

Inverse translation (Catalan-French)

Code: 101314
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	3	2

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

Contact

Name: Joaquim Sala Sanahuja
Email: Joaquim.Sala@uab.cat

Use of Languages

Principal working language: catalan (cat)
Some groups entirely in English: No
Some groups entirely in Catalan: Yes
Some groups entirely in Spanish: No

Prerequisites

At the beginning of the subject it is necessary that the student is able to:

Demonstrate advanced grammar knowledge to translate and interpret in the A language.
Understand complex texts of diverse typology and with problems of linguistic variation in the A language.
Understand complex written texts of different types from a wide range of areas appreciating stylistic and geographical differences. [CE5: MCER FTI C1.2 / C1.3.]
Produce written texts of various types with some complexity on general topics in a wide range of areas and most frequent records. [CE6: MCER FTI B2.4./C1.1.]
Understand oral texts of various types with some complexity on general topics from a wide range of areas and most frequent records. [CE7: MCER FTI B2.4./C1.3.]
Produce oral texts of various types on general topics in different fields. [CE8: MCER FTI B2.3./B2.4.]

Required language proficiency level:

French Language: Level C1.2 MCER (Common European Framework of Reference)

Specific illustrative descriptor for French as a foreign language:

L'étudiant peut comprendre une grande gamme de textes longs et exigeants, ainsi que saisir des significations implicites.

Il peut s'exprimer spontanément et couramment sans trop apparemment devoir chercher ses mots. Il peut utiliser la langue de façon efficace et souple dans sa vie sociale, professionnelle ou académique. Il peut s'exprimer sur des sujets complexes de façon claire et bien structurée et manifester son contrôle des outils d'organisation, d'articulation et de cohésion du discours.

Objectives and Contextualisation

The function of the subject is to acquire the strategies and techniques of translation into the foreign language and to develop the ability to translate texts specific to the labor market of non-specialized reverse translation.

At the end of the course the student will be able to:

Demonstrate knowledge of translation strategies and techniques towards the foreign language
Apply this knowledge to translate texts from the labor market of non-specialized reverse translation
Gather and interpret data related to the problems of reverse translation and make judgments about the decisions taken
Use technological and documentation tools for reverse translation

Competences

- Applying cultural knowledge in order to translate.
- Mastering the main methodological principles of translation.
- Producing written texts in a foreign language 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 language A in order to translate.
- Using documentation resources 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 technological resources in order to solve translation problems: Incorporating technological resources in order to solve back translation-related problems of different types of non-specialised written texts, and specialised texts addressing non-specialised audiences.
4. Applying terminological resources in order to solve translation problems: Incorporating terminological resources in order to solve back translation-related problems of different types of non-specialised written texts, and specialised texts addressing non-specialised audiences.
5. 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 back translation and carrying out the assigned tasks.
6. 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 an audiovisual translation or localisation project and carrying out the assigned tasks.
7. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of various types of non-specialised written texts and specialised texts addressing non-specialised audiences.
8. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
9. Formulating the appropriate informative needs in order to translate: Formulating the proper informational needs in order to translate into the foreign language different types of non-specialised written texts addressed to non-specialised audiences.
10. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate into the foreign language different types of non-specialised written texts and specialised texts addressing non-specialised audiences.
11. Identifying the specific translation problems of non-specialised texts: Identifying the specific back translation problems of different types of non-specialised texts and specialised texts addressed to non-specialised audiences.
12. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
13. Identifying the translation as an act of communication that is addressed to a recipient: Identifying the translation as an act of communication that is addressed to a recipient.

14. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Applying strategies in order to produce various types of non-specialised written texts and specialised texts addressing non-specialised audiences.
15. Implementing strategies in order to understand written texts from different fields: Applying strategies in order to comprehend various types of non-specialised written texts and specialised texts addressing non-specialised audiences.
16. Incorporating cultural knowledge in order to solve translation problems: Incorporating cultural knowledge in order to solve problems of back translation of different types of non-specialised written texts, and specialised texts addressing non-specialised audiences.
17. 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.
18. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate into the foreign language different types of non-specialised written texts and specialised texts addressing non-specialised audiences.
19. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the information sources in order to translate different kinds of non-specialised written texts with problems of linguistic variation and cultural references, and simple specialised texts from several fields.
20. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve back translation problems of several types of non-specialised texts and specialised texts addressed to a non-specialised audiences.
21. Using the appropriate strategies and techniques in order to solve translation problems: Using the appropriate strategies and techniques in order to solve problems of audiovisual translation and localisation.

Content

Methodological principles that govern the practice of reverse translation. Fundamental problems, techniques and strategies of reverse translation

Solving contrastive difficulties: differences in writing, lexical, morphosyntactic, and textual conventions

Solving translation problems of non-specialized genres in standard language of various types: narrative, descriptive, expository, argumentative, instructive

The resolution of translation problems derived from cultural references and linguistic variation (mode, tone and style)

Solving translation problems of specialized texts aimed at a non-specialized audience (administrative genres, etc.)

Use of basic technological and documentation tools for reverse translation.

Methodology

The specific competencies needed for reverse translation will be developed: on the one hand, the global competences and communicative skills of a foreign language, on the other hand, the special language competences in French as a Working Language for Translation, putting special emphasis on those that are of pragmatic, intercultural and contrastive (AB) relevance.

The character of the subject is theoretical-practical. The bases of the textual analysis (linguistic and translational), of the reception in language A and the textual production in language B will be treated. All the knowledge, the competitions, the strategies and activities of the subject will be developed through and by means of working with and on texts (standard models and current copies).

You will find the working documents in the Virtual Campus of the subject. You will also find information on the preparations to be made for each class and information on carrying out the translation project.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercise resolution	15	0.6	1, 14, 7, 16
Master classes	15	0.6	7, 13
Translation activities	20	0.8	1, 3, 2, 4, 15, 14, 7, 17, 9, 12, 11, 13, 10, 16, 18, 19, 6, 5, 8, 21, 20
Type: Supervised			
Preparation of translation tasks	5.5	0.22	1, 3, 2, 4, 15, 14, 7, 17, 9, 12, 11, 13, 10, 16, 18, 19, 6, 5, 8, 21, 20
Project preparation	7	0.28	1, 3, 2, 4, 15, 14, 7, 17, 9, 12, 11, 13, 10, 16, 18, 19, 6, 5, 8, 21, 20
Self-assessment preparation	5	0.2	1, 14, 17, 12, 11, 13, 16
Type: Autonomous			
Documentation search	10	0.4	17, 12, 11, 13, 16, 8, 20
Preparation of translations and exercises	45	1.8	1, 3, 2, 4, 15, 14, 7, 17, 9, 12, 11, 13, 10, 16, 18, 19, 6, 5, 8, 21, 20
Project preparation	20	0.8	1, 3, 2, 4, 15, 14, 7, 17, 9, 12, 11, 13, 10, 16, 18, 19, 6, 5, 8, 21, 20

Assessment

The student must submit evidence of learning in the form of written assignments, a translation project and final tests. To pass the course the student must obtain a minimum grade of five out of ten in the final tests.

Hours marked with an * are hours already counted in directed and supervised activities.

The information on the evaluation, the type of evaluation activity and its weight on the subject is for information purposes. The teachers responsible for the subject will specify it when they start teaching it.

Review

At the time of handing in the final grade prior to the minutes, the teacher will communicate in writing a date and time of review. The review of the various assessment activities will be agreed between the faculty and the students.

Recovery

Students who have taken part in activities whose weight is equivalent to 66.6% (two thirds) or more of the final grade and who have obtained a weighted average grade of 3.5 or more will be able to access the recovery. .

At the time of delivering the final grade prior to the course report, the teacher will communicate in writing the recovery procedure. Teachers can propose a recovery activity for each activity suspended or not presented or they can group several activities into one.

Consideration of "not evaluable"

A "non-assessable" will be assigned when the assessment evidence provided by the student is equivalent to a

maximum of one quarter of the total grade of the subject.

Irregularities in assessment activities

In case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the rating of this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final grade of the subject will be 0.

Assessment activities in which irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from the recovery.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final tests	40	3	0.12	1, 3, 2, 4, 15, 14, 7, 17, 9, 12, 11, 13, 10, 16, 18, 19, 6, 5, 8, 21, 20
Translation project	30	1.2	0.05	1, 3, 2, 4, 15, 14, 7, 17, 9, 12, 11, 13, 10, 16, 18, 19, 6, 5, 8, 21, 20
Works	30	3.3	0.13	1, 3, 2, 4, 15, 14, 7, 17, 9, 12, 11, 13, 10, 16, 18, 19, 6, 5, 8, 21, 20

Bibliography

Dictionaries

Indispensables

Gran Diccionari de la llengua catalana, Edit. Enciclopèdia catalana, Barcelona, 1998.

Le Petit Robert 1 (Dictionnaire alphabétique et analogique de la langue française)

Le petit Robert 2 (Dictionnaire universel des noms propres)

Le petit Larousse

Cristià CAMPS, Renat BOTET, *Diccionari català-francès*, Enciclopèdia catalana, 2001.

Carles CASTELLANOS, Françoise LENOIR, *Diccionari de paranys de traducció francès-català (faux amis)*, Enciclopèdia catalana, 2002

complemental

« Les Usuels du Robert » : *Dictionnaire des synonymes, Dictionnaire des difficultés du français, Dictionnaire des anglicismes, Dictionnaire des expressions et locutions, Dictionnaire des idées par les mots, Dictionnaire des mots contemporains*

Nicolas CAZELLES, *Les Comparaisons du français*, Coll. Le français retrouvé, Belin, 1996.

Charles BERNET, Pierre RÉZEAU, *Dictionnaire du français parlé*, Éditions du Seuil, 1989, Points Virgule n°92.

Sylvie BRUNET, *Les mots de la fin du siècle*, Coll. Le français retrouvé, Belin, 1996.

P.- V. BERTHIER, J.-P. COLIGNON, *Le français écorché*, Coll. Le français retrouvé, Belin, 1987.

P.- V. BERTHIER, J.-P. COLIGNON, *Ce français qu'on malmène*, Coll. Le français retrouvé, Belin, 1991.

Joana RASPALL i Joan MARTI, *Diccionari de frases fetes*, Edicions 62, Barcelona, 1996.

Grammar works

Indispensables

Chevalier, *Grammaire du français*, Larousse.

Le Nouveau Bescherelle, *L'art de conjuguer*, Librairie Hatier.

To deepen

Maurice GRÉVISSE, *Le bon usage*, Duculot, 1980.

R. L. WAGNER et J. PINCHON, *Grammaire du français classique et moderne*, Hachette, 1962.

Maurice GRÉVISSE, *Quelle préposition?* Duculot, 1983.

Pere VERDAGUER, *Le catalan et le français comparés*, Editorial Barcino, 1976.

Reference works

Encyclopédie Universalis

La grande encyclopédie Larousse

Es recomana la lectura de diaris y revistes en francès: *Le Monde*, *Libération*, *Le Figaro*, *Le Monde Diplomatique*, *Le Nouvel Observateur*, *L'Express*, *Marianne*, etc.

Support for theoretical reflection

Jean Delisle, *L'analyse du discours comme méthode de traduction. Initiation à la traduction française de textes pragmatiques anglais. Théorie et pratique*, Editions de l'Université d'Ottawa, University of Ottawa Press, Ottawa, Canada, 1982.

Jean Delisle, *La traduction raisonnée*, Ottawa. Presses de l'Université d'Ottawa, 1993.

Françoise Grellet, *Apprendre à traduire: Typologie d'exercices et de traductions*, Presses Universitaires de Nancy, 1991.

Jacqueline Bosse-Andrieu, *Exercices pratiques de style*, Québec. Presses Universitaires du Québec, 1990.

Mercedes Tricás Preckler, *Manual de traducción*, Editorial Gedisa, Barcelona, 1995.

Amparo Hurtado, *Enseñar a traducir. Metodología en la formación de traductores e intérpretes*, Edelsa, 2000.

Some essential web pages

http://www.sdv.fr/orthonet/pages/lex_orn_liste.html (ortografia i regles gramaticals)

<http://elsap1.unicaen.fr/cgi-bin/cherches.cgi> (sinònims)

<http://www.dicoperso.com/list/4/> (argot francès)

<http://www.tonitraduction.net/> (diccionari de col·locacions)

<http://www.grec.net/home/cel/dicc.htm> (Gran diccionari de la llengua catalana)

<http://atilf.atilf.fr/academie9.htm> (Dictionnaire de l'Académie française)

http://www.lexilogos.com/francais_langue_dictionnaires.htm

http://www.iamm.fr/html/ress_sc/docu/norme_biblio/4abr.html (normes bibliogràfiques)

<http://www.les-dicos.com/> (Trésor de la langue française -Dictionnaire Alexandria - Synonymes -Citations .
Conjugaisons - Orthographe - Dictionnaire d'autrefois)

<http://qqcvd.webiciel.com/> (diccionari de sigles)

<http://franceterme.culture.fr/FranceTerme/> (banc terminològic francès)

<http://iate.europa.eu/iatediff/switchLang.do?success=mainPage&lang=fr>(banc terminològic europeu)