UAB
Universitat Autònoma de Barcelona

Catalan as a foreign language for translators and interpreters 2

Code: 101428
ECTS Credits: 6

2025/2026

Degree	Type	Year
Translation and Interpreting	OB	2

Contact

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Teaching groups languages

You can view this information at the end of this document.

Prerequisites

It is recommended that, at the beginning of the course, students are able to:

- Understand written texts of a certain complexity on personal and general topics from different fields.

- Do writings with a basic-medium level on personal and general topics from different fields.

- Understand oral texts of a certain complexity on personal and general topics from different fields.

- Do speakings with a basic-medium level on personal and general topics from different fields.

It is highly recommended to have passed the course Idioma català per a traductors i intèrprets 1.

Objectives and Contextualisation

The aim of the course is to provide the students with a medium linguistic competence in Catalan, so they are able to communicate in this language. Also, incorporate the Catalan language as a language of study and prepare the students to translate into Catalan.

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

- Understand globally and in detail written texts of different typologies with some complexity about general topics.

- Produce written texts about personal or general topics with acceptable grammatical and orthographic adequacy.

- Understand oral texts of variable length about personal or general topics.

- Produce oral texts about personal or general topics with acceptable correction and fluency.

Competences

- Applying cultural knowledge in order to interpret.
- Applying cultural knowledge in order to translate.
- Producing oral texts in language A in order to interpret.
- Producing written texts in language A in order to translate.
- Understanding oral texts in language A in order to interpret.
- Understanding written texts in language A in order to translate.
- Using documentation 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 lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the essential information of clear verbal texts about personal and general topics.
4. 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 with a certain degree of complexity.
5. Formulating the appropriate informative needs in order to translate: Knowing the basic (digital and analogue) sources of documentation in order to understand and produce written texts about personal and general topics.
6. Identifying the need to mobilise cultural knowledge in order to translate: Identifying the need to mobilise cultural knowledge, and the basic cultural references for the understanding of a diverse typology of written texts of a certain complexity regarding general topics.
7. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics.
8. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Applying strategies in order to produce written texts about personal and general topics.
9. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to produce clear verbal texts about personal and general topics.
10. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand written texts from different fields.
11. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing oral texts about personal and general topics and that are appropriate to their context.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing appropriate written texts about personal and general topics that are appropriate to their context and possess linguistic correctness.
13. Recognising the need to mobilise cultural knowledge in order to interpret: Identifying the need to mobilise cultural knowledge in order to interpret.
14. Solving interferences between the working languages: Solving interferences between the working languages.

Content

- Medium knowledge of vocabulary, morphosyntax, phonetics, and orthography.

- Consolidation of the necessary structures to carry out communicative functions such as getting or giving information, describing, explaining, expressing tastes, among others.

- Global and detailed comprehension of written texts of different typologies with some complexity about general topics (narrative, descriptive, expository, argumentative, instructive).

- Production, with grammatical and orthographic acceptability, of written texts on personal and general topics.

- Comprehension and production, with an acceptable degree of correction and fluency, of oral texts of variable length on personal and general topics.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercises of oral comprehension (listening)	9	0.36	2, 9, 3
Exercises of speaking	8	0.32	2, 7, 11, 14
Exercises of written comprehension	9	0.36	1, 10, 4
Lectures	19.5	0.78	2, 1, 10, 9, 8, 7, 4, 3, 5, 6, 12, 11, 13, 14
Writing exercises	9	0.36	1, 8, 12, 14
Type: Supervised			
Checking of documentary sources	6	0.24	5
Grammar exercises	21	0.84	1, 5, 6
Preparation and revision of the essay on written texts	15	0.6	1, 10, 8, 4, 5, 6, 12, 13, 14
Reinforcing exercises	12	0.48	2, 1, 10, 9, 8, 7, 4, 3, 12, 11, 14
Study and progressive recap	21	0.84	2, 1, 10, 9, 8, 4, 3, 5, 12, 13
Type: Autonomous			
Writing assignments	14	0.56	1, 8, 12, 14

Classes are taught in Catalan.

On one hand, there will be activities on listening, reading, speaking and writing. On the other hand, there will be exercises on grammar, vocabulary and structures, writing and translating texts with regularity and reading and writing about the required book or books of the course.

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

Activities on grammar, vocabulary, reading, listening and translation.	40%	2.5	0.1	2, 1, 10, 9, 8, 4, 3, 5, 6, 12, 13, 14
Activities related to the readings.	15%	1	0.04	2, 1, 10, 8, 4, 5, 6, 12, 13, 14
Speaking	15%	1	0.04	2, 7, 11, 14
Written activities	30%	2	0.08	2, 1, 10, 8, 5, 12, 14

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.

Assessment activities

(a) 40%: Activities on grammar, vocabulary, reading, listening and translation

(b) 30%: Written activities

(c) 15%: Activities related to the readings

(d) 15%: Speaking

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 <u>one</u> 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:

(a) 40%: Grammar and vocabulary exam in class

(b) 20 %: Speaking in class

(c) 20 %: Reading exam in class

(d) 20 %: Work done at home

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

Recommended sources:

- Castellanos i Vila, Josep Anton (1998). *Quadern. Normativa basica de la llengua catalana, amb exercicis autocorrectius.* Bellaterra: Universitat Autònoma de Barcelona / Institut de Ciències de l'Educació.
- Comelles, Salvador; Garcia i Balasch, Teresa; Vilà i Comajoan, Carme (2019, edition adapted to the new changes). *El català escrit. Ortografia. Morfologia. Funcions. Manual d'autoaprenentatge.* Barcelona: Barcanova.
- Institut d'Estudis Catalans (2019). *Gramàtica bàsica i ús de la llengua catalana.*
- Nogué, Neus (2018). *La nova normativa a la butxaca. L'ortografia catalana i la gramàtica de la llengua catalana.* Barcelona: Publicacions de l'Abadia de Montserrat.

Other sources:

- *Conjugador català* (Enciclopèdia Catalana):
- https://www.enciclopedia.cat/search/obrad/CG
  DCVB (*Diccionari català-valencià-balear*): http://dcvb.iecat.net
- *Diccionari de sinònims* (IEC, Albert Jané): https://sinonims.iec.cat
- Diccionari.cat (*Gran diccionari de la llengua catalana*, Enciclopèdia Catalana): http://www.diccionari.cat
- Diccionaris.cat: https://www.diccionaris.cat
- *DIDAC* (*Diccionari de català*): http://www.dicdidac.cat/
- ésAdir: http://esadir.cat
- Optimot. https://aplicacions.llengua.gencat.cat/llc/AppJava/index.html
- Recursos en línia (Institut d'Estudis Catalans): https://www.iec.cat/llengua/recursos.asp

- Termcat: http://www.termcat.cat

Software

No specific software is required.

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	Catalan	first semester	morning-mixed