GUÍA DE L'ASSIGNATURA   **Codi: 22426**

INVERSE TRANSLATION B1 FROM SPANISH TO ENGLISH

Grau de Traducció i Interpretació: 4.5 ECTS   hores/alumne: 115
Llicenciatura en Traducció i Interpretació   Crèdits: 8
Curs: 2008-2009   Anual
Àrea: Traducció i Interpretació
Llengua en què s'imparteix: Anglès

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GENERAL OBJECTIVES

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 Strategic Competence
1.1. Learning to make the most of strengths and compensate for weaknesses due to directionality.
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.
1.4. Competence in the three stages of the translation process:
1.4.1. Advanced reading skills in the SL: pragmatic purpose and inter-textuality
1.4.2. Deverbalisation skills
1.4.3. Reformulation and text production skills in the TL: rewriting and editing to produce grammatically appropriate and pragmatically correct 'Plain English'.

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'.

BIBLIOGRAPHY
Monolingual dictionaries
The Collins Cobuild English Language Dictionary London: Collins
The BBI Combinatory Dictionary of English Amsterdam/Philadelphia: John Benjamins Publishing Co.
Merriam Webster's Collegiate Dictionary (the 10th edition) Springfield: Merriam Webster Incorporated (on line http://britannica.com/)
The Concise Oxford Dictionary of Current English Oxford: Oxford Clarendon Press
Diccionario actual de la lengua española Madrid: Biblograf
Bilingual dictionaries
Diccionario Oxford español-inglés inglés español Oxford: Oxford University Press
Gran diccionario español-inglés inglés español Edinburgh and Barcelona: Larousse
Diccionario internacional Simon and Schuster español-inglés inglés español New York: Simon and Schuster
Grammar books:
Carter, Ronald et al. (2000) *Exploring Grammar in Context*. Cambridge/New York: Cambridge University Press
Hewings, M. (1999) *Advanced Grammar in Use* (with answers), Cambridge: Cambridge University Press.
Murphy, R. (1995) *English Grammar in Use* (with answers), Cambridge: Cambridge University Press
Swan, M. (1980) *Practical English Usage*, Oxford: Oxford University Press
Quirk, R. and S. Greenbaum (1980) *A University Grammar of English*, London: Longman
Reference books:
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

CONTENTS

1. Words and texts in context
2. The multiple contexts of translation
3. The translation brief and the target audience
4. Deverbalisation: non – 100% - oral translation
5. Registers and textual genres
6. Translation and documentation
7. Contrastive rhetoric: genres, textual coherence and cohesion, grammar and lexis
8. Standardised genres in the inverse translation market

ACTIVITIES

Contents	Dates	Classroom activity	Homework	Assessment
Diagnostic test	26th September	Translation		Teacher evaluation and student portfolio
Words and texts in context	October – January.	Tasks related to words and texts in context	Translation of words and texts in context	Teacher evaluation and student portfolio
The multiple contexts of translation	October – January	Analysis of the three phases of the translation process and the multiple contexts of a translation	Translation of cultural references taking into account multiple cultural contexts	Teacher evaluation and student portfolio
The translation brief and the target audience	October – January	Analysis of translation brief and target audience influence on cultural transfer in translation	Translation of a text with a translation brief and audience that changes the *skopus* of the text	Teacher evaluation and student portfolio
Deverbalisation	October – January	Non 100% oral translation and the inverse translation market		Self and peer assessment
Registers and textual genres	October – January	Tasks to learn about the relation between registers & genres	Translation of a text taking into account registers, genres	Teacher evaluation and student portfolio
Translation and documentation	January	Introduction to the process of documentation and text production using IT.	Documentation tasks	Student portfolio
Intermediate progress test	January	Individual translation in multimedia classroom		Teacher evaluation
Contrastive rhetoric	February - June	Analysis of parallel texts to understand Spanish/English rhetorical differences (textual coherence and cohesion, grammar and lexis)	Translation of a text taking rhetorical differences into account	Teacher evaluation and student portfolio
Standardised genres I	March - April	Introduction to the standardised genres of the inverse translation market	Group documentation and analysis of parallel genres. Group translation and justification	Self and peer assessment
Standardised genres 2	May	Group presentation in class		Teacher evaluation
Final assessment	June	Individual translation in multimedia classroom		Teacher evaluation

COMPETENCIES

Competence developed	Indicators
Translation Competence	Ability to understand the communicative function of a text written in Spanish
	Ability to produce a meaningful, grammatically correct and well-structured text in English
	Ability to recognise and produce different genres using appropriate register, textual coherence, grammar and lexis)
	Ability to fulfill the translation brief and readers' expectations
Instrumental competence	Ability to use documentation sources
Intercultural skills	Ability to recognise cultural differences
	Ability to overcome trans-cultural communication problems
	Ability to cope with difficult situations arising from cultural differences
Interpersonal skills	Ability to work in a group
	Ability to design and manage project work
	Ability to solve unforeseen problems, situations, demands
Creativity	Ability to provide creative situations to problems of translation/communication
Learner autonomy	Ability to obtain documentation for translation purposes
	Ability to manage data for translation purposes
	Ability to organise and plan work
	Ability to solve problems
	Ability to think critically

ASSESSMENT JUNE	
	Percentage
Written translations and progress test (see Activities)	30%
Group Term Project and presentation in class	10%
Translation - under exam conditions in multimedia classrooms	60%

ASSESSMENT SEPTEMBER	
	Percentage
Translation - under exam conditions in multimedia classrooms	100%

Written translations assessment criteria	%
- Ability to understand the communicative function of a text in Spanish	10%
- Ability to satisfy client (fulfil the translation brief) and reader expectations (communicative function)	10%
- Ability to comprehend and transfer cultural information and/or field-specific terminology	10%
- Ability to recognise textual genres in Spanish and to produce a written text which conforms to conventions of genre, coherence and cohesion, tone and register in the English language	10%
- Ability to document oneself effectively, and to produce a text using appropriate software and technological resources	10%
- Ability to produce a text in English with acceptable sentence structure, use of vocabulary, grammar, etc	50%