

TRADUCCION INVERSA B1**PROGRAMA 1999 – 2000****Teacher:** Allison Beeby

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Number of credits: 8**Timetable:** Tuesday 10.30 – 12.30**Office times:** Monday 12.30 – 13.30; Tuesday 12.30 – 13.30
Wednesday 14.00 – 16.00; Thursday 12.30 – 13.30**GENERAL AIMS****1. Reading Comprehension in Spanish**

Understanding the source text is the first problem in translation and this is true even in inverse translation when you are translating from your mother tongue into a foreign language. In this class, the analysis of Spanish texts should improve your general reading skills, your awareness of reading as an interactive process, your understanding of how Spanish texts work, and therefore, your performance in inverse and direct translation.

2. Text Production in English

Translating into English is an excellent method to improve skills in the foreign language. In the first year at the faculty, writing essays and summaries helped you to consolidate your knowledge of how English works (communicatively, pragmatically and syntactically). However, in an essay it is always possible to avoid those structures and words you are not sure of. When you are translating you are much less free and are forced to convey the meaning intended by the author of the ST, within the priorities and restrictions of the translation brief.

3. Professional Inverse Translation

Nevertheless, this class is not just an academic exercise with useful side effects. The status of English as a world language is such that many people (future clients) have passive skills in English. They will expect you (the language experts) to have active skills. The employment market in Spain requires translators who can work in both directions. This course will give you experience in the type of translating you might be asked to do. Hopefully, it will also provide you with the criteria to know which inverse translations are within your capacities.

SPECIFIC OBJECTIVES**1. Developing Inverse Transfer Competence**

1.1. Competence in the three stages of the translation process:

1.1.1. Advanced reading skills in the SL: pragmatic purpose and inter-textuality

1.1.2. Deverbalization skills

1.1.3. Reformulation and text production skills in the TL: rewriting and editing to produce grammatically appropriate and pragmatically correct 'Plain English'.

1.2. Awareness of the multiple contexts of translation: the ST author, reader, the initiator, the brief, the TT author, reader, etc.

1.3. Awareness of the interdependence of micro and macro structures in text/context and translation/context.

2. Developing Extra-linguistic Competence

- 2.1. Knowledge of cultural differences between Spanish and English related to the fields and registers translated.
- 2.2. Encyclopaedic knowledge related to the fields of the texts translated.

3. Developing Communicative Competence in the SL and the TL

- 3.1. Structural competence within the restrictions of inverse translation.
 - 3.1.1. Grammatical competence: syntactic differences between Spanish and English as defined in the Structural Appendix.
 - 3.1.2. Textual competence: coherence and cohesion differences between Spanish and English in the genres now in demand in the inverse translation market.
- 3.2. Pragmatic competence within the restrictions of inverse translation.
 - 3.2.1. Use of words in context: denotative and connotative meaning, standardised terminology and non-standardised vocabulary.
 - 3.2.2. Language functions: informative, persuasive, descriptive, etc.
 - 3.2.3. Language varieties: registers and dialects.

4. Developing Instrumental – Professional Competence

- 4.1. Knowledge of the inverse work market.
- 4.2. Experience with the genres of the inverse work market: predominantly informative, standardised texts and non-100% oral translations.
- 4.3. Documentation skills: use of dictionaries, encyclopaedias, databases, Internet, parallel texts, 'experts'.

EVALUATION

1. Continuous assessment: 30%

Although this subject counts as a second semester course and the final exam is in June, the classes have been spread over the whole year to give you more time to acquire the skills you will be practising. You will be learning by doing so there will be assignments every two weeks. All translations should be typewritten. **Students who have not handed in a minimum of six translations during the year will not be allowed to take the exam.**

2. Final exam: 70%

The exam will consist of two parts:

- 2.1. A translation into English of a 300 word text in Spanish.
- 2.2. A commentary of the translation problems encountered.

BIBLIOGRAPHY

- Beeby, A. (1996) *Teaching Translation from Spanish to English*, Ottawa: Ottawa University Press.
- Brinton, E. et al. (1992) *Translation Strategies*, London: Macmillan.
- Butler, P. (1991) *The Economist Style Guide*, London: Economist Books Ltd.
- Duff, A. (1981) *The Third Language*, Oxford: Pergamon Press.
- López Guix, J. G. And J. Minett (1997) *Manual de traducción - inglés/castellano*, Barcelona: Gedisa.
- Newmark, P. (1988) *A Textbook of Translation*, London: Prentice Hall