

Degree	Type	Year
2500249 Translation and Interpreting	FB	1

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Teachers

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Teaching groups languages

You can view this information at the [end](#) of this document.

Prerequisites

Students should have basic file management skills (creating, moving, copying, pasting, deleting, zipping and unzipping files and folders, etc.) and application management skills (opening, closing, moving and switching between windows, etc.).

Objectives and Contextualisation

The purpose of this subject is to introduce students to the use of general technological resources applied to translation and interpreting. On successfully completing the subject, students will be able to:

- Demonstrate knowledge of general technological resources for file and data management in translation and interpreting.
- Apply their knowledge to text editing and proofreading in a variety of formats.
- Apply their knowledge to the basic automation of actions and objects in translation and interpreting.
- Apply their knowledge for the basic automation of actions and objects in translation and interpretation (styles and formats and accessibility).
- Adopt a critical approach in relation to the use of AI applied to language and translation.

- Students must demonstrate they know the technological resources needed to translate: Managing files and data through specific resources.
- Work effectively in teams: Accepting and meeting the group standards.
- Work effectively in teams: Cooperating in the definition, organisation, distribution, and fulfilment of the group tasks.

Competences

- Using technological resources in order to translate.
- Working effectively in teams.

Learning Outcomes

1. Applying technological resources in order to solve translation problems: Carrying out the linguistic correction of texts through several resources.
2. Applying technological resources of collection, preparation and analysis of information in order to translate: Editing texts in several formats, both in analogue and digital format.
3. Applying the technological resources in order to solve translation problems: Making repetitive objects and actions automatic in the translation process.
4. Students must demonstrate they know the technological resources needed to translate: Managing files and data through specific resources.
5. Working effectively in teams: Accepting and meeting the group standards.
6. Working effectively in teams: Cooperating in the definition, organisation, distribution, and fulfilment of the group tasks.

Content

- Translation and interpreting work environment management: organising, storing and transferring files/information.
- Tools for the preparation and editing of texts in print and digital format.
- Tools for comparing, reviewing and correcting texts: spellcheckers, track changes, compare documents, dictionaries. Resources for translation.
- Tools for translation process and task automation: styles, formats and accessibility).
- Introduction to CAT tools.
- Introduction to AI in translation: description and critical approaches.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Editing automatization exercise (styles, formats and accessibility)	6	0.24	2, 4
Exercises	6	0.24	1, 2, 3, 4
Group oral presentation	6	0.24	1, 2, 3, 4, 5, 6
Introduction to AI: description and critical approach	3	0.12	1, 4

Personalisation and task automation exercise	6	0.24	3, 4
Text correction and review exercise	3	0.12	1, 2
Type: Supervised			
Attendance of tutorials	8	0.32	1, 2, 3, 4, 5, 6
Preparation of group work	22	0.88	1, 2, 3, 4, 5, 6
Reading assignments	8	0.32	1, 2, 3, 4
Type: Autonomous			
Cooperative work	30	1.2	1, 2, 3, 4, 5, 6
Exercises	15	0.6	1, 2, 3, 4
Reading literature	15	0.6	1, 2, 3, 4
Watching tutorials	15	0.6	1, 2, 3, 4

The course alternates content sessions with practice sessions (see calendar). Throughout the course, students have to prepare an oral presentation on a technological product related to translation in a group.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Face-to-face tutorials related to group work	0	3	0.12	1, 2, 3, 4, 5, 6
Group oral presentation	30%	0	0	1, 2, 3, 4, 5, 6
Progress test 1	35%	2	0.08	1, 2, 3, 4
Progress test 2	35%	2	0.08	1, 2, 3, 4

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on oneday during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

Single assessment will include a minimum of three assessment activities of different typology, as stated in the evaluation guidelines.

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

Bibliography

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- Revista Tradumàtica: <http://revistes.uab.cat/tradumatica>
- Ajuda de LibreOffice: <http://www.libreoffice.org/get-help/documentation/>
- Ajuda de Microsoft Office: <http://office.microsoft.com/en-us/support/training-FX101782702.aspx>

Software

Specific tools will be presented in the classroom.

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	2	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	3	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	4	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	5	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	6	Catalan	first semester	morning-mixed
(PAUL) Classroom practices	7	Spanish	first semester	morning-mixed