



## COURSE DATA

### DATA SUBJECT

**Code:** 35648  
**Name:** Interlinguistic pragmatics and mediation  
**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	3	First quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	3	First quarter

### SUBJECT-MATTER

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

### COORDINATION

PRUÑONOSA TOMAS MANUEL

## SUMMARY

The course offers an introduction to pragmatic categories. These are all the elements of verbal and non-verbal communication systems involved in communicative interaction. It pays special attention to their contrastive and intercultural dimensions. These are of interest for interlinguistic mediation, which is the task of translators and interpreters.

It forms part of the 'Auxiliary theoretical and practical knowledge' module.

## 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 restrictions nor recommendations have been specified.

## COMPETENCES / LEARNING OUTCOMES

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Apply information and communication technologies and computer tools to 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.

Design and manage projects in the academic or professional field of translation and linguistic mediation.

Know, use and create terminological databases and lexicographic tools that are significant for translation and linguistic mediation.

Know the main translation techniques and standards in their socio-cultural context.

Master documentation techniques for translation and linguistic and cultural mediation.

Master new information and communication technologies applied to translation and linguistic mediation.

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



## DESCRIPTION OF CONTENTS

### **1. Introduction to pragmatics, intercultural pragmatics and interlinguistic mediation**

Brief presentation of the study of the meaning of utterances in terms of linguistic use; projection to the context of interlinguistic interaction.

### **2. Speech Acts**

Language use as performance. Types of speech acts. Speech acts and interculturality: organisational aspects in contrast between languages.

### **3. Deixis and other related phenomena**

The contextual referential anchoring of utterances; referred discourse; polyphony in utterances and manifestations in interlinguistic interaction.

### **4. Implicit meaning**

What is said and what is communicated in utterances as the effect of inferences; patterns of communicative interaction and communicative interaction in an intercultural perspective

### **5. Politeness. Pragmatic errors**

Social image and politeness. Theories of politeness. Errors and misunderstandings. Interlinguistic interaction.

### **6. Conversational Analysis**

The conversational exchange; the interlinguistic exchange. Other situations.

### **7. Non-verbal Languages**

Non-verbal communication: systems and categories. Interlinguistic non-verbal interaction.



## 8. Interlinguistic mediation

Pragmatics and interlinguistic mediation. Interlinguistic mediation in different fields.

### Learning Outcomes

- Development of ethical commitment, recognition of diversity and multiculturalism.
- Development of the ability to obtain and interpret relevant information on a topic.
- Development of critical capacity and creativity in problem solving, adapting to new situations.
- Development of communication skills and the ability to work in interdisciplinary teams and the ability to work in an international context.
- Knowledge of the different types of theoretical approach to translation and its implications in translational practice.
- Knowledge and use of documentation techniques related to translation and linguistic mediation.
- Theoretical and applied knowledge of pragmatic categories in their contrastive and intercultural dimension.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	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	20,00
Independent study and work	35,00
Preparation of lessons	30,00
Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

The planned training activities will include both a classroom component and a non-classroom component.

- a) Classroom component
  - Theoretical-expository classes.
  - Applications of theoretical content.
- b) Non-face-to-face component



preparation of individual or group work, independent study and work, class preparation, consultations in tutorial hours and exam preparation, attendance at other occasional activities of interest in the subject.

#### Sustainable Development Goals (SDGs)

In this subject the Sustainable Development Goals (SDG) number 5 will be especially considered, and it contributes to "ending all forms of discrimination against all women and girls worldwide".

## EVALUATION

The general grading system follows the regulations of the Universitat de València approved by the Governing Council on 30 May 2017. (ACGUV 108/2017).

The evaluation will consist of 2 differentiated parts and with the following proportion:

- a) Final individual written test on the contents of the subject: 70%.
- b) Activities carried out throughout the course: 30%.

1. To pass the course, a minimum score of 5 out of 10 must be achieved as a total score, whether at the first or second sitting.
2. To add up the weighted marks of each of the parts a) and b) to obtain the total mark, you must achieve Part a) [Final individual written test]: at least a 4 out of 10 in this part. Therefore, if this minimum mark is not reached, the subject will be failed. This requirement applies to both examinations. Part b): a minimum of 4 out of 10, so that the marks of the activities of this part b) are added to the final mark.

The mention of "matrícula de honor" (MH) may be awarded to the student who has obtained a grade equal to or higher than 9.0, and in strict order of grade in the grade report (ACGUV 108/2017, Art. 17.1).

#### Clarifications:

1. Recoverable activities are those that by their nature allow it, such as the exam, academic work, reading of complementary material (and control), etc.
2. Non-recoverable activities are not those that by their nature do not allow it, such as oral presentations in class, for example.
3. The teacher of each group will establish the number, modality and deadlines for the delivery of the activities (part b) to be assessed.
4. In the written tests, originality will be an exclusive criterion: direct copying of texts from the Internet or other sources, except for the rules of citation, will lead to a substantial drop in the mark and even failure in the work.
5. In the written tests, among other aspects, presentation and grammatical and orthotypographical correctness will be assessed. Deficiencies in these may be grounds for failure.

Important note:



Grades obtained in non-recoverable tests will be kept until the second sitting.

Intellectual honesty is vital in academic communities, and for the fair evaluation of students' work. All work submitted must be of original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted, except if their use is part of the contents of the subject and is authorised by the teaching staff.

## REFERENCES

### BASIC

- Bravo, Diana; Briz, Antonio (eds.) (2004): *Pragmática Sociocultural: estudios sobre el discurso de cortesía en español*, Barcelona, Ariel
- Escandell Vidal, M<sup>a</sup> 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.
- Kecskes, Istvan (2017): "Cross-cultural and intercultural pragmatics". En Kecskes, Istvan (Ed.): *The Cambridge handbook of intercultural pragmatics*, Cambridge, Cambridge University Press, pp. 400-415.
- Viaggio, Sergio. (2004): *Teoría general de la mediación interlingüe*. San Vicente del Raspeig: Publicaciones de la Universidad de Alicante.

### ADDITIONAL



- Bowe, Heather; Martin, Kylie & Manns, Howard. (2014): *Communication across cultures. Mutual understanding in a global world*. Cambridge UK: Cambridge University Press. 2nd ed.
- Ducrot, Oswald. (1980): *Le dire et le dit*. París: Minuit [Trad. esp.: *El decir y lo dicho. Polifonía de la enunciación*. Barcelona: Paidós, 1986].
- Grupo CRIT. (2009): *Culturas cara a cara. Relatos y actividades para la comunicación intercultural*. Madrid: Edinumen
- Julio, M. Teresa & Ricardo Muñoz (eds.) (1998): *Textos clásicos de pragmática*. Madrid: Arco.
- Katan, David. (2013): "Intercultural mediation". En Yves Gambier & Luc Van Doorslaer (Eds.): *Handbook of translation studies*, Amsterdam/Philadelphia: John Benjamins; pp. 84-91.
- Leech, Geoffrey N. (1983), *Principles of Pragmatics*, Londres, Longman [Trad. esp. de Felipe Alcántara Iglesias: *Principios de pragmática*, Logroño, Universidad de La Rioja. 1998]
- Levinson, Stephen C. (1983), *Pragmatics*, Cambridge, Cambridge University Press [Trad. esp. de África Rubiés Mirabet: *Pragmática*, Barcelona, Teide. 1989]
- Reyes, Graciela. (1990): *La pragmática lingüística*. Barcelona: Montesinos.
- Reyes, Graciela. (1996): *El abecé de la pragmática*, Madrid, Arco.
- Wierzbicka, Anna. (1991): *Cross-Cultural Pragmatics. The Semantics of Human Interaction*, Berlin/New York, Mouton de Gruyter.