

Degree	Type	Year
Translation and Interpreting	OB	2

Contact

Name: Carles Biosca Trias

Email: carles.biosca@uab.cat

Teaching groups languages

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

Prerequisites

Show that they know and understand the basic methodological principles governing translation, its professional aspects, basic instrumentals, and the main contrastive problems encountered in this linguistic combination.

Apply this knowledge to solving basic translation problems in a variety of non-specialised texts written in standard language.

Objectives and Contextualisation

The purpose of this subject is Consolidate the resolution of problems of translation of texts no specialized in standard language of different types (narrative, descriptive, conceptual, argumentative and instructive).

After completing the course, the student will be able to:

- Demonstrate that it possesses and understands knowledge about the basic methodological principles that govern the Translation, professional aspects and basic
- instruments, and the basic problems of contrastivity of the linguistic combination
- Apply this knowledge to solve translation problems of non-specialized genres in the language standard of different types.
- Integrate knowledge to issue judgments on matters related to the translation of genres no specialized in standard language of different types

Competences

- Learning in a strategic, independent and continuous manner.
- Producing written texts in language A in order to translate.
- Solving translation problems of non-specialised texts.
- Understanding written texts in a foreign language in order to translate.
- Using documentation resources in order to translate.
- Using technological resources in order to translate.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
2. Applying technological resources in order to solve translation problems: Applying the basic technological resources in order to solve different types of translation problems of non-specialised written texts in standard language.
3. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to translate different types of non-specialised written texts in standard dialect.
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 translation of different types of basic (narrative and descriptive) non-specialised written texts in standard dialect.
5. Assessing the obtained results in the information retrieval process in order to translate: Assessing the obtained results in the information retrieval process in order to translate different types of non-specialised written texts in standard dialect.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of different types of non-specialised written texts in standard dialect.
7. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
8. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informational needs in order to translate different types of non-specialised written texts in standard dialect.
9. Identifying the existing (digital and analogue) information sources in order to translate: Identifying the existing (digital and analogue) information sources in order to translate different types of non-specialised written texts in standard dialect.
10. Identifying the specific translation problems of non-specialised texts: Identifying the basic translation problems of different types of non-specialised written texts in standard dialect.
11. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce different kinds of non-specialised written texts in standard dialect.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend different kinds of non-specialised written texts in standard dialect.
13. Learning in a strategic, independent and continuous manner: Questioning and widening the acquired knowledge.
14. Producing written texts from different fields and with specific communicative purposes: Producing different kinds of non-specialised written texts in standard dialect with specific communicative purposes.
15. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing different kinds of non-specialised written texts in standard language that are appropriate to their context and possess linguistic correctness.
16. Solving interferences between the working languages: Solving interferences between the working languages.
17. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the basic technological resources needed to edit different types of non-specialised written texts in standard dialect.
18. Students must demonstrate they know the technological resources needed to translate: Students must demonstrate they know the technological resources needed to translate.
19. Successfully interrogating the documentation sources in order to translate: Successfully interrogating the documentation sources in order to translate different types of non-specialised written texts in standard dialect.
20. Using the appropriate strategies and techniques in order to solve translation problems: Using the fundamental strategies and techniques in order to solve basic translation problems of different types of non-specialised written texts in standard dialect.

Content

- Resolution of translation problems of narrative genres not specialized in standard language: history book fragment, short biography, short story, etc.
- Resolution of problems of translation of descriptive genres not specialized in standard language: tourist guide fragment, descriptions of houses, kitchens, etc. in decorative magazines, descriptions of characters or situations in novels, descriptions of entities (international organizations, associations of countries, etc.).
- Resolution of problems of translation of non-specialized specialized genres in standard language: entry of consultation encyclopaedia, essay fragment (Traductology, Linguistics, Philosophy, etc.).
- Resolution of translation problems of non-specialized argumentative genres in the standard language: editorial about a topic of current affairs, opinion articles on a topic of current affairs, formal complaints letter, etc.
- Resolution of problems of translation of non-specialized instructional genres in the standard language: medication leaflet, instructions for frequent use, advertising text, etc.
- Use of tools (technology and documentation) for the translation of non-specialized texts in the standard language of different types: the same ones from the 1st year (introduction to translation) + Analogue dictionaries, synonyms and antonyms, collocations, of difficulties, etc. Encyclopaedias Style books Parallel texts. Use of general corpora. Forums and general blogs. Distribution lists.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Completion of translation activities	30	1.2	1, 2, 6, 17, 18, 8, 16
Exercise resolution	15	0.6	1, 2, 11, 17, 18, 8, 15, 16
Type: Supervised			
Preparation of portfolio	15	0.6	1, 2, 12, 11, 6, 17, 18, 8, 15, 14, 16
Type: Autonomous			
Documentation search	33	1.32	2, 6, 17, 18, 8
Extension of knowledge	8	0.32	1, 2, 12, 11, 6, 17, 18, 8, 15, 14, 16
Preparation of exercises, translations and work	40	1.6	1, 2, 12, 11, 6, 17, 18, 8, 15, 14, 16

To achieve the established objectives, this subject involves both lectures and practical classes.

All activity deadlines are indicated in the subject's schedule and must be strictly adhered to.

The work students carry out mainly consists in:

- Resolution of directed, supervised or autonomous exercises
- Presentations of individual or group work
- Debates (in person or in forums)
- Techniques of cooperative learning
- Documentation searches
- Reading assignments
- Tutorials
- Written assignments
- Assignments to be performed outside class
- Exercises to be performed in class

- Translation exercises
- Translation projects
- Preparation of a portfolio
- Preparation of translation tasks
- Exam

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
Exam 1	25%	2	0.08	1, 3, 2, 12, 11, 5, 6, 17, 18, 8, 10, 9, 19, 15, 14, 4, 16, 7, 20
Exam 2	30%	2	0.08	1, 2, 12, 11, 6, 17, 18, 8, 15, 14, 16
Final examination of translation	25%	2	0.08	1, 2, 12, 11, 6, 17, 18, 8, 15, 14, 16
Translation exercise mid-semester (homework)	20%	3	0.12	1, 2, 12, 11, 13, 6, 17, 18, 8, 15, 14, 16

Continuous assessment

Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

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.

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 students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct. Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

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

The final grade for the subject will be calculated according to the following percentages:

- Final translation test (different from the one corresponding to Continuous Evaluation). Fiction text 30%.
- Final translation test (different from the Continuous Assessment). Non-fiction text 30%.
- Presentation of a translation exercise with commentary. 40%

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

Bibliography

GENERAL BIBLIOGRAPHY

A) FRENCH BIBLIOGRAPHY

1.

ORTHOGRAPHY

DOURNON, J. Dictionnaire d'orthographe et des difficultés du français, Paris: Hachette, 1974

2. GRAMMARS

ADAM, J.M. Eléments de linguistique textuelle, Paris: Mardaga, 1990

ARRIVE, M.; GADET, F.; GALMICHE, M. La grammaire d'aujourd'hui. Guide alphabétique de linguistique française, Paris: Flammarion,

* BONNARD, H. Code du français courant, grammaire seconde, première, terminale, Magnard, Paris, 1984

* CALLAMAND, M. Grammaire vivante du français, Paris: Larousse-Clé International, 1987

CHARAUDEAU, P. Grammaire du sens et de l'expression, Paris: Hachette, 1992

DUBOIS, J.; LAGANE, R. La nouvelle grammaire du français, Paris: Larousse, 1973

* GREVISSE, M. Le bon usage, Paris: Duculot, 1986

GREVISSE, M. Le Français correct: guide pratique, Paris: Duculot, 1982

HAMON, A. Grammaire. Guide pratique, Paris: Hachette, 1993

LE GOFFIC, P.; COMBE, N. Les constructions fondamentales du français, Paris: Hachette-Larousse, 1975

MOIRAND, S. Une grammaire des textes et des dialogues, Paris: Hachette, 1990

MONNERIE, A. Le français au présent, Paris: Didier/Hatier, 1987

RENOUARD, M. Gammes français langue étrangère, Paris: Clé International, 1992

VVAA. Grammaire Larousse du français contemporain, Paris: Larousse, 1964

VVAA. Pièges et difficultés de la langue française, Paris: Bordas, 1988

3. DICTIONARIES AND HANDBOOKS OF USE

COLIN, J-P, Nouveau dictionnaire des difficultés du français, Paris: Hachette-Tchou, 1970

DUBUC, R. Objectif: 200; deux cents fautes à corriger, Montreal: Editions Ici-Radio Canada, Leméac, 1971

DUPRE, P. Encyclopédie du bon français dans l'usage contemporain; difficultés, subtilités, complexités, singularités, Paris: Trévisse, 1972

HANSE, J. Nouveau dictionnaire des difficultés du français moderne, Paris: Duculot, 1983

* THOMAS, A. Dictionnaire des difficultés de la langue française, Paris: Larousse, 1974

VVAA Dictionnaire des structures du vocabulaire savant, Paris: Le Robert, 1980

VVAA Dictionnaire des anglicismes, Paris: Le Robert, 1980

VVAA Dictionnaire pratique des faux-frères, Paris: Nathan, 1979

B) CATALAN BIBLIOGRAPHY

1) Unilingual Dictionaries (Catalan)

Diccionari de la llengua catalana. 4a ed. Barcelona: Enciclopèdia Catalana, 1998.
Alcover, Antoni M.; Moll, Francesc de B. *Diccionari català-valencià-balear*. Palma de Mallorca: Moll, 1988.
Pey, Santiago. *Diccionari de sinònims i antònims*. 9a ed. Barcelona, Teide, 1986.
Raspall, Joana; Martí, Joan. *Diccionari de locucions*. Barcelona, Edicions 62, 1995.
Espinal, Teresa *Diccionari de sinònims de frases fetes*, Montcada i Reixac, UAB. Servei de Publicacions; Publicacions de la Universitat de València; Publicacions de l'Abadia de Montserrat, 2004.
Aritzeta, M. *Diccionari de termes literaris*, Edicions 62, Barcelona, 1996.

2) Bilingual dictionaries

Castellanos, Carles; Castellanos, Rafael, *Diccionari Francès-Català*, Enciclopèdia catalana, Barcelona, 2003.
Botet, René/Camps, Christian, *Dictionnaire Catalan-Français*. Canet, Editions El Trabucaire, 2007 (més complet que l'edició de l'Enciclopèdia dels mateixos autors)
Castellanos, Carles; Lenoir, Françoise, *Diccionari de Paranys de Traducció Francès-Català (faux amis)*, Barcelona, Enciclopèdia catalana, 2000.
Camps, Christian; Botet René, *Dictionnaire Français-Catalan d'expressions locutions e t proverbes*, Canet, Editions El Trabucaire, 2006.

WEB sites

Dictionaries in Catalan

DIEC2: <http://dlc.iec.cat/>
Diccionari Alcover Moll: <http://dcvb.iecat.net/>
Optimot: <http://optimot.gencat.cat>
<http://www.enciclopedia.cat/>
FREELANG. <http://www.freelang.com/freelang/> Un diccionari Francès/Català i Català/Francès de 15000 entrades que us podeu descarregar i ampliar. Aquesta pàgina ofereix moltes altres eines al traductor.

Dictionaries and Encyclopaedias in French:

Trésor de la langue française: <http://atilf.atilf.fr/tlf.htm>
Littré : <http://littrereverso.net/dictionnaire-francais/>
Dictionnaire de l'Académie française : <http://www.academie-francaise.fr/dictionnaire/> Larousse : www.larousse.fr/dictionnaires
LeDictionnaire: www.le-dictionnaire.com
Annuaire de dictionnaires : www.dicorama.com
Annuaire des dictionnaires et des encyclopédies en ligne : www.dicoweb.levillage.org
Encyclopædia Universalis : www.universalis-edu.com
Lexilogos: http://www.lexilogos.com/plan_site.htm

Other works

Le Monde, La langue, sauce piquante: <http://correcteurs.blog.lemonde.fr/>

Fabra, Pompeu, *Gramàtica francesa*. Barcelona, Editorial Catalana, 1919
Verdaguer, Pere, *Le Catalan et le Français comparés*. Barcelona, Barcino, 1976

webs:

optimot. <https://aplicacions.llengua.gencat.cat/llc/AppJava/index.html>

ésadir. <https://esadir.cat>

Software

No specific software is used for this subject

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	Catalan	second semester	morning-mixed