

**COURSE DATA****Data Subject**

<b>Code</b>	35572
<b>Name</b>	Linguistics applied to translation
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2021 - 2022

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1009 - Degree in Translation and Interlinguistic Mediation(English)	Faculty of Philology, Translation and Communication	1	Second term
1010 - Degree in Translation and Interlinguistic Mediation (French)	Faculty of Philology, Translation and Communication	1	Second term
1011 - Degree in Translation and Interlinguistic Mediation (German)	Faculty of Philology, Translation and Communication	1	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1009 - Degree in Translation and Interlinguistic Mediation(English)	2 - Linguistics	Basic Training
1010 - Degree in Translation and Interlinguistic Mediation (French)	2 - Linguistics	Basic Training
1011 - Degree in Translation and Interlinguistic Mediation (German)	2 - Linguistics	Basic Training

**Coordination**

<b>Name</b>	<b>Department</b>
MONTANER MONTAVA, MARIA AMPARO	340 - Language Theory and Communication Sciences
PRUÑONOSA TOMAS, MANUEL	340 - Language Theory and Communication Sciences



## SUMMARY

This course presents elements of linguistic analysis and linguistic theory relevant for explaining and assessing practice of translation and interlingual mediation activity. The course includes a definition and explanation of linguistic contrast criteria useful for the translator /mediator, highlighting the differences in text type or mode of expression, which are dependent on the contexts or communicative goals. Further information in Spanish.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

See Spanish version.

## OUTCOMES

### 1009 - Degree in Translation and Interlinguistic Mediation(English)

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.



- Know the grammar and develop communicative skills in Spanish, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).
- Know the grammar and develop communicative skills in Catalan, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).
- Know and apply currents and methodologies of linguistics in the field of translation and linguistic mediation.
- Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

#### **1010 - Degree in Translation and Interlinguistic Mediation (French)**

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.
- Know the grammar and develop communicative skills in Spanish, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).
- Know the grammar and develop communicative skills in Catalan, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).
- Know and apply currents and methodologies of linguistics in the field of translation and linguistic mediation.
- Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.



### **1011 - Degree in Translation and Interlinguistic Mediation (German)**

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Interrelate different areas of humanistic studies.
- Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.
- Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.
- Know the grammar and develop communicative skills in Spanish, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).
- Know the grammar and develop communicative skills in Catalan, applied to translation and linguistic mediation, at a C2 level of the Common European Framework of Reference (CEFR).
- Know and apply currents and methodologies of linguistics in the field of translation and linguistic mediation.
- Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

## **LEARNING OUTCOMES**

See Spanish version.

## **DESCRIPTION OF CONTENTS**



## 1. La Traducción. Tipología y características

## 2. Traducción y neurolingüística

## 3. Las teorías lingüísticas y la traducción

### WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	25,00	0
Study and independent work	10,00	0
Preparing lectures	25,00	0
Preparation of practical classes and problem	25,00	0
<b>TOTAL</b>	<b>150,00</b>	

### TEACHING METHODOLOGY

See Spanish version.

### EVALUATION

See Spanish version.

### REFERENCES

#### Basic

- LÓPEZ GARCÍA, ÁNGEL Y VEYRAT, MONTSERRAT (2011), Lingüística aplicada a la traducción, Valencia, Tirant lo Blanch.
- Hatim. B & I. Mason (1990): Discourse and the Translator. Londres, Longman.





### **Additional**

- AIKHENVALD, A. & DIXON, R. (2006), *Grammars in Contact. A Cross-Linguistic Perspective*, Oxford, Oxford University Press.
- BERNÁRDEZ, E. (2008), *El lenguaje como cultura*, Madrid, Alianza.
- HERNÁNDEZ SACRISTÁN, C. (1994), *Aspects of Linguistic Contrast and Translation, The Natural Perspective*, Frankfurt, Peter Lang.
- JORQUES, D. (1997), *Interpelación y espacios comunicativos*, València, Universidad de Valencia, LynX.
- LARSEN-FREEMAN, D. Y LONG, M. H. (1994), *Introducción al estudio de la adquisición de segundas lenguas*, Madrid, Gredos.
- LÓPEZ GARCÍA, A (2007), *The Neural basis of language*, München, Lincom.
- LUQUE, J. DE DIOS (2001), *Aspectos universales y particulares del léxico de las lenguas del mundo*, Granada, Método.
- SÖRMAN, T. (2007), *Lingüística contrastiva como herramienta para la enseñanza de lenguas*, Madrid, Arco.

### **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **HYBRID LEARNING MODE (BLENDED)**

#### **1. Contents**

- The contents initially programmed at the beginning of the course for the theoretical sessions are maintained.
- Public activity review sessions are eliminated because it is impossible to find a non-face-to-face alternative to achieve the learning objective. They are replaced by guidance documents for the activity, available on the Virtual Classroom platform.

#### **2. Workload and teaching schedule**

- Maintenance of the weight of the different activities of the original DG
- The activities add the hours of dedication in ECTS credits marked in the original teaching guide

#### **3. Methodology**

1. Publication of materials in the virtual classroom for part of the contents. Resolution of doubts in the regular class (videoconference and face-to-face).
2. BBC synchronous videoconference and face-to-face teaching.



3. Incorporation into the virtual tutorials or videoconference tutorials program. Each teacher will indicate their preference

#### **4. Assessment**

The evaluation is maintained as established in the teaching guide. The proportion between theory, evaluable in the exam (50%), and practical (50%) is maintained.

#### **5. Bibliography**

Without changes.

### **DISTANCE (ONLINE) LEARNING**

#### **1 Contents**

- All the contents initially programmed at the beginning of the course for the theoretical sessions are maintained.
- Public activity review sessions are eliminated because it is impossible to find a non-face-to-face alternative to achieve the learning objective. They are replaced by guidance documents for the activity, available on the Virtual Classroom platform.

#### **2. Workload and teaching schedule**

Maintenance of the weight of the different activities that add up to the hours of dedication in ECTS credits marked in the original teaching guide.

#### **3. Teaching methodology**

1. Publication of materials in the virtual classroom for part of the contents. Resolution of doubts in the regular class (videoconference).
2. BBC synchronous videoconference.
3. Incorporation into the virtual tutorials or videoconference tutorials program. Each teacher will indicate their preference.



#### **4. Evaluation**

- The proportion between theory (initially assessable in the exam, 50%) and practical (50%) is maintained.
- The exam is replaced by online tests, such as academic papers, essays, personal elaboration of questions, reviews, etc.
- The practices will be delivered online.
- For the second call, the evaluation criteria of the first call are maintained.

#### **5. Bibliography**

Without changes.