken Russian on topics related to the immediate environment using very short and simple constructions. (CEFR-FTI A1.2)

Objectives and Contextualisation

The objective of this subject is to continue developing students' communicative competences in their Foreign Language C (Russian), as well as to begin working on fundamental contrastive aspects and professional translation practice (from Russian to Spanish and Catalan). 6 credits are for language skills and 3 credits for translation exercises.

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

- Understand written texts about personal and general topics in familiar subject areas. (MCRE-FTI B1.1.)
- Produce written texts about personal issues and general topics in familiar subject areas. (MCRE-FTI B1.1.)
- Solve basic contrastive problems in the given linguistic combination.

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 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 graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
3. 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.
4. 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.
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 different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
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 in standard dialect.
7. 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.
8. 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.
9. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
10. 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.
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 different types of non-specialised written texts in standard dialect.
12. 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.
13. 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.
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. Solving interferences between the working languages: Solving interferences between the working languages.

20. 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.
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.
23. Working effectively in teams: Working effectively in teams.

Content

LANGUAGE

COMMUNICATIVE AND MORFISINTACTIC CONTENTS

1. Types of actions. The verbal aspect: aspectual pairs. The use of perfective and imperfective verbs in present, past and future. The verbal aspects in infinitive and imperative.
2. Expression of negation of action, status or quality. Way to express the absence of a person, thing or natural phenomenon.
3. A way to characterize an action through another additional action; expression of simultaneous and successive actions: gerunds of imperfective and perfective aspect; parallelism between structures with gerunds and conjugated verbs.
4. A way to characterize a person or a thing through their own action (with an active participle) or through an action directed towards them (with a passive participle). Short passive participles and their syntactic function.

LEXICAL CONTENTS

1. Family relationships, work, professions, studies.
2. Trips and travelling.
3. Russian history.

TRANSLATION

- The resolution of contrasting difficulties: differences in writing, lexical, morphosyntactic and textual conventions.
- Use of basic technological and documentation tools relevant to the linguistic combination: monolingual and bilingual general dictionaries. Grammar and style manuals. General search engines. Basic technological tools for the optimization of editing and correction of texts. Basic folder and file management.
- Translation of the Russian alphabet.
- Translation of passives, gerunds and participles.
- Translation of informative and biographical texts.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Lectures	2.5	0.1	1, 19
Oral text comprehension activities	10	0.4	1, 19
Oral text production activities	5	0.2	1, 19
Reading comprehension activities	15	0.6	1, 19
Translation: resolving exercises	6	0.24	1, 19
Translation: Translation activities	18	0.72	1, 19
Written production activities	12	0.48	
Type: Supervised			
Supervision and revision of exercises	9.25	0.37	
Supervision and revision of translation tasks	3	0.12	1, 19
Translation: Supervision of documentation for the translation	3	0.12	
Translation: supervision of exercises	1.5	0.06	1, 19
Type: Autonomous			
Preparation of comprehension activities on some grammar topics	10	0.4	1
Preparation of reading comprehension activities (individual or in group)	20	0.8	1, 19
Preparation of writing activities (individual or in group)	15	0.6	
Translation: Preparation of exercises	5	0.2	1, 19
Translation: preparation of translations and assignments	15.5	0.62	1, 19

LANGUAGE

Teaching methodology is based on the problem-solving approach and carried out with grammar exercises and communicative exercises: in the theoretical part of classes - either problem-based learning or presentation or explanation of contents by the teacher and in the practical part - resolution of exercises, seminars, presentation of students' individual work, etc. Students will have to write several essays and summaries prepared at home, which will be commented on in (on-line) class, and a series of exercises will be performed.

TRANSLATION

The classes will have a theoretical part, where the teacher will present the main problems posed in the translation of the various texts studied, and a practical and participatory part, in which the students will have to present their proposals for translation of the texts prepared at home. Likewise, in the (on-line) classroom, students will discuss, comment on and share the translations prepared at home and perform exercises (lexical comprehension, selecting between translation options, acquisition of vocabulary, 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
Language: independent work to be handed in	14%	10.35	0.41	1, 2, 15, 16, 14, 8, 18, 17
Language: mid-term tests	14%	10.35	0.41	1, 2, 16, 19
Language: oral presentaion	7%	5.15	0.21	1, 2, 15, 16, 8, 7, 18
Language: two exams	35%	26	1.04	1, 19
Translation: exam of sentences without dictionary	12%	9	0.36	1, 2, 15, 16, 14, 8, 7, 18, 17, 19
Translation: mid-term tests	6%	4.4	0.18	1, 2, 15, 16, 14, 8, 7, 18, 17, 19
Translation: translation exam with dictionary	12%	9	0.36	1, 2, 4, 3, 15, 16, 14, 6, 8, 7, 20, 10, 12, 13, 11, 21, 18, 17, 5, 19, 23, 9, 22

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:

70% of the final grade is based on language activities, 30% of the final grade is based on translation activities.

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

Books and materials:

- Беликова Л.Г., Шутова Е.А., Ерофеева И.Н. Русский язык: Первые шаги. Часть 3. СПб. 2003

- Скворцова Г.Л. Упорбление видов глагола в русском языке. Москва, 2005.

- Mets, N.A. and the Russian language and translation section of the UAB FTI: Russian Grammar. Key structures. Barcelona: UAB, 2004

(Written grammar for Russian translation students. It consists of 12 chapters that refer to the Russian key structures. At the end of each chapter there are exercises. All the information in the manual is in Russian.)

- Púlkina, I. I Sajava-Nekrasova, I. : El Ruso. Gramática práctica. Moscow: Rubiños, 1985, 2000, etc.

(Very comprehensive classical grammar manual translated into Spanish. It contains exercises for all grammatical subjects).

- Kubyshina, N. Oganissian, M. : Stories about Russian history. From Rurik to Catalina. Barcelona: Herder, 2008.

(The aim of this book is to meet the 2 principles: history and language, so that students can learn Russian through historical stories, and at the same time learn about history through linguistic exercises. At the end of the book you will find the Russian-Spanish glossary and the solutions for the exercises.)

-Dossier with press articles, technical file exercises, transliteration rules, etc.

Paper bilingual dictionaries:

- Turover, G. I Nogueira, J., Russian-Spanish Dictionary. Moscow: Russki Yazik, 2000.

(Contains more than 200,000 words and expressions).

- Sádikov, A., Narúmov, B., Modern Catalan-Russian dictionary. Moscow: Russki Yazik, 2000.

(Contains more than 100,000 words and expressions)

Browser:

- <http://www.yandex.ru>

Resources for the translator:

www.diccionario.ru *Page on Russian-Spanish translation, with bilingual dictionaries, some of them specialized*

www.gramota.ru *Monolingual dictionaries in Russian (difficulties, spelling, accentuation, derivation, etc.), linguistic consultation service, news*

www.slovari.ru *Monolingual dictionaries and doubts*

<http://dic.academic.ru/> *Monolingual dictionaries in Russian*

www.sokr.ru *Abbreviations in Russian*

[http://slovardalja.net/Dahl's Explanatory Dictionary](http://slovardalja.net/Dahl's%20Explanatory%20Dictionary)

www.usdict.narod.ru *Russian dictionary Ushakov*

<http://ruskiyyazik.ru/category/a/> *Linguistic and philological terms*

<http://ru.wiktionary.org>

Corpus of Russian:

<http://ruscorpora.ru/>

Russian literature:

- <http://az.lib.ru/>

Russian press:

<http://www.webtelek.com/radio> (several Russian radio stations, you can download iOS and Android applications from some channels)

<http://www.webtelek.com/tv> (several Russian television stations, for example <https://www.1tv.ru>)

Software

Microsoft Office 365 Proplus that includes the latest versions of Word, Excel, PowerPoint, OneNote ...

UAB computer platform: The Virtual Campus / Moodle.

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	Russian	first semester	morning-mixed