

**Modalities of Translation B-A**

Code: 44529  
ECTS Credits: 15

Degree	Type	Year	Semester
4316560 Translation and Intercultural Studies	OT	0	1

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: Maria Guadalupe Romero Ramos  
Email: Lupe.Romero@uab.cat

**Use of Languages**

Principal working language: spanish (spa)

**Teachers**

Fiona Megan Kelso  
Anna Suades Vall  
Xianghong Qu Lu  
Tianqi Zhang  
Tzu Yiu Chen  
Marta Brescia Zapata  
Maria Carmen Espin Garcia

**Prerequisites**

None

**Objectives and Contextualisation**

The general objective of this module is for students to become familiar with the fundamentals of (direct and inverse) translation and of liaison interpreting, as well as with the resources used and the basic documentation tasks performed in specialised translation.

Students develop the competences and work on the content necessary to achieve the module's established learning outcomes in the following five three-credit subjects:

- Liaison and bilateral interpreting (theory).
- Liaison and bilateral interpreting (practice).
- Resources for specialised translation.
- General translation (direct).
- General translation (inverse).

## Competences

- Ability for teamwork and for resolving possible conflicts during professional activity.
- Act with social and ethical responsibility.
- Appropriately identify and interpret cultural elements.
- Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
- Continue the learning process, to a large extent autonomously.
- Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
- Integrate knowledge to be able to make judgements about topics related to translation and intercultural studies.
- Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
- Solve relevant problems related to interculturality and justify the decisions made.
- Solve relevant translation problems and justify the decisions made.
- Use the necessary documentary and technological resources for translation and intercultural studies.

## Learning Outcomes

1. Ability for teamwork and for resolving possible conflicts during professional activity.
2. Act with social and ethical responsibility.
3. Apply knowledge to solving problems inherent to intercultural studies.
4. Apply knowledge to solving translation problems.
5. Communicate and justify conclusions clearly and unambiguously to both specialist and non-specialist audiences.
6. Continue the learning process, to a large extent autonomously.
7. Demonstrate knowledge of liaison translation and interpretation.
8. Distinguish the distinct cultural elements relevant to translation and intercultural mediation and explain their function in a specific context.
9. Identify problems related to interculturality.
10. Integrate knowledge and use it to make judgements in complex situations, with incomplete information, while keeping in mind social and ethical responsibilities.
11. Solve problems in new or little-known situations within broader (or multidisciplinary) contexts related to the field of study.
12. Use resources pertaining to translation.

## Content

The module's general content comprises:

- learning about the fundamentals of liaison interpreting;
- developing the ability to solve (direct and inverse) translation problems in different types of general and specialised texts;
- acquiring knowledge and skills essential to the proper use of the most appropriate technological resources in specialised translation.

## Methodology

- Lectures
- Classes involving problems / examples / exercises
- Practical activities
- Oral presentations
- Assignments
- Reading relevant books, articles and reports

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Fundamentals of liaison and bilateral interpreting	18	0.72	10, 6
General translation (direct) activities	18	0.72	11, 5
General translation (inverse) activities	18	0.72	11, 5
Practical liaison and bilateral interpreting	18	0.72	2
Resources for specialised translation	18	0.72	

## Assessment

Attendance and participation	10-15%
Reports / assignments	40 %
Theoretical and practical knowledge acquisition tests	40 %
Student portfolio	5-10 %

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Fundamentals of liaison and bilateral interpreting	20%	57	2.28	7, 10, 6
General translation (direct) activities	20%	57	2.28	2, 3, 8, 9, 11, 5, 12
General translation (inverse) activities	20%	57	2.28	2, 4, 3, 9, 11, 5
Practical liaison and bilateral interpreting	20%	57	2.28	2, 7
Resources for specialised translation	20%	57	2.28	1

## Bibliography

Angelelli, C. (2004). [Revisiting the interpreter's role: a study of conference, court, and medical interpreters in Canada, Mexico, and the United States](#). Philadelphia-Amsterdam: John Benjamins.

- Brunette, L. et al. (ed.) (2003). *The Critical Link 3: interpreters in the community*. Amsterdam; Philadelphia: John Benjamins.
- Collados, A.; Fernández, M. (eds). (2002). *Manual de interpretación bilateral*. Granada: Editorial Comares.
- Corsellis, A. (2009). *Public Service Interpreting: The first steps*. Palgrave Macmillan.
- De Pedro, R.; Perez, I., Wilson, C. (2009). *Interpreting and Translating in Public Service Settings. Policy, Practice, Pedagogy*.
- Gascón, F.A. (2011). Una breve radiografía de la interpretación judicial en España. *La linterna del traductor. La revista multilingüe de ASETRAD*, p. 31-40. Available at: [http://www.lalinternadeltraductor.org/pdf/lalinterna\\_n6.pdf](http://www.lalinternadeltraductor.org/pdf/lalinterna_n6.pdf)
- Gentile, A.; Ozolins, U.; Vasilakakos, M. (1996). *Liaison Interpreting. A Handbook*. Melbourne: Melbourne University Press.
- Hale, S. (2007). *Community Interpreting*. Palgrave Macmillan.
- Hale, S.; Ozolins, U.; Stern, L. (2008). *The Critical Link 5. Quality in interpreting. A shared responsibility*. University of Western Sidney / Royal Melbourne Institute of Technology University / The University of New South Wales.
- Hale, S. (2010). *La Interpretación Comunitaria. La interpretación en los sectores jurídico, sanitario y social*. Editorial Comares. Granada.
- Katan, D. (1999). *Translating cultures. An Introduction for Interpreters, Translators, Mediators*. Manchester, St. Jerome Publishing.
- Ozolins, U. (2000). Communication Needs and Interpreting in Multilingual Settings: the International Spectrum of Response. Roberts, R.P. et al. (ed.) *The Critical Link 2: Interpreters in the Community*. Amsterdam; Philadelphia: John Benjamins, pp. 21-34.
- Pöschhacker, F. (2002). "Getting organized: The evolution of community interpreting". In: *Interpreting 4*, 1: 125-140
- Pöschhacker, F. (2004). *Introducing Interpreting studies*. London: Routledge.
- Sanders, M. (2000). *As good as your word: a guide to community interpreting and translation in public services*. London: Maternity Alliance.
- Ugarte, X. (2010). *La pràctica de la interpretació anglès-català*. Vic: Eumo editorial.
- Valero Garcés, C. (ed). (2003). *Traducción e Interpretación en los Servicios Públicos. Contextualización, actualidad y futuro*. Granada: Comares.
- Valero Garcés, C. (ed). (2006). *Formas de mediación intercultural: traducción e interpretación en los Servicios Públicos: conceptos, situaciones y práctica*. Granada: Comares.
- Wadensjö, C. (1998). *Interpreting as interaction*. New York: Longman.
- Additionally, each subject will have a specific bibliography, details of which will be given by its lecturer(s).
- 

## Software

At the beginning of each subject, teachers will indicate if specific software is required.

