



Universidad
de Alcalá

GUÍA DOCENTE

LA TRADUCCIÓN DE ASPECTOS PRAGMÁTICO- DISCURSIVOS/ TRANSLATION OF PRAGMATIC AND DISCURSIVE ASPECTS

**Grado en Estudios Ingleses
Grado en Lenguas Modernas y
Traducción**

Universidad de Alcalá

**Curso Académico 20187 /189
Curso 3º y 4º – 2º Cuatrimestre**

GUÍA DOCENTE

Nombre de la asignatura:	La traducción de aspectos pragmático-discursivos/ Translation of pragmatic and discursive aspects
Código:	791022
Titulación en la que se imparte:	Estudios Ingleses/Lenguas Modernas y Traducción
Departamento y Área de Conocimiento:	Filología Moderna/ Filología Inglesa
Carácter:	Optativa
Créditos ECTS:	8
Curso y cuatrimestre:	3º y 4º curso. 2º cuatrimestre
Profesorado:	Carmen Santamaría García
Horario de Tutoría:	Por determinar
Idioma en el que se imparte:	Inglés (Inglés y español en traducciones)

PRESENTATION

This is an optional, 8 ECTS course included in the second semester of third and fourth year of Modern Languages and Translation (*Lenguas Modernas y Traducción*). It approaches translation as a process of finding linguistic and cultural equivalents in different languages.

~~The study of pragmatics and discourse, understood as the study of language in context, will facilitate translation of the meaning that is both explicit and implicit in text. Contents include pragmatic aspects related to power and distance between speakers (such as class, gender, age or race), which permeate across the use of different communicative strategies. Discursive analysis of textual and conversational structure, coherence and cohesive devices will enhance future translators' skills for effective and creative writing, fostering the ability to use different registers and create a particular effect on target audiences.~~

We will adopt a hands-on approach with case studies as challenges for the translator on a variety of texts including instructions, novels, commercials or films.

Future translators and interpreters, writers or editors will benefit from studying and discussing the issues tackled in this course. All the materials are available on the university learning platform for students to access them at their convenience.

Prerequisites:

All activities in this course are conducted in English and Spanish. Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills. Foreign students are required to have C1 in Spanish.

1. MODULE DESCRIPTION

This course approaches translation as a process of finding cognitive, linguistic and cultural equivalents in different languages. The study of pragmatics and discourse, understood as the study of language in real context, will facilitate translation of the meaning that is both explicit and implicit in text. ~~Contents include~~ How do we translate pragmatic aspects related to power and distance between speakers (such as class, gender, age or race identity), which permeate across the use of different communicative strategies? How do we translate emotions-? Discursive analysis of textual and eConversational structure, coherence and cohesive devices will be explored to enhance future translators' skills for effective and creative writing, fostering the ability to use different registers and create a particular effect on target audiences. We will adopt a hands-on approach with activities and case studies presented as challenges that the translator has to face when translating a variety of texts including instructions, novels, commercials or films. The assignments and projects will be discussed with students to have a manageable workload. All the materials are available on the university learning platform for students to access them at their convenience.

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2. AIMS

Generic competences:

1. Development of independent critical thinking based on supportive evidence.

2. Improvement of language skills (reading, writing, speaking and listening).
3. Enhancement of language competence in the communication of information, ideas, opinions, problems and solutions.
4. Development of the abilities to analyse and synthesise information.
5. Development of students' abilities for independent and co-operative learning
6. Improvement of abilities to communicate and work in groups
7. Improvement of abilities to ~~Te~~ make efficient use of library and research skills in order to find and organise information.

Subject specific competences:

8. Acquisition of ~~Te~~ acquire knowledge on the specific terminology and basic concepts of pragmatics and discourse analysis in their application to translation.
9. -Acquisition of a fundamental grasp of the contextual factors which determine language choices, based on pragmatic aspects related to culture, power and distance between speakers (such as class, gender, age or race identity).
10. To perceive implicit linguistic meaning in text as the expression of pragmatic and discursive factors with a focus on cognitive and emotional aspects.
11. Awareness and enhancement of specific translation strategies and skills considering pragmatic and discursive factors.

3. MODULE CONTENTS

Units	Credits or hours
Basic common principles of pragmatics and discourse analysis, understood as the study of language in context <u>including culture, power and distance between speakers</u> .	<ul style="list-style-type: none"> • 2 weeks (6 hours)
Exploration of contextual factors (including culture, power and distance), which determine language choices and must be considered for translation. <ul style="list-style-type: none"> • Field, tenor and mode • Reference, deixis, anaphora and cataphora • Cohesion and coherence <u>in text and conversation</u>. 	<ul style="list-style-type: none"> • 2 weeks (6 hours)
Translating text as action: The pragmatic dimension of context. Speech acts, cooperation and implicature	<ul style="list-style-type: none"> • 3 weeks (9 hours)
Translating the pragmatics of politeness.	<ul style="list-style-type: none"> • 3 weeks (9 hours)
Translating emotiveness in texts.	<ul style="list-style-type: none"> • 3 weeks (9 hours)
Translating identities on stage and screen.	<ul style="list-style-type: none"> • 2 weeks (6 hours)

Con formato: Fuente: 11 pto

4. TEACHING AND LEARNING METHODS

4.1. Student's workload: 200 hours

Class-contact hours: 45	15 lectures to introduce and explain the contents, 30 seminars for general discussion and activities on the readings. <u>All the materials are available on the university learning platform for students to access them at their convenience.</u>
Extra group work 10 hours	Students will make groups to prepare a final paper and also an oral presentations. The teacher will hold at least two sessions with each of these groups.
Independent learning: 145	Reading articles, writing assignments, learner's diary, preparing papers and exam. <u>The assignments and projects will be discussed with students to have a manageable workload.</u>
Total- number of hours	200 hours

4.2. Learning activities, materials and resources

Attending sessions	Lectures: Presentation and discussion of theoretical issues. Seminars: group discussion on the degrees of applicability of theoretical issues, correction of activities and assignments, <u>readings</u> discussion on the compulsory readings. <u>All the materials are available on the university learning platform for students to access them at their convenience.</u>
Tutorials	Group tutorials in order to identify and solve specific problems with the contents of the subject, compulsory readings and written assignments <u>or projects</u> , as well as general orientation of the final project.
Group work	Students will make groups and prepare a <u>different final</u> projects on the applications of pragmatic and discourse aspects to translation. They will also present the results of their projects to their class-mates.

	<p>For <u>In order to facilitate project preparation</u> his, the teacher will meet the groups and provide references as well as guidance and advice on the stages of the process and orientation on the structure of the project and main points to highlight in their presentation.</p>
<p>Autonomous students' work</p>	<p>Reading and summarising of relevant articles and basic readings reported in a learner's diary.</p> <p>Exploring and studying the main concepts used in this framework.</p> <p>Search and selection of relevant bibliographical and web-based resources for further exploration on contents of the course.</p> <p>Preparation of research <u>learning projects</u>. <u>The assignments and projects will be discussed with students to have a manageable workload.</u></p>

5. ASSESSMENT

Assesment Procedures

Assessment will be continuous, so regular work, completion of assignments, participation in class and attendance to a minimum of 85% of class sessions and tutorials will be compulsory.

Students who cannot attend classes and thus cannot follow continuous assessment, will have a final exam that will count for 100% of the final mark. These students must first be granted permission to do so by the Dean of Faculty, according to the regulations of the University. (See article 10 of the "Normativa reguladora de los procesos de evaluación de los aprendizajes" as approved by the Governing Body of the UAH on 24 March 2011).

Continuous assessment

Students will be assessed according to their performance in the following:

- o Written assignments and projects (to be submitted on the blackboard system).
- o Oral presentations on selected contents from the units.
- o A learner's diary (either in blog or paper format).
- o Participation in class discussions and tutorials with valuable contributions.

IMPORTANT:

- Students are responsible for completing assignments before ~~the~~ deadlines. Late assessments will not be accepted, unless the instructor determines that a late assignment is justified.
- If students fail the continuous assessment plan, they cannot sit for the final examination in the May exam.

Final exam

There will be a 3-hour final summative written exam for those students who are not able to follow the continuous assessment scheme and apply for final assessment, in accordance with the University of Alcalá regulation on evaluation. A final exam will be compulsory in this case. It will serve to assess the theoretical and practical contents of the course. For those students, assessment will be based on the final exam only (100%). This exam will include objective test questions, short answer questions and discussion questions on the contents of the course.

There will be a resit opportunity in June. This will also take the form of a 3-hour written exam, with a similar format to the above-mentioned final examination, which will constitute 100% of the resit mark.

Assesment criteria

The following criteria will be taken into account for assessment:

- o The ability to discuss and write coherently in a critical and personal way on some concepts of pragmatics and discourse analysis in their application to translation.
- o The ability to apply the contents of the units in written assignments and projects, oral presentations and learners' diaries, showing acquisition of generic and specific competences.
- o The ability to present ideas showing a good command of different communication strategies. Originality will be specially valued.
- o In all the activities, language performance (in grammar, lexis and spelling) will be taken into account. Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired the language level required for each course (C1.1 by the end of the 3rd year and C1.2 by the end of the 4th year).

Grading criteria

Assessment will be based on these criteria:

- o Active participation with coherent and valuable contributions during class sessions.
- o Acquisition of generic and specific competences specified above.

Grading will rate students' performance according to these criteria by using the following descriptors:

Grading descriptors

- **Outstanding (MH):** Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks shows that students have read and thought at a level well beyond what is expected in the module. Students attend class sessions and are always well-prepared for discussion. They obtain outstanding results in tasks / exams.
- **Excellent (SB):** Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved at a very high standard and an exceptionally high level. Performance in all the tasks shows all or most of the appropriate characteristics expected for this type of work. Students attend class sessions and are practically always well-prepared for discussion, with almost no absences. They obtain excellent results in tasks/ exams.

- **Very Good (N):** Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend class sessions, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and build on ideas put forward in lectures and seminars. They obtain very good results in tasks/ exams.
- **Satisfactory (A):** Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Performance in all the tasks shows some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in class sessions, with few absences, and occasionally contribute to discussions. They obtain acceptable results in tasks/ exams.
- **Fail (S):** Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Performance in all the tasks shows limited understanding of essential concepts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much. Their results in tasks/ exams are insufficient considering the requirements of the course.

Important : Remember that you must avoid plagiarism, that is, presenting the words or ideas of others as if they were your own without quoting the source. Plagiarism may result in failing the subject.

6. BIBLIOGRAPHY

Basic Bibliography

- Alba-Juez, L. & Mackenzie, J. Lachlan (2016). *Pragmatics: Cognition, Context and Culture*. Madrid: McGraw Hill.
- Hatim, B. and I. Mason (1990). *Discourse and the Translator*. London: Longman.
- Hatim, B. (1997). *The Translator as Communicator*. London: Routledge.
- Hatim, B. (1998/2009, 2011). "Pragmatics" in Baker, M. and G. Saldanha (eds.) *The Routledge Encyclopedia of Translation Studies*. 204-208. London: Routledge.
- Yule, George. (1996). *Pragmatics*. Oxford: Oxford University Press.

Further readings:

- Ariel, Mira. 2010. *Defining Pragmatics*. Cambridge: Cambridge University Press.
- Brown, P. and S. C. Levinson. (1987). *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press.
- Chapman, Siobhan. 2011. *Pragmatics*. London: Palgrave.
- Cutting, Joan. 2002. *Pragmatics and Discourse: A Resource Book for Students*. London: Routledge.
- Egins, S. and Slade, D. (1997) *Analysing Casual Conversation*. London and Washington: Cassell.
- Grundy, Peter. 1995. *Doing Pragmatics*. London: Edward Arnold.
- Hatim, B. (1997). *Communication across cultures. Translation Theory and Contrastive Text Linguistics*. Exeter: University of Exeter Press.
- Huang, Yan. 2007. *Pragmatics*. Oxford: Oxford University Press.
- Leech, Geoffrey. 1983. *Principles of Pragmatics*. London: Longman.
- Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
- Mey, Jacob L. 2001 (1993). *Pragmatics*. Oxford: Blackwell.
- O'Keeffe, Anne, Brian Clancy & Svenja Adolphs. 2011. *Introducing Pragmatics in Use*. London: Routledge.

- Santamaría-García, Carmen (2011). "Review on Pütz, Martin and JoAnne Neff-van Aertselaer. 2008. *Developing Contrastive Pragmatics: Interlanguage and Cross-Cultural Perspectives* (Studies on Language Acquisition). Berlin: Mouton de Gruyter. *Journal of Intercultural Pragmatics* 8 (1) 147-171. Berlin, New York: Mouton de Gruyter.
- Santamaría García, C. (2011). "Bricolage assembling: CL, CA and DA to explore the negotiation of agreement in English and Spanish conversation". *International Journal of Corpus Linguistics*. 16: 3. 346-371.
- Santamaría-García, Carmen (2013) "A compelling need to evaluate: social networks as tools for the expression of affect, judgement and appreciation". En I. Kecskes and J. Romero-Trillo (eds.). *Research Trends in Intercultural Pragmatics*. Berlin: Mouton de Gruyter. 459-478.
- Snell-Hornby, M. (2006) *The Turns of Translation Studies*. Amsterdam: Benjamins.
- Sidiropoulou, M. (2012) *Translating identities on stage and screen: Pragmatic Perspectives and Discoursal Tendencies*. Cambridge: Cambridge Scholars Publishing.
- Tannen, D. (1992). *That's not what I meant. How conversation style makes or breaks your relations with others*. London: Virago.
- Tsui, A.B. (1994) *English Conversation*. Oxford: Oxford University Press.
- Venuti, L. (2000). *The Translation Studies Reader*. London: Routledge.

Webliography and audio archives

- Presentation tips for public speaking: <http://www.aresearchguide.com/3tips.html>
- Public speaking in English: <http://www.englishclub.com/speaking/presentations.htm>
- English presentations; useful phrases: <http://www.learn-english-today.com/business-english/presentations-phrases.htm>
- Making presentations in English: <http://www.betteratenglish.com/making-presentations-in-english-video-resources-for-teachers-and-advanced-learners-of-english/>
- Making better presentations in English: www.barcelonaenglish.com