

Degree programme	Type	Course
Translation and Interpreting	OB	2

Contact lecturer

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Prerequisites

This course is designed for students with Catalan and Spanish as first languages and who should be able to produce clear, well-structured and grammatically correct written and spoken Catalan and Spanish.

Note for exchange students. Spanish and Catalan and equivalent native/near-native levels are required in both languages, so as a general rule this course is not suitable for exchange students. However, exceptional cases will be considered - if you think this applies, then contact the course coordinator.

Objectives

The aim of this course is to identify the distinctive features and expressive resources of each language and to develop practical translation skills through the translation of different text types (narrative, descriptive, expository, argumentative and instructional) with varying degrees of structural complexity and linguistic variation (mode, tone, field and style).

Upon successful completion of the course, students will be able to:

Demonstrate knowledge of the distinctive features and expressive resources of each language.

Apply this knowledge to translate different types of texts of varying degrees of complexity from Catalan into Spanish and from Spanish into Catalan, using appropriate translation strategies.

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. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing non-specialised written texts that are appropriate to their context and possess linguistic correctness.
3. Producing written texts from different fields and with specific communicative purposes: Producing non-specialised written texts from different fields and with specific communicative purposes.
4. Solving interferences between the working languages: Solving interferences between the working

languages.

5. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems of non-specialised texts.
6. 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.
7. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
8. Identifying the specific translation problems of non-specialised texts: Identifying the specific translation problems of non-specialised texts of different fields.
9. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
10. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of non-specialised written texts of several fields.

Contents

- Resolving contrastive difficulties: differences in writing conventions, lexical, morphosyntactic and textual features.
- Resolving translation problems involving non-specialised genres in standard language of different types: narrative, descriptive, expository, argumentative and instructional texts.
- Resolving translation problems arising from textual tone (colloquial, informal, formal, solemn, etc.).
- Resolving translation problems arising from textual mode (written to be read aloud, written to be spoken, etc.).
- Resolving translation problems arising from the style of the text (clear/obscure, concise/ornate, rigid and archaic/natural, etc.).
- Resolving basic translation problems arising from the subject field.
- Using reference resources relevant to the translation of non-specialised texts.

The course contents will be covered in class, either in person or through Microsoft Teams or Moodle, following a practical approach based on the revision of the translations included in the course dossier. The translation problems encountered and their possible solutions will be discussed collectively. At the same time, theoretical contents concerning interference between the two languages will be introduced and subsequently applied in practice by the students, following the syllabus outlined below:

1. The definite article. The Spanish neuter article and the dangers of word-for-word translation: fixed expressions. The article with proper nouns. The article with the infinitive. The omission of articles in Spanish.
2. Nouns. Changes in gender and number in etymologically related nouns. Their syntactic and discourse-related implications.
3. Adjectives. Variable and invariable qualifying adjectives. Incorrect feminine and plural forms. Comparatives. Possessives: differences in usage between the two languages. Numerals and indefinite quantifiers. Some potentially confusing cases: *mismo* and *mateix*, *demás* and *demés*, *varios* and *varis*, etc.
4. Verbal differences between Spanish and Catalan: semantic differences and differences in the syntactic use of tenses; the Spanish future subjunctive; the imperfect subjunctive and the conditional; periphrastic tenses; the imperfect indicative in conditional clauses; the future, the conditional and the present subjunctive in clauses expressing doubt or probability; expressions of obligation; agreement of the past participle; the infinitive; the gerund. Spanish preposing of verbs. Differences in use and meaning between Spanish and Catalan verbs: *ser* and *estar* / *ésser* and *estar*, *dar* and *fer*, *traer* and *llevar* / *portar* and *dur*, *ir* and *venir* / *anar* and *venir*, *oír* and *sentir* / *oir* and *sentir*. False friends and interference. Verbs used transitively, intransitively, pronominally and non-pronominally. Verbal periphrases.
5. Pronouns. Forms of address: *usted*, *vos* and *vostè*. The Catalan system of weak pronouns and its discourse economy, compared with the Spanish pronominal system. Translation of the adverbial pronouns *en* and *hi*. Certain uses of the Spanish reflexive pronoun. Relative pronouns: *que* and *quien* / *que*, *qui* and *què*, *el cual*, *la cual*... / *el qual*, *la qual*...; *lo cual* / *la qual cosa*; exclusive uses of *el qual*; the Spanish relative pronoun *cuyo*.

6. Adverbs. Adverbs of quantity. Negative adverbs. Adjectives used adverbially. Adverbial expressions.
7. Prepositions. Prepositional variation. The use of *a*, *en* and *amb*. *De* before the infinitive. Complements governed by *a* or *de*. *Fins* and *fins a*. *Per* and *per a*. Prepositional expressions.
8. Conjunctions. *I* and *o*. *Pero* and *però*. Translation of *pues*, *aunque*, *todavía*, *además*, *nada menos*, etc. Conjunctive expressions containing *que*: partial or misleading correspondences.
9. Lexis. Registers and domains. The different developments of Latin etyma and the emergence of false friends.
10. Phraseology. Idiomatic expressions and set phrases.

Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Preparation of translations and papers	50	2	1, 2, 3, 4, 10
Documentation	10	0.4	
Reading	15	0.6	1, 10
Preparation of exercises	10	0.4	1, 2, 3, 4, 10
Master Lesson	15	0.6	
Performing translation activities	30.5	1.22	1, 2, 3, 4, 10
Solving exercises	7	0.28	1, 2, 3, 4, 10
Increasing Knowledge	5	0.2	

The Translation A-A course is structured around two complementary components: a theoretical component and a practical component. While the theoretical component requires considerably less time and dedication than the practical one, it provides the essential foundations for developing sound translation skills. Part of the course will therefore be devoted to theoretical content, while the remainder will focus on translation practice. During these practical sessions, translation "models" will emerge from students' own work, as well as from the discussion and revision of translations prepared in advance. Existing published translations of recognised quality, in both translation directions, will also be used as reference models, always understood as possible translation solutions rather than definitive ones.

Observations

1. The course schedule may be adjusted depending on the pace of the class and the needs of the group.
2. The learning contents-and, consequently, the assessment-may be modified during the semester, provided that such changes are agreed upon by the lecturer and the majority of students who attend classes regularly.

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	Weight	Hours	ECTS	Learning outcomes
Language and translation Exercises (Spanish-Catalan)	20%	1.75	0.07	1, 2, 3, 4, 6, 7, 8, 9, 10
Translation of a text (Catalan-Spanish)	30%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Translation of a text (Spanish-Catalan)	30%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Language and Translation Exercises (Catalan-Spanish)	20%	1.75	0.07	1, 2, 3, 4, 10

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:

1. Text translation from Spanish to Catalan, with dictionaries and internet access, to be delivered on the day of the assessment (20%)
2. Text translation from Catalan to Spanish, with dictionaries and internet access, to be delivered on the day of the assessment (20%)
3. Text translation from Spanish to Catalan, without internet access, to be done on the day of the assessment (30%)
4. Text translation from Catalan to Spanish, without internet access, to be done on the day of the assessment (30%)

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

Monolingual Dictionaries

Catalan

aa.dd. *Diccionari de la llengua catalana*. 4a ed. Barcelona: Enciclopèdia Catalana, 1998.

Alcover, Antoni M.; Moll, Francesc de B. *Diccionari català-valencià-balear*. Palma de Mallorca: Moll, 1988.

Coromines, Joan. *Diccionari etimològic i complementari de la llengua catalana*. Barcelona: Curial, 1980.

Espinal i Farré, M. Teresa. *Diccionari de sinònims de frases fetes*. Bellaterra: Universitat Autònoma de Barcelona: Barcelona: Publicacions de l'Abadia de Montserrat: València: Universitat de València, 2004.

Franquesa, Manuel. *Diccionari de sinònims*. 6a ed. Barcelona: Pòrtic, 1991.

Institut d'Estudis Catalans. *Diccionari de la llengua catalana*. Barcelona: 1995.

Pey, Santiago. *Diccionari de sinònims i antònims*. 9a ed. Barcelona Teide, 1986.

Raspall, Joana; Martí, Joan. *Diccionari de locucions i frases fetes*. Barcelona: Edicions 62, 1984.

Xuriguera, Joan Baptista. *Els verbs catalans conjugats*. 4a ed. Barcelona: Claret, 1977.

Spanish

aa.dd. *Diccionario de sinónimos, ideas afines y contrarios*. 12a ed. Barcelona: Teide, 1986.

Casares, Julio. *Diccionario ideológico de la lengua española*. 2a ed., 17a reimpr. Barcelona: Gustavo Gili, 1990.

Corominas, Joan; Pascual, José A. *Diccionario crítico etimológico castellano e hispánico*. Madrid: Gredos, 1983.

Moliner, María. *Diccionario de uso del español*. 19a reimpr. Madrid: Gredos, 1994.

Real Academia Española. *Diccionario de la lengua española*. 21a ed. Madrid: Espasa Calpe, 1992.

Seco, Manuel; Andrés, Olimpia; Ramos, Gabino. *Diccionario del español actual*. Madrid: Aguilar, 1999.

Varela, Fernando; Kubarta, Hugo. *Diccionario fraseológico del español moderno*. Madrid: Gredos, 1994.

Xuriguera, J.B. *Los verbos conjugados*. Barcelona: Claret, 1991.

Bilingual Dictionaries

Abril Español, Joan. *Diccionari de frases fetes català-castellà / castellà-català*. Barcelona: Edicions 62, 1996.

Ballbastre i Ferrer, Josep. *Nou recull de modismes i frases fetes català-castellà / castellà-català*. 3a ed. Barcelona: Pòrtic, 1982.

Moll, Francesc de B. *Diccionari català-castellà / castellà-català*. 7a ed. Palma de Mallorca: Moll, 1989.

Parés i Puntas, Anna. *Diccionari de refranys català-castellà / castellà-català*. Barcelona: Edicions 62, 1997.

Pascual, Vicent. *Diccionari Gregal valencià-castellà / castellà-valencià*. València: Gregal, 1987.

Torras, Ignasi. *Diccionari manual castellà-català*. Barcelona: Edicions 62

Basic Bibliography

Jordana, C.A. *El català i el castellà comparats*. Barcelona: Barcino, 1968.

Lacreu, Josep. *Manual d'ús de l'estàndard oral*. 2a ed. València: Universitat de València, 1992.

Ruaix i Vinyet, Josep. *Nou Diccionari auxiliar*. Barcelona: Claret, 2011.

Ruaix i Vinyet, Josep. *Observacions crítiques i pràctiques sobre el català d'avui*. Moià: J. Ruaix, 1994, vol. I. [Specially chaptr. I, "Interferència del castellà", p. 9-77.]

Complementary Bibliography

Payrató, Lluís. *La interferència lingüística. Comentarís i exemples català-castellà*. Barcelona: Curial-Publicacions de l'Abadia de Montserrat, 1985.

Rodríguez-Vida, Susana. *Catalán-castellano frente a frente*. Barcelona: Inforbook's, 1997.

Soler i Janer, Josep M. *Gràcia i desgràcia de les traduccions literals*. Barcelona: Claret, 1977.

Torrent, Anna M. *La llengua de la publicitat*. Barcelona: Publicacions de l'Abadia de Montserrat, 1999.

i Margarit, Antoni M. "Notes sobre el castellà parlat per catalans". *Llengua i cultura als Països Catalans*. Barcelona: Edicions 62, 1980, p. 145-153.

Coromina, Eusebi. *El 9 Nou / El 9 TV. Manual de redacció i estil*. Vic: Premsa d'Osina, 2008.

Coromines, Joan. *Lleures i converses d'un filòleg*. Barcelona: Club editor, 1983.

Fabra, Pompeu. *Converses filològiques*. Barcelona: Edhasa, 1983 i 1984.

Fabra, Pompeu. *Gramàtica de la llengua catalana*. Barcelona: Aqua, 1982.

Jané, Albert. *Aclariments lingüístics*. Barcelona: Barcino, 1973, 3 vols.

Jané, Albert. *El llenguatge. Problemes i aspectes d'avui*. Barcelona: Edhasa, 1977-80. 4 vols.

Mestres, Josep M.; Costa, Joan; Oliva, Mireia; Fité, Ricard. *Manual d'estil. La redacció i l'edició de textos*. Barcelona: Eumo, 1995.

Ortega, Rudolf. *Tinc un dubte. El petit llibre del català correcte*. Barcelona: La Magrana, 2008.

Sola, Joan; Rigau, Gemma [et al.]. *Gramàtica del català contemporani*. Barcelona: Empúries, 2002.

Solà, Joan. *Parlem-ne. Converses lingüístiques*. Barcelona: Proa, 1998.

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aa.dd. *Diccionario de las lenguas de España*. Madrid: Ediciones Generales Anaya, 1985.
[Specially, "Apéndice", p. 633-657.]

Alarcos Llorach, Emilio. *Gramática de la lengua española*. Madrid: Espasa Calpe, 1994.

Bosque, Ignacio; Demonte, Violeta (dirs.). *Gramática descriptiva de la lengua española*. Madrid: Espasa Calpe, 1999.

Gómez Torrego, Leonardo. *Manual del español correcto*. Madrid: Arco/Libros, 1989.

Martínez de Sousa, José. *Dudas y errores del lenguaje*. 4a ed. Madrid: Paraninfo, 1987.

Seco, Manuel. *Diccionario de dudas y dificultades de la lengua española*. 9a ed. Madrid: Espasa-Calpe, 1986.

Online resources

Castellano

1. Diccionario de la Real Academia Española 22a edición (2012). <http://www.rae.es/rae.html>

Includes:

Diccionario panhispánico de dudas. <http://www.rae.es/recursos/diccionarios/dpd>

2. Fundación del español urgente. <http://www.fundeu.es/>

Buscador de dudas

Incluye glosarios

3. Manual de español urgente.

http://www.parlament.cat/portal/pls/portal/documentnom?p_nom=Manual_de_Espanol_Urgente_Sobre_lexico.pdf

4. Manual de estilo El País. <http://blogs.elpais.com/files/manual-de-estilo-de-el-pa%C3%ADs.pdf>

5. Manual de Estilo de RTVE. <http://manualdeestilo.rtve.es/>

6. El refranario. <http://www.refranario.com/>

7. CVC El refranero multilingüe. <http://cvc.cervantes.es/lengua/refranero/>

8. Enciclopedia Espasa. <http://espasa.planetasaber.com/default.asp?1441477996>

Catalan

1. [Optimot \(http://aplicacions.llengua.gencat.cat/llc/AppJava/index.html\)](http://aplicacions.llengua.gencat.cat/llc/AppJava/index.html)

Cercador que beu de diverses fonts:

Diccionari de la llengua catalana de l'Institut d'Estudis Catalans (2a edició) (<http://dlc.iec.cat/>)

- És el diccionari normatiu de la llengua catalana.
- **Diccionari català-castellà** i **Diccionari castellà-català** (4a edició) d'Enciclopèdia Catalana
Són dos diccionaris bilingües, català-castellà i castellà-català, que inclouen lèxic general, fraseologia i noms propis.
- Fitxes de l'Optimot
Són fitxes que expliquen de manera didàctica i breu continguts lingüístics (d'ortografia, sintaxi, morfologia, lèxic...) i altres aspectes significatius de la llengua (fraseologia, refranys, toponímia...). L'objectiu d'aquestes fitxes és resoldre dubtes lingüístics freqüents.
- Verbs conjugats de la **Gramàtica de la llengua catalana** de l'Institut d'Estudis Catalans (versió provisional)
Són els models de conjugació de la *Gramàtica de la llengua catalana* de l'Institut d'Estudis Catalans (versió provisional), amb les formes generals i les principals variants dialectals, i amb el desenvolupament complet dels temps simples i els compostos.
- Diccionaris terminològics del **TERMCAT**
Són els diccionaris elaborats pel Centre de Terminologia TERMCAT que recullen lèxic especialitzat de diferents àmbits del coneixement. Les fitxes que contenen termes normalitzats presenten el distintiu "**Neoloteca**". Les fitxes que contenen denominacions de l'aplicació informàtica Plats a la carta presenten el distintiu "**Plats a la carta**".
- Col·lecció "**Criteris Lingüístics**" de la Direcció General de Política Lingüística
Són monografies sobre aspectes convencionals de la llengua (majúscules, abreviacions...) i sobre qüestions d'estil (criteris de redacció i de traducció, llenguatge no sexista...): **Criteris de traducció de noms, denominacions i topònims**, **Criteris de traducció de textos normatius del castellà al català**, **Abreviacions**, **Majúscules i minúscules**
- **Nomenclàtor oficial de toponímia major de Catalunya** de la Comissió de Toponímia de Catalunya (2a edició)
És l'obra que recull els topònims oficials de Catalunya.
- **Nomenclàtor toponímic de la Catalunya del Nord** de l'Institut d'Estudis Catalans
És l'obra que recull la forma i la pronúncia catalanes dels topònims més significatius de la Catalunya del Nord.

2. <https://www.enciclopedia.cat> d'Enciclopèdia Catalana. Aquest diccionari compta amb informació etimològica, conjugació verbal i moltes entrades de mots tècnics i específics.

3. **Diccionari català-valencià-balear** (<http://dcvb.iecat.net/>) d'Antoni Maria Alcover i Francesc de Borja Moll. Diccionari descriptiu de la llengua catalana, que conté informació etimològica, dialectal i modismes.

4. **ÉsAdir**, portal lingüístic de la CCMA

5. Enciclopèdia catalana. <http://www.enciclopedia.cat/>

6. Lèxic Obert Flexionat <http://ca.oslin.org/>

Diccionari de topònims i gentilicis, Diccionari de manlleus, Diccionari de noms deverbals

7. Diccionari de sinònims de frases fetes

http://ddd.uab.cat/pub/llibres/2006/89642/Diccionari_sinonims_Espinal_a2006.pdf

8. <https://www.diccionari.cat> . Diccionari català castellà/castellà català de la Enciclopèdia.

Software

The exercises and translations to be evaluated will be delivered through the "task" option in Moodle, or on paper according to the teacher's criteria.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	3	Catalan	second semester	morning-mixed
(PAUL) Classroom practices	4	Catalan	second semester	morning-mixed