

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

Code	35648
Name	Interlinguistic pragmatics and mediation
Cycle	Grade
ECTS Credits	6.0
Academic year	2022 - 2023

Study (s)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation(English)	Faculty of Philology, Translation and Communication	3	First term
1010 - Degree in Translation and Interlinguistic Mediation (French)	Faculty of Philology, Translation and Communication	3	First term
1011 - Degree in Translation and Interlinguistic Mediation (German)	Faculty of Philology, Translation and Communication	3	First term

Subject-matter

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation(English)	16 - Auxiliary theoretical and practical knowledge	Obligatory
1010 - Degree in Translation and Interlinguistic Mediation (French)	16 - Auxiliary theoretical and practical knowledge	Obligatory
1011 - Degree in Translation and Interlinguistic Mediation (German)	16 - Auxiliary theoretical and practical knowledge	Obligatory

Coordination

Name	Department
PRUÑONOSA TOMAS, MANUEL	340 - Language Theory and Communication Sciences
SANCHO CREMADES, PELEGRI	340 - Language Theory and Communication Sciences



SUMMARY

The course offers an introduction to the contrastive and intercultural dimensions of pragmatic categories, namely those elements of verbal communication systems involved in communicative interaction. It will address the most relevant descriptive and theoretical issues for explaining intercultural communication in a broad spectrum of its manifestations.

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 Catalan or 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.
- 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.
- Design and manage projects in the academic or professional field of translation and linguistic mediation.
- Apply information and communication technologies and computer tools to translation and linguistic mediation.



- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Know the main translation techniques and standards in their socio-cultural context.
- Master new information and communication technologies applied to translation and linguistic mediation.
- Master documentation techniques for translation and linguistic and cultural mediation.
- Know, use and create terminological databases and lexicographic tools that are significant for 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.
- 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.
- Design and manage projects in the academic or professional field of translation and linguistic mediation.
- Apply information and communication technologies and computer tools to translation and linguistic mediation.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Know the main translation techniques and standards in their socio-cultural context.
- Master new information and communication technologies applied to translation and linguistic mediation.
- Master documentation techniques for translation and linguistic and cultural mediation.



- Know, use and create terminological databases and lexicographic tools that are significant for 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 be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving 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.
- 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.
- Design and manage projects in the academic or professional field of translation and linguistic mediation.
- Apply information and communication technologies and computer tools to translation and linguistic mediation.
- Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.
- Know the main translation techniques and standards in their socio-cultural context.
- Master new information and communication technologies applied to translation and linguistic mediation.
- Master documentation techniques for translation and linguistic and cultural mediation.
- Know, use and create terminological databases and lexicographic tools that are significant for 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

The expected learning outcomes include the entire set of skills that define the general competences of the degree referred to. The theoretical and applied knowledge of the pragmatic categories in their contrastive and intercultural dimensions define the specific learning outcome for this subject.

DESCRIPTION OF CONTENTS

1. Foreword

2. Speech Acts

3. Deixis. Direct, indirect and nonliteral speech acts. Utterance

4.

5. Politeness

6. Conversational Analysis

7. Non-verbal Languages

8. Applications

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theoretical and practical classes	60,00	100
Attendance at events and external activities	5,00	0
Development of group work	20,00	0
Study and independent work	35,00	0
Readings supplementary material	10,00	0
Preparing lectures	20,00	0
TOTAL	150,00	

TEACHING METHODOLOGY

The planned training activities will develop both a on-site part and an off-site part (classroom and non-classroom).

On-site part (classroom): Theoretical exposition lessons.

Practical applications of the theoretical contents.

Off-site part (non-classroom):

See non-face-to-face activities in the “workload” section. The off-site part also includes tutorial hours and exam preparation.

EVALUATION

The evaluation will consist of 2 different parts Type of evaluation - % on final grade

- Individual written exam on subject contents: 65%
- Practical activities: 35%

To pass the whole subject it is necessary to reach a minimum score of 5 out of 10 as a total score. In order for the weighted marks of each of the blocks a) and b) to be added in order to obtain the total score, a minimum of 4 out of 10 must be achieved in each of the two blocks.



Therefore, if this minimum mark is not reached in any of the blocks a) and b), the subject will be failed. This criterion will be applied in the tests determined by the teaching staff in each of the parts or blocks. In the event of “no presentado” (absent, not taken the exam) in any of blocks a) and b), the final grade will be “no presentado” (absent, not taken the exam).

Clarifications

1. The teaching staff of each group will establish the number, modality and deadlines for the practical activities (part b) so that they can be evaluated. Regarding the individual written exam (part a), the teachers of each group will establish its nature.
2. In the written tests that can be proposed, originality will be an exclusive criterion: direct copying of texts from the Internet or other sources, except for the standardized citation mechanisms, will imply a substantial decrease in the grade and even the suspension of the work.
3. In the written tests, among other aspects, the presentation and the ortotypographic correctness will be evaluated. Deficiencies in them can be grounds for failure.
4. The teaching staff of each group will establish at the beginning of the course the compulsory or optional nature of the practical activities (block b)

REFERENCES

Basic

- Blum-Kulka, Shoshana; House, Juliane & Kasper, Gabriele (1989): *Cross-Cultural Pragmatics: Requests and Apologies*, Norwood, N.J., Ablex Publishing Corporation.
- Bravo, Diana; Briz, Antonio (eds.) (2004): *Pragmática Sociocultural: estudios sobre el discurso de cortesía en español*, Barcelona, Ariel
- Coulmas, Florian (ed.) (1981): *Conversational routine: Explorations in standarized communication situations and prepatterned speech*, The Hague, Mouton.
- Escandell Vidal, M^a Victoria (1996), *Introducción a la pragmática*, Barcelona, Ariel, 2a. 2006.
- Hernández Sacristán, Carlos (1999), *Culturas y acción comunicativa. Introducción a la pragmática intercultural*, Barcelona, Octaedro.



- House, Juliane; Blum-Kulka, Shoshana (eds.) (1986), <i>Interlingual and Intercultural Communication, Discourse and Cognition in Translation and Second Language Acquisition Studies</i>, Tübingen, Gunter Narr.
- Knapp, Karlfried; Eninger, Werner & Knapp-Potthott (eds.) (1987), <i>Analyzing Intercultural Communication</i>, Berlín/Nueva York/Amsterdam, Mouton de Gruyter.
- Leech, Geoffrey N. (1983), <i>Principles of Pragmatics</i>, Londres, Longman [Trad. esp. de Felipe Alcántara Iglesias: <i>Principios de pragmática</i>, Logroño: Universidad de La Rioja. 1998]
- Levinson, Stephen C. (1983), <i>Pragmatics</i>, Cambridge, Cambridge University Press [Trad. esp. de África Rubiés Mirabet: <i>Pragmática</i>, Barcelona, Teide. 1989]
- Rodrigo Alsina, Miquel (1999), <i>Comunicación intercultural</i>, Barcelona, Anthropos.
- Verschueren, Jef (1999), <i>Understanding Pragmatics</i>, Londres, Arnold [trad. esp.: <i>Para entender la pragmática</i> Madrid, Gredos, 2002]
- Wierzbicka, A. (1991): <i>Cross-Cultural Pragmatics. The Semantics of Human Interaction</i>, Berlin/New York, Mouton de Gruyter.

Additional

- El profesorado establecerá durante el período lectivo las referencias concretas correspondientes a cada tema.
 - El professorat n'establirà durant el període lectiu les referències específiques per a cada tema.