

Degree	Type	Year
Translation and Interpreting	OB	3

Contact

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Teaching groups languages

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

Prerequisites

At the beginning of the subject it is necessary that the student be 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:

The student can understand a wide range of demanding, long texts, as well as recognize implicit meanings.

She/He can express herself/himself spontaneously and fluently without apparently having to search for her/his words.

She/He can use the language efficiently and flexibly in her/his social, professional or academic life.

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.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Exercise resolution	15	0.6	1, 14, 7, 16
Master classes	15	0.6	7
Translation activities	20	0.8	1, 2, 3, 15, 14, 7, 16
Type: Supervised			

Preparation of translation tasks	5.5	0.22	1, 2, 3, 15, 14, 7, 16
Project preparation	7	0.28	1, 2, 3, 15, 14, 7, 16
Self-assessment preparation	5	0.2	1, 14, 16
Type: Autonomous			
Documentation search	10	0.4	16
Preparation of translations and exercises	45	1.8	1, 2, 3, 15, 14, 7, 16
Project preparation	20	0.8	1, 2, 3, 15, 14, 7, 16

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.

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
Final tests	40	3	0.12	1, 2, 3, 15, 14, 7, 16
Translation project	30	1.2	0.05	1, 2, 3, 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, 2, 3, 15, 14, 7, 16

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 grades 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 final grade for the subject and that they have a weighted average grade of at least 3.5.

The lecturer will inform students, in writing, of the procedure involved when publishing final grades 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 grade be retaken or compensated for. In the case of retakes, the maximum grade will be 5 (Pass).

Classification as "not assessable"

In the event that the assessment activities a student has performed account for 25% or less of the subject's final grade for the subject, 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 grade 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 grade of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from retake activities.

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 lecturer 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 types, as stated in the assessment guidelines.

Grade revision and retake procedures for the subject are the same as those for continual assessment. See the section above in this Study Guide.

Bibliography

DICTIONARIES

Indispensable

CAMPS, C; BOTET, R. (2001). *Diccionari català-francès*, Barcelona, Enciclopèdia catalana.

CASTELLANOS, C.; LENOIR, F. (2002). *Diccionari de paranys de traducció francès-català (faux amis)*, Barcelona, Enciclopèdia catalana.

ENCICLOPÈDIA CATALANA (1998). *Gran Diccionari de la llengua catalana*, Barcelona, Edit. Enciclopèdia catalana.

REY, A. (2022). *Le Petit Robert de la langue française, édition 2023 (Dictionnaires de la langue française)*, Paris, Dictionnaires Le Robert.

Complemental

In the Collection « Les Usuels du Robert » :

Dictionnaire des anglicismes

Dictionnaire des difficultés du français

Dictionnaire des expressions et locutions

Dictionnaire des idées par les mots

Dictionnaire des mots contemporains

Dictionnaire des synonymes

BERNET, C.; RÉZEAU, P. (1989). *Dictionnaire du français parlé*, Paris, Éditions du Seuil, Points Virgule n°92.

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

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

BRUNET, S. (1996). *Les mots de la fin du siècle*, Paris, Belin, Coll. Le français retrouvé.

CAZELLES, N. (1996). *Les Comparaisons du français*, Paris, Belin, Coll. Le français retrouvé.

RASPALL, J.; MARTI, J. (1996). *Diccionari de frases fetes*, Barcelona, Edicions 62.

GRAMMAR WORKS

Indispensable

CHEVALIER, J.-C.; ARRIVÉ, M.; BLANCHE-BENVENISTE, C.; PEYTARD, J. (1991). *Grammaire du français contemporain*, Paris, Larousse.

Le Nouveau Bescherelle (1988). *L'art de conjuguer. Dictionnaire de 12 000 verbes*, Paris, Librairie Hatier.

To deepen

GRÉVISSE, M. (1980). *Le bon usage*, Bruxelles, Duculot, 1980.

GRÉVISSE, M. (1983). *Quelle préposition?*, Bruxelles, Duculot, 1983.

VERDAGUER, P. (1976). *Le catalan et le français comparés*, Barcelona, Editorial Barcino, 1976.

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

SUPPORT FOR THEORETICAL REFLECTION

BOSSE-ANDRIEU, J. (1990). *Exercices pratiques de style*, Québec, Presses Universitaires du Québec.

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

DELISLE, J. (1993). *La traduction raisonnée*, Ottawa, Presses de l'Université d'Ottawa.

GRELLET, F. (1991). *Apprendre à traduire: Typologie d'exercices et de traductions*, Nancy, Presses Universitaires de Nancy.

TRANSLATION

BERTHELOT, M. (2007). *Guide pratique de traduction catalan-français*, Canet, Éditions Trabucaire.

BERTHELOT, M.; ROTA GIRONELL, M.L. (2009). *Exercicis de traducció gramatical català-francès i autocorrecció. Exercices de traduction grammaticale catalan-français II et autocorrection*, Canet, Éditions Trabucaire.

WEB RESOURCES

-Argot français: <http://www.dicoperso.com/list/4>

-Banque de dépannage linguistique (Québec): <http://www.oqlf.gouv.qc.ca/ressources/bdl.html>

-Banque de données terminologiques européennes: <https://iate.europa.eu/home>

-Banque de données terminologiques françaises: <http://franceterme.culture.fr/FranceTerme/>

-Base de données lexicographiques panfrancophone: <https://www.bdlp.org/>

-Centre National de Ressources Textuelles et Lexicales (CNRTL): <https://www.cnrtl.fr>

-Diccionari de la llengua catalana multilingüe: <http://www.multilingue.cat/>

-Dictionnaire bilingue: <http://www.wordreference.com/>

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

-Dictionnaire des collocations: <http://www.tonitraduction.net/>

-Dictionnaire des francophones: <https://www.dictionnairedesfrancophones.org/>

-Dictionnaire des sigles et acronymes : <http://hades-presse.com/ackr>

-Dictionnaire des synonymes: <http://www.dictionnaire-synonymes.com/>

-Dictionnaire du CNRTL: <https://www.cnrtl.fr/definition/>

-Dictionnaire français: http://www.lexilogos.com/francais_langue_dictionnaires.htm

-Dictionnaire Trésor de la langue française informatisé: <http://atilf.atilf.fr/tlf.htm>

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

-Encyclopédie Larousse en ligne: <https://www.larousse.fr>

-Grammaire interactive: <http://grammaire.reverso.net/>

-Gran Diccionari de la llengua catalana : <https://www.enciclopedia.cat/gran-diccionari-de-la-llengua-catalana>

-Le grand dictionnaire terminologique (Québec): <http://www.granddictionnaire.com>

-Le Robert en ligne: <https://dictionnaire.lerobert.com/>

-Ortografia i regles gramaticals :

<https://www.lalanguefrancaise.com/orthographe/orthographe-40-regles-de-base>

Medias

France2: www.france2.fr

France 3: www.france3.fr

La Libre Belgique: www.lalibre.be

Le Figaro: www.lefigaro.fr

Le Monde: www.lemonde.fr

Le Monde diplomatique: www.monde-diplomatique.fr

Le Soir: www.lesoir.be

Libération: www.liberation.fr

Marianne: www.marianne.net

Radio Canada: <https://ici.radio-canada.ca/>

Radio France Internationale: www.rfi.fr

Radio Télé Luxembourg: www.rtl.fr

Radio Télévision suisse francophone: <https://www.rts.ch/>

Tv5: www.tv5monde.com

Software

No specific software used

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	French	second semester	morning-mixed