

| Degree programme             | Type | Course |
|------------------------------|------|--------|
| Translation and Interpreting | OB   | 3      |

## Contact lecturer

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## Prerequisites

At the beginning of the course the student must be able to:

Prove that she/he has advanced grammar knowledge to translate and interpret in the A language.  
Understand complex texts of different types and with problems of linguistic variation in the A language.  
Understand complex written texts of different types from a wide range of fields appreciating their stylistic and geographical differences in the B language.  
Produce written texts of various types with some complexity on general topics in a wide range of areas and registers most common in the B language.  
Understand oral texts of various types with some complexity on general topics from a wide range of areas and records most frequently in the B language.  
Produce oral texts of various types on general topics in different areas in the B language.

Required language proficiency level:

French Language: Level C1.2 CEFR (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.

She/He can express herself/ himself on complex subjects in a clear and well-structured way and demonstrate her/his control of the tools of organization, articulation and cohesion of the speech.

## Objectives

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

## Learning outcomes

1. 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.
2. 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.
3. Formulating the appropriate informative needs in order to translate: Formulating the appropriate informative needs in order to translate non-specialised texts in standard dialect.
4. 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.
5. 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.
6. 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.
7. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems.
8. 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.
9. Identifying the textual and dynamic nature of the translation equivalence: Identifying the textual and dynamic nature of the translation equivalence.
10. 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.
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. 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.
13. 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.
14. Finding the most appropriate translation solution in each case: Finding the most appropriate translation solution in each case.
15. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
16. 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.
17. 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.
18. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
19. 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.
20. 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.

## Contents

- 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.
- The solution of translation problems of non-specialized genres in standard language of diverse typology: narrative, descriptive, expository, argumentative, instructive.
- The resolution of translation problems derived from cultural references and linguistic variation (mode, tone and style).
- The solution of problems of translation of specialized texts addressed to a non-specialized public (administrative genres, etc.).
- Use of basic technological and documentation tools for reverse translation.

## Learning activities and methodology

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

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).

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               | Weight | Hours | ECTS  | Learning outcomes                                                     |
|---------------------|--------|-------|-------|-----------------------------------------------------------------------|
| Translation Works   | 30%    | 3.3   | 0.132 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 |
| Final tests         | 40%    | 3     | 0.12  | 1, 2, 3, 15, 16, 17, 18, 19                                           |
| Translation project | 30%    | 1.2   | 0.048 | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 |

#### 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 one day 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

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

BERTRAND, J. (1978). *Dictionnaire pratique des conjugaisons*, Paris, Nathan.

GARCÍA-PELAYO GROSS, R.; TESTAS, J. (1999). *Dictionnaire général français/espagnol, espagnol/français*, Paris, Larousse.

GARCÍA-PELAYO GROSS, R.; TESTAS, J. (2009). *Diccionario general español/francés, francés/español + CD-ROM*, Paris, Larousse.

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

Editorial 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

### GRAMMAR

BERTRAND, J. (1978). *Les accord parfaits*, Paris, Nathan.

BERTRAND, J. (1978). *Dictionnaire pratique des conjugaisons*, Paris, Nathan.

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

CHEVALLIER, J.-C. (2002). *Grammaire du français contemporain*, Paris, Larousse.

GRÉVISSE, M. (1980). *Le bon usage*, Bruxelles, Duculot, 1990.

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

HANSE, J. (1994). *Nouveau dictionnaire des difficultés du français moderne*, Bruxelles, Duculot.

Le Nouveau Bescherelle (1980). *L'art de conjuguer. Le dictionnaire de douze mille verbes*, Paris, Librairie Hatier.

THOMAS, A. V.; de TORO, M. (1997). *Dictionnaire des difficultés de la langue française*, Paris, Larousse,

## Références.

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

## TRANSLATION

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

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.

HURTADO, A. (2000). *Enseñar a traducir. Metodología en la formación de traductores e intérpretes*, Madrid, Edelsa.

TRICÁS PRECKLER, M. (1995). *Manual de traducción*, Barcelona, Editorial Gedisa.

## FURTHER READING

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

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

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

CAZELLES, N. (1996). *Les comparaisons du français*, Paris, Belin, Collection Le français retrouvé.

## WEB RESOURCES

Recommended search engine: <http://www.google.fr>

Dictionaries, Encyclopedias

-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>

-Diccionario panhispánico de dudas :  
<https://www.rae.es/obras-academicas/diccionarios/diccionario-panhispanico-de-dudas>

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

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

-Dictionnaire français: [http://www.lexilogos.com/francais\\_langue\\_dictionnaires.htm](http://www.lexilogos.com/francais_langue_dictionnaires.htm)

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

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

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

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

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

## Medias

[www.france2.fr](http://www.france2.fr)

[www.france3.fr](http://www.france3.fr)

[www.lalibre.be](http://www.lalibre.be)

[www.lefigaro.fr](http://www.lefigaro.fr)

[www.lemonde.fr](http://www.lemonde.fr)

[www.lemondediplomatique.fr](http://www.lemondediplomatique.fr)

[www.lesoir.be](http://www.lesoir.be)

[www.liberation.fr](http://www.liberation.fr)

[www.marianne.net](http://www.marianne.net)

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

[www.rfi.fr](http://www.rfi.fr)

[www.rtl.fr](http://www.rtl.fr) (Radio Télévision Luxembourg)

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

[www.tv5monde.com](http://www.tv5monde.com)

## Software

No specific software used.

## Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

| Type of teaching           | Group | Language | Semester        | Shift         |
|----------------------------|-------|----------|-----------------|---------------|
| (PAUL) Classroom practices | 1     | French   | second semester | morning-mixed |