

**Inverse specialized translation (Spanish-English)**

Code: 101310  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OT	4	2

### Contact

Name: Fiona Megan Kelso  
Email: FionaMegan.Kelso@uab.cat

### Use of languages

Principal working language: english (eng)  
Some groups entirely in English: Yes  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Other comments on languages

A native or near native level of Spanish and a very high level of English are required for this course

### Teachers

Bernard Armstrong

### Prerequisites

On starting the course students should be able to:

- Demonstrate knowledge of the strategies and techniques for translation into a foreign language
- Apply this knowledge to translate texts for the non-specialised inverse translation market
- Collect and interpret information related to the specific problems of inverse translation and make judgements on the decision adopted to solve them
- Use technological and documentation tools for inverse translation

This subject requires a native or near native level of Spanish and a very high level of English (e.g. level B2 of the CEFR)

### Objectives and Contextualisation

#### Contextualisation

The purpose of this subject is to develop the ability to produce translations of specialised texts in a foreign language which are of market standard.

#### Objectives

On successfully completing this course students will be able to:

- Demonstrate that they know the strategies and techniques involved in specialised translation into a foreign language

- Apply this knowledge to translate texts for the specialised inverse translation market
- Collect and interpret information related to the specific problems of specialised inverse translation and make judgements on the decisions adopted to solve them
- Use technological and documentation tools for specialised inverse translation

## Skills

- Applying topic-based knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- Solving translation problems from different specialisation fields (legal, financial, scientific, technical, literary, audiovisual texts, localization).
- Solving translation problems of non-specialised texts.
- Understanding written texts in a foreign language in order to translate.
- Using technological resources in order to translate.
- Using terminological resources in order to translate.

## Learning outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying technological resources in order to solve translation problems: Applying technological resources in order to solve translation problems.
3. Applying terminological resources in order to solve translation problems: Applying terminological resources in order to solve translation problems.
4. Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks: Appropriately following the different phases for the creation of a translation and carrying out the assigned tasks.
5. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts of several fields.
6. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
7. Identifying the specific translation problems of each field: Identifying the specific translation problems of each field.
8. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of different fields and with specific communicative purposes.
9. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand written texts from different fields.
10. Incorporating topic-based knowledge in order to solve translation problems: Incorporating topic-based knowledge in order to solve problems of audiovisual translation and localisation.
11. Producing written texts from different fields and with specific communicative purposes: Producing written texts from different fields and with specific communicative purposes.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about personal and general topics from well-known areas that are appropriate to their context and possess linguistic correctness.
13. Solving interferences between the working languages: Solving interferences between the working languages.
14. Students must demonstrate they know the techniques and strategies needed to solve translation problems: Students must demonstrate they know the techniques and strategies in order to solve back translation problems of different types of non-specialised written texts and specialised texts addressed to a non-specialised public.

15. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve translation problems.

## Content

- Methodological principles governing the practice of specialised inverse translation.
- Fundamental problems, techniques and strategies in specialised inverse translation.
- Solution of translation problems for specialised genres: medical, business, administrative, legal, financial, technical and scientific.
- Use of advanced technological and documentation tools for specialised inverse translation.

## Methodology

A range of active methodologies are used.

Possible methodologies:

- Carrying out translation tasks
- Carrying out translation projects
- Exercises
- Presentation of individual/group work
- Debates (classroom or online forums)
- Cooperative learning techniques

Les activitats didàctiques s'organitzen en tres blocs, segons el grau de autonomia requerit de l'estudiant:

- Activitats dirigides: respon a una programació horària predeterminada i requereix la direcció presencial d'un professor.
- Activitats supervisades: requereix la supervisió més o menys puntual d'un professor.
- Activitats autònomes: l'estudiant s'organitza el temps i l'esforç de manera autònoma (individualment o en grup).

## Activities

Title	Hours	ECTS	Learning outcomes
<b>Type: Directed</b>			
Carrying out translation activities	25	1	
Class exercises	20	0.8	
<b>Type: Supervised</b>			
Debates and discussions about important aspects of translation	5	0.2	
Preparation of a portfolio of work; preparation of translations and associated tasks	10	0.4	
<b>Type: Autonomous</b>			
Documentation searches	15	0.6	
Preparation of translations and translation tasks	40	1.6	

## Evaluation

A system of continuous assessment is used. Students must present evidence of their learning in the form of completed tasks and tests.

Possible assessment activities:

- The production of real or simulated translations, or tasks related to important aspects of translation.
- Carrying out translation projects.
- Reports / forum discussions on translation or tasks related to important aspects of translation.
- Logs/exercise sheets/ reports on the learning process or on the process of carrying out the translations.
- Student portfolio.

The information concerning student evaluation, namely the assessed tasks and their relative weighting in the final mark, is a general orientation only. The lecturer teaching this course will provide a detailed description and breakdown at the beginning of the semester.

## Revision

Prior to formally entering final marks, the lecturer will publish the date / time for assessment revision and the final mark. The lecturer and student will agree on the day / time to revise any of the assessed course activities.

## Recovery

Students have the right to resit or make up evaluated work providing they have submitted a minimum of 66.6% (two thirds), or more, of the formally assessed work which makes up the final grade and who have an average of 3.5 or more according to the evaluation criteria.

The lecturer will inform students of the procedure for resitting or making up evaluated work when they publish the final grade. This will be published before the final mark is entered into the system. The lecturer may require an individual assignment / test to make up for each failed evaluated task, or task not performed, or choose to combine failed assessed tasks for the same purpose.

## "No-evaluable" mark

A mark of *no-evaluable* (N/A Not Assessable) will be awarded if a student fails to hand in more than 25% of the assessed work used to calculate the final mark.

## Plagiarism, copying, identity theft

In cases of plagiarism, copying, identity theft, etc. in an evaluation activity, a mark of "0" will be given. If such a case is detected over more than one of the evaluable exercises then the student will be given a final mark of "0" for the course.

A student does not have the right to resit or make up work in cases of plagiarism, copying or identity theft.

## Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class presentation	20%	0.25	0.01	14, 7, 6, 15

Classwork and homework and other tasks related to important aspects of translation	20%	2	0.08	1, 8
Exercises related to important aspects of translation and translation tasks	30%	2.25	0.09	2, 3, 14, 7, 4, 6, 15
Translations and translation projects	30%	3	0.12	1, 9, 5, 10, 12, 11, 13

## Bibliography

### References:

- Bowker, L. and Pearson, J. (2002). *Working with Specialized Language: A Practical Guide to Using Corpora*. London/New York: Routledge.
- Corpas Pastor, G. (2004). "Localización de recursos y compilación de corpus vía Internet: aplicaciones para la didáctica de la traducción médica especializada". A García Yebra, V. i Gonzalo García, C. (eds.). 2004. *Manual de documentación y terminología para la traducción especializada*. (Colección Instrumenta Bibliologica). Madrid: Arco/Libros. pp. 223-506.
- Hervey, S., Ian Higgins & Louise M. Hayward (1995) *Thinking Spanish Translation. A Course in Translation Method: Spanish to English*. London/New York: Routledge.
- Johns, T. (2000). *Tim John's Kibbitzers* < <http://lexically.net/TimJohns/index.html> >
- Pearson, J. (2000) "Surfing the Internet: Teaching students to choose their texts wisely". In Burnard, L. and T. McEnery (eds.) *Rethinking Language Pedagogy from a Corpus Perspective: papers from the third international conference on teaching and language corpora*, Hamburg: Peter Lang, pp. 235-239.
- Wilkinson, M. (2005a). "Using a Specialized Corpus to Improve Translation Quality". *Translation Journal*, 9(3). < <http://translationjournal.net/journal//33corpus.htm> >
- Wilkinson, M. (2005b). "Discovering Translation Equivalents in a Tourism Corpus by Means of Fuzzy Searching". *Translation Journal*, 9(4). < <http://translationjournal.net/journal//34corpus.htm> >
- Wilkinson, M. (2006). "Compiling Corpora for Use as Translation Resources". *Translation Journal*, Volume 10, No 1. < <http://translationjournal.net/journal//35corpus.htm> >
- Wilkinson, M. (2010). "Quick corpora compiling". *Translation Journal*, 14(3). < <http://translationjournal.net/journal//53corpus.htm> >

### Online resources:

- Acronymfinder < <http://www.acronymfinder.com/> >
- Cercaterm < <http://www.termcat.cat/ca/Cercaterm> >
- IATE < <http://iate.europa.eu> >
- Pubmed < <http://www.ncbi.nlm.nih.gov/pubmed> >
- Medline Plus < <https://medlineplus.gov/spanish> >
- Investopedia < <http://www.investopedia.com/> >

### Software:

- Antconc < <http://www.antlab.sci.waseda.ac.jp/software.html> >

- WordSmith Tools < <http://lexically.net/wordsmith/index.html> >

**Further resources will be provided during the course.**