

Degree	Type	Year
Translation and Interpreting	OT	4

Contact

Name: Jaume Solà Pujols

Email: jaume.sola@uab.cat

Teaching groups languages

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

Prerequisites

- Basic linguistic knowledge for translating.
- Instrumental competence in English to be able to read bibliography in this language.

Objectives and Contextualisation

The goal of this subject is to enable the student to master fundamental linguistic issues about translation.

At the end of the course, the student will have acquired the following abilities:

- to be acquainted with lexical, morphosyntactic and textual particularities of languages.
- to put this knowledge to use in translation.
- to issue judgements about linguistic matters related to translation.

Competences

- Mastering the linguistic foundations of translation and interpretation.

Learning Outcomes

1. Identifying the basic components of the structures of the languages in a constructive manner: Identifying the basic components of the structures of the languages in a constructive manner.
2. Identifying the discursive mechanisms in a constructive manner: Identifying the discursive mechanisms in a constructive manner.
3. Incorporating knowledge in order to explain the foundations of translation and interpretation from a linguistic point of view: Incorporating knowledge in order to explain the foundations of translation and interpretation from a linguistic point of view.

Content

- Linguistic typology and linguistic problems as applied to translation.
- Basic components of the structure of languages from a contrastive point of view.
- Discourse aspects of languages from a contrastive point of view.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed tasks	44	1.76	1, 2, 3
Type: Supervised			
Preparation and revision of evaluation tasks	20	0.8	1, 2, 3
Type: Autonomous			
Evaluation tasks	6	0.24	1, 2, 3
Study and realization of assignments	65	2.6	1, 2, 3

The student's learning activities in this course is distributed in the following way:

- 30% of directed activities:

These activities must correspond to a time schedule, where the professor is present.

- 10% of supervised activities :

A supervised activity is intended as that programmed by the professor for the student to work autonomously, but under the supervision of the professor. The professor must provide time for individual control of the tasks undergone by the student.

- 55% of autonomous activities:

These activities include study, and realitation of (individual or group) tasks, that students may decide to engage in.

- 5% of evaluation activities.

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
Analisis of a linguistic text	30%	6	0.24	1, 2, 3
Contrastive comparison of linguistic features	30%	7	0.28	1, 2, 3
Final exam	40%	2	0.08	1, 2, 3

This information on evaluation, the type of evaluation activity and its weight on the course is for information purposes. The teacher responsible for the subject will specify it at the beginning of teaching.

Review of exams

When publishing the final marks, prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. The lecturer must arrange reviews in agreement with students.

Reevaluation

Students will be allowed to submit to reevaluation exams provided they submitted to 66,6 (two thirds) of the total value of the evaluation, and they obtained a final grade of 3,5 or more.

In case of reevaluation, the maximum grade a student can obtain is 5.

At the moment of communicating the prefinal grades, the lecturer shall announce, in written form, the reevaluation procedure. It is possible to provide a different reevaluation activity per failed part, or to group several parts into a single activity. Under no circumstances, though, can all activities be grouped into a single part.

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.

The student has the right to choose between two evaluation options: continuous assessment and single assessment. We define both below.

CONTINUOUS ASSESSMENT

It is the usual way of assessment, which consists of a series of tests (in this course, 5), which are distributed along the course. The tests may be of different contents: comprehension, edition and production.

Evaluation activities comprise:

- comment of text on linguistics (30%)
- comparison of linguistic features in two languages (30%)
- final exam (40%)

These tests should cover the evaluation of grammatical competence, spelling competence and text competence, the main goals of the course.

Evaluation tasks which are delivered after the deadline will not be accepted.

A student who has performed more than 25% of evaluation activities, but less than 66,6%, has the right to evaluation, but not to reevaluation.

Status of "non evaluable"

A student is "non evaluable" if s/he has reached only 25% or less of the total value of the evaluation.

SINGLE ASSESSMENT

Requirements to access 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 must consist of a minimum of three evaluation activities of two different types, as established.

In this course, single assessment will consist of three parts:

- an exam on theory of language (40%)
- two exams on contrastive problems (30 + 30%)

Bibliography

Conceptes generals

Lectures més assequibles

Rigau, G. (1989). "Per què els lingüistes necessiten una teoria del llenguatge?" *Revista de Catalunya* 34: 11-24.

Tusón, Jesús. (1994). *Introducció a la lingüística*. Barcelona: Educaula.

Referències

Chomsky, N. (1975). *Reflections on language*. New York: Pantheon. [Trad. cast.: *Reflexiones sobre el lenguaje*. Barcelona: Ariel, 1979].

Chomsky, Noam. (2000). 'Language as a natural object'. In N. Chomsky, *New Horizons in the Study of Language and Mind*. Cambridge: Cambridge University Press.

Chomsky, N. (2000). *New Horizons in the Study of Language and Mind*. Cambridge: Cambridge University Press.

Chomsky, N. (2002). *On Nature and Language*. Cambridge: Cambridge University Press.

Jackendoff, Ray (1994) *Patterns in the Mind. Language and Human Nature*. Nova York: Basic Books.

Lenneberg, E. (1967) *Biological Foundations of Language*. Nova York: John Wiley. (N'hi ha traducció castellana.)

Laurence, Stephen; Margolis, Eric (2001). ['The Poverty of the Stimulus Argument'](#). [The British Journal for the Philosophy of Science](#) 52 (2): 217-276.

Marantz, A. (2005). "Generative linguistics within the cognitive neuroscience of language." *The Linguistic Review* 22: 429-445. <http://web.mit.edu/marantz/Public/Recent/MarantzTLR.pdf>

Newmeyer, F. (1994). "The Chomskyan revolution". Dins C. P. Otero (ed.). *Noam Chomsky: Critical Assessments (Vol. III. Tom II)*. 422-442. London: Routledge

Newmeyer, F. (1998). *Language Form and Language Function*. Cambridge, MA: The MIT Press.

Newmeyer, F. (2003). "Grammar is Grammar and Usage is Usage." *Language* 79: 682-707.

Sintaxi

Introduccions

Cook, Vivien J.; Newton, Mark. (1996). *Chomsky's Universal Grammar. An Introduction*. 2nd edition. Oxford: B. Blackwell.

Haegeman, Liliane. (1991). *Introduction to Government and Binding Theory*. Oxford: Blackwell.

Haegeman, Liliane. (1991). *Teoria de la Recció i del Lligam*. (Trad. del Grup de Gramàtica Teòrica de la UAB). Barcelona: Enciclopèdia Catalana, 1993.

Lorenzo, Guillermo; Longa, Víctor Manuel. (1996). *Introducción a la sintaxis generativa*. Madrid: Alianza Editorial.

Referències

Baker, Mark C. (1997). 'Thematic Roles and Syntactic Structure'. In: Haegeman, L. (ed.) *Elements of Grammar*. Dordrecht: Foris Publ., 73-137.

Dryer, Matthew S. (1997). 'On the Six-way Word Order Typology'. *Studies in Language* 21-1: 69-103. Huang, Cheng-Te James. (1982). 'Logical Relations in Chinese and the Theory of Grammar'. Doctoral Dissertation: MIT.

Greenberg, John. (1963). 'Some Universals of Grammar with Particular Reference to Word Order Phenomena'. In: Greenberg, J. (ed.). [Reprinted in: Denning, Keith; Kemmer, Suzanne (eds.). (1990)]

Rosselló, Joana. (2002). "SV, I: Verb i argumentsverbals". Dins: Solà, Joan. *Gramàtica del català contemporani*. Barcelona: Empúries. Vol. 2, Sintaxi. Cap. 13.

Solà, Jaume. (1991). 'Les categories funcionals d'inflexió i el moviment del verb'. *Els Marges* 44: 69-86. Barcelona

Slobin, D. I. (1996). "From 'Thought and Language' to 'Thinking for Speaking'". Dins J. Gumperz i S. C. Levinson (1996). (eds.). *Rethinking Linguistic Relativity*. 70- 98. Cambridge: Cambridge University Press.

Bibliografia lingüística sobre traducció

Baker, M. (1992). *In Other Words. A coursebook on translation*. London & New York: Routledge.

Krzeszowski, T. P. (1990). *Contrasting Languages. The Scope of Contrastive Linguistics*. Berlin & New York: Mouton de Gruyter.

Muñoz Martín, R. (1995) *Lingüística per a la traducció*. Trad. de M. Rosa Bayà i Jordina Coromina. Vic: Eumo.

Rojo, A. (2009). *Step by step. A course in contrastive linguistics and translation*. Berna: Peter Lang.

Rojo, A. & I. Ibarretxe-Antuñano (eds.). (2012). *Cognitive linguistics and translation: Advances in some theoretical models and applications*. Berlin: Mouton de Gruyter.

Software

Campus Virtual, projections.

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