



COURSE DATA

DATA SUBJECT

Code: 35653
Name: Contrastive linguistics German/Spanish-Catalan
Cycle: Undergraduate Studies
ECTS Credits: 6
Academic year: 2026-27

STUDY (S)

Degree	Center	Acad. year	Period
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	3	
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	4	

SUBJECT-MATTER

Degree	Subject-matter	Character
1011 - Degree in Translation and Interlinguistic Mediation: German	Additional training in practical translation	ELECTIVES
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COORDINATION

BERTOMEU PI PAU

SUMMARY

Contrastive Linguistics B/A German (area: further training in translation) is an elective course of 6 credits of third or fourth year oriented to students of Translation and Interlinguistic Mediation who wish to improve their linguistic competence and, specifically, their translation competence in the German-Spanish/Catalan language pair.

In general, the aim is to deepen the knowledge of different linguistic areas of the two languages of study/work with special emphasis on problematic aspects for the future translator. An important point of reference in the development of the course will be to try to eliminate errors in the uses of the foreign language due to the use of structures from the mother tongue within different levels of analysis.

Studies of contrastive linguistics in relation to the German language will be dealt with, so that the students can expand and strengthen their linguistic competence in this language.



Special importance will be given to linguistic aspects that are more difficult for Spanish and Catalan speakers, and the recognition of the relevance of interlingual differences as well as interferences for the translation German-Spanish/Catalan and Spanish/Catalan-German will be promoted.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

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

OTHER REQUIREMENTS

A very good knowledge of Spanish/Catalan and German is recommended.

COMPETENCES / LEARNING OUTCOMES

1011 - Degree in Translation and Interlinguistic Mediation: German

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.

Have translation competence (direct and/or reverse) for general texts.

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 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 developed the learning skills needed to undertake further study with a high degree of autonomy.

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

Unit 1 provides an overview of the world's languages from the point of view of typologies, families and linguistic universals. Emphasis is placed on classifications of languages according to morphological, syntactic, morphosyntactic and phonological criteria.

Unit 2 focuses on the contrast of German, Spanish and Catalan at different linguistic levels. Emphasis is placed on differences and similarities in the use of different word categories and verb tenses, and in the order of sentence elements.

Unit 3 is devoted to the features of the German language today. Its characteristics are approached from a pluricentric and variationist point of view.

Unit 4 deals with phraseology and its impact on translation. Attention is paid to the difficulty of translating phraseological units, their contrast and the need to establish total, partial or null equivalences.

Unit 5 focuses on the interferences between German, Spanish and Catalan and on the most frequent types of errors with a view to translation and language learning. Emphasis is placed on the challenges and difficulties of German as a foreign language.

Learning outcomes:

Appreciate and understand the application of different translational standards according to different socio-cultural contexts.

Distinguish and make appropriate use of different translation techniques.

Value the differences between the system and the use of languages in terms of translation practice and interlinguistic mediation.

Make decisions and evaluate them critically in translation or communicative mediation tasks.

Know and understand, from within the scope of the degree, the inequalities based on sex and gender in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

WORKLOAD

PRESENCIAL ACTIVITIES



Activity	Hours
Theory	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	45,00
Independent study and work	30,00
Preparation of lessons	0,00
Preparation for assessment activities	15,00
Resolution of case studies	0,00
Total hours	90,00

TEACHING METHODOLOGY

En las clases la acción didáctica y pedagógica del profesor no se limitará a la mera presentación de nuevos contenidos, sino que además facilitará el aprendizaje mediante la reflexión sobre la materia de estudio y motivando al estudiante al autoaprendizaje. Se alternará las sesiones expositivas con sesiones interactivas temáticamente orientadas. Se fomentará además otras formas sociales de trabajo participativo e interactivo (profesor – estudiantes; estudiantes en grupo y por parejas). Mediante estas actividades, en las que se recurre tanto a procedimientos inductivos como deductivos, se pretende incidir especialmente en los niveles de aplicación de los conocimientos ya adquiridos, de solución de problemas y de pensamiento analítico, lógico y crítico. Se realizan actividades encaminadas a desarrollar y fomentar el empleo de estrategias tanto cognitivas (organizar, inferir, deducir, transferir, elaborar, relacionar, sistematizar, formular hipótesis) como socio-afectivas (resolver problemas en grupo, compartir información) y metacognitivas (autocontrol del proceso de aprendizaje). El profesor orienta y dinamiza el aprendizaje mediante métodos de diálogo, discusión y resolución de problemas dentro de un clima de interacción entre iguales. El estudiante aprende empíricamente en relación e interdependencia con el profesor y el resto de los compañeros, compartiendo percepciones e ideas sobre la realidad y reconstruyendo colectivamente el conocimiento. Se pone a disposición de los estudiantes todos los recursos didácticos y tecnológicos disponibles para el autoaprendizaje que facilite su crecimiento académico y personal. El estudiante explora y descubre la materia guiado por su propio interés mediante la interacción con el resto del grupo y el profesor, trabajando en pequeños grupos tutorizados por el profesor. Con todo esto se intenta dotar al estudiante de la capacidad de alcanzar sus objetivos de manera tanto individual como grupal, fomentando además el trabajo en equipo y posibilitando de este modo la interacción y adecuación social del trabajo de investigación realizado y por extensión también la del futuro investigador.

La asignatura quiere contribuir al fomento de los Objetivos de Desarrollo Sostenible de la UNESCO; en particular, al ODS 5, igualdad de género, pues en la redacción del trabajo escrito se exigirá que se preste especial atención al uso del lenguaje inclusivo e igualitario.

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EVALUATION

First call:



Final exam: 50%.

Activities carried out during the course: 50% (recoverable)

Second call:

Final exam: 50% (recoverable)

Activities carried out during the course: 50% (recoverable)

Intellectual honesty is vital in academic communities, and for the fair evaluation of students' work. All work presented in this course must be original authorship. Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (ChatGPT or others) will not be accepted.

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

REFERENCES

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