



## COURSE DATA

### DATA SUBJECT

**Code:** 35572  
**Name:** Linguistics applied to translation  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	1	Second quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	1	Second quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	1	Second quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation (English)	Linguistics	BASIC
1010 - Degree in Translation and Interlinguistic Mediation (French)	Linguistics	BASIC
1011 - Degree in Translation and Interlinguistic Mediation: German	Linguistics	BASIC

### COORDINATION

MONTANER MONTAVA MARIA AMPARO

## 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.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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



## OTHER REQUIREMENTS

No other types of requirements are required.

## COMPETENCES / LEARNING OUTCOMES

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Apply quality criteria to work in the field of translation and linguistic mediation, following the specifications of the European quality standard EN-15038:2006.

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.

Interrelate different areas of humanistic studies.

Know and apply currents and methodologies of linguistics in the field of translation and linguistic mediation.

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 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).

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.

Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.

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.

Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

## DESCRIPTION OF CONTENTS



### 1. Applied Linguistics to Translation

Introduction. Linguistics, Applied Linguistics, and Applied Linguistics to Translation. Characterization

### 2. Linguistic Models for Translation

Linguistic models for translation. Interlinguistic contrasts and contrastive linguistics. Text linguistics. Enactive linguistics. Other models.

### 3. Communication and Translation

Communication and translation. Context and translation. Semiotics, culture, and translation. Textuality.

### 4. Psycholinguistic and Neurolinguistic Dimensions of the Translation Process

The translation process from a psycholinguistic perspective. Neurolinguistic approaches to translation

### 5. Relevant Neurolinguistic Issues for Translation

Bilingualism. Language teaching and acquisition. Other issues relevant for translation

Learning results

Develop skills related to communication capacity

Understand and interpret information from languages A

Develop critical thinking and teamwork skills

Develop communicative abilities

Gain a solid understanding of the mental (neurolinguistic and psycholinguistic) challenges posed by translation

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theory	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	25,00
Independent study and work	10,00
Preparation of lessons	50,00



Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

In this subject, a teaching will be carried out that enhances the involvement of the student by promoting autonomous learning and active participation in classes. To give prominence to the student, and to favor their critical thinking and their creative capacity, the subject will be based on carrying out either individually, in pairs or in groups, the following activities:

Theoretical classes:

- Theoretical classes given by the teaching staff but with the active participation of the students.
- Presentations of certain topics by people invited by the teacher or by the students themselves.

Practical classes:

- Debates on issues related to the course content.
- Reading of certain fragments related to linguistics
- It will be possible to carry out exercises and activities related to the contents.
- Psychological tests may be carried out.
- Tests and tabulation of the results may be carried out.
- Reviews may be made.

This course will include activities related to the educational innovation project "Desarrollo del pensamiento crítico y la inteligencia intercultural mediante intercambios virtuales"  
In this subject the SDG number 5 will be especially taken into account and, specifically, it contributes to "ending all forms of discrimination against all women and girls everywhere."

## EVALUATION

### ASSESSMENT



-Exam: 70%

-Activities: 30%

A minimum score of 4 out of 10 is required on the exam for the activities to be added and the course to be passed

Important note:

The activities of the practical part are considered recoverable in the second call.

Intellectual honesty is vital in academic communities, and for the fair evaluation of student work. All works presented in this course must be original. Work that uses fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) , except if its use is part of the contents of the subject and is authorized by the teaching staff who teach it.

The general grading system will follow the regulations of the University of Valencia approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

## REFERENCES

### BASIC

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

### 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.