



DEGREE CURRICULUM

# **REVERSE TRANSLATION PRACTICE I (CATALAN/SPANISH > ENGLISH/FRENCH)**

Coordination: SOLE CASTELLS, CRISTINA

Academic year 2022-23

## Subject's general information

<b>Subject name</b>	REVERSE TRANSLATION PRACTICE I (CATALAN/SPANISH > ENGLISH/FRENCH)			
<b>Code</b>	101555			
<b>Semester</b>	1st Q(SEMESTER) CONTINUED EVALUATION			
<b>Typology</b>	<b>Degree</b>	<b>Course</b>	<b>Character</b>	<b>Modality</b>
	Double degree: Bachelor's degree in Applied Languages and Translation and Bachelor's degree in Hyspanic Philology	4	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in Catalan Philology and and Bachelor's degree in Applied Languages and Translation	4	COMPULSORY	Attendance-based
	Double degree: Bachelor's degree in English Studies and Bachelor's degree in Applied Languages and Translation	4	COMPULSORY	Attendance-based
<b>Course number of credits (ECTS)</b>	6			
<b>Type of activity, credits, and groups</b>	<b>Activity type</b>	PRAULA		TEORIA
	<b>Number of credits</b>	4		2
	<b>Number of groups</b>	1		1
<b>Coordination</b>	SOLE CASTELLS, CRISTINA			
<b>Department</b>	CLASSICAL, FRENCH AND HISPANIC STUDIES			
<b>Teaching load distribution between lectures and independent student work</b>	This course is offered in a hybrid teaching modality. This means:			
	15 sessions of 1.5h each = 22.5 HP; the remaining hours up to 150 (that is 127.5h) will be of non-attendance work. See also Development plan to visualize each of the sessions.			
<b>Important information on data processing</b>	Consult <a href="#">this link</a> for more information.			
<b>Language</b>	50% in English, 50% in French			
<b>Distribution of credits</b>	2 theoretical credits; 4 practical credits			

Teaching staff	E-mail addresses	Credits taught by teacher	Office and hour of attention
SABATE CARROVE, MARIA	mariona.sabate@udl.cat	3	
SOLE CASTELLS, CRISTINA	cristina.solecastells@udl.cat	3	

## Subject's extra information

In order to be able to study the subject without too many problems, it is recommended that students who enroll in this subject have a C1 level of the Common European Framework of Reference for Languages (CEFR), according to which the student is able to: understand a wide range of long and complex texts, and recognizes their implicit meaning; express themselves fluently and be able to use the language flexibly and effectively for social, academic and professional purposes.

### Information on data protection in the audiovisual register

In accordance with current regulations on the protection of personal data, we inform you that:

- The organisation responsible for the recording and use of the image and voice is the University of Lleida - UdL (contact details of the representative: General Secretariat. Plaza Víctor Siurana, 1, 25003 Lleida; sg@udl.cat; contact details of the data protection officer: dpd@udl.cat).
- The recorded images and voices shall be used exclusively for teaching purposes.
- The recorded images and voices shall be saved and preserved until the end of the current academic year, and shall be destroyed in accordance with the terms and conditions specified in the regulations on the preservation and disposal of administrative documents of the UdL, and the documentary evaluation tables approved by the Generalitat de Catalunya (<http://www.udl.cat/ca/serveis/arxiu/>).
- The voices and images are considered necessary to teach this subject, and teaching is a right and a duty of the teaching staff of the Universities, which they must exercise under academic freedom, as provided for in article 33.2 of the Organic Law of Universities (Ley Orgánica de Universidades) 6/2001, of December 21. For this reason, the UdL does not need the consent of the students to register their voices and images with the sole and exclusive purpose of teaching in this particular subject.
- The UdL shall not transfer the data to third parties, except in the cases strictly provided for by the Law.
- The student can access their data; request correction, deletion or portability; object to its processing and request its limitation, as long as it is compatible with the purposes of teaching, by writing to dpd@udl.cat. You can also submit a complaint to the Catalan Data Protection Authority, via a mail to its website (<https://seu.apd.cat>) or other non-electronic means.

## Learning objectives

- Show that you know the strategies and techniques for translation into the foreign language (English and French).
- Be able to apply this theoretical knowledge to the translation of texts in the non-specialised reverse translation market.
- Gather and interpret data on the problems of reverse translation and make judgements on the decisions taken.
- Use technological and documentation tools for reverse translation
- Distinguish the importance of the different phases of the translation process 1) documentation, 2) translation and 3) review and develop the most effective behavioural strategies in each of them.
- Analyze the translation phenomena from a linguistic-cultural perspective. Justify with an appropriate terminology the translation decisions.

## Competences

### Transversal competences:

- CT2: Acquiring a significant command of a foreign language.
- CT3: Acquire training in the use of new technologies and information and communication technologies.
- CT6 Apply gender perspective to professionally-related activities.

### Basic competences:

- CB 2: Que los estudiantes sepan aplicar sus conocimientos a su trabajo o vocación de una forma profesional y posean las competencias que suelen demostrarse por medio de la elaboración y defensa de argumentos y la resolución de problemas dentro de su área de estudio.
- CB 4: Transfer information, ideas, problems and solutions to specialized and non-specialized readers/audience (English/French to Catalan/Spanish).

### General competences:

- CG1 Gestionar un conocimiento racional y crítico de los fenómenos lingüísticos que permita comprenderlos y hacerlos comprensibles a los demás.
- CG2 Evaluar y valorar las tendencias más recientes en los ámbitos tratados. Desarrollar un razonamiento crítico delante de las nuevas tendencias.
- CG3: To assess individual work capacity and motivation for quality and rigour. To produce different types of text.
- CG4 Gestionar un dominio en los métodos, técnicas e instrumentos de análisis e informáticos específicos.

## Specific competences:

- CE3: Acquiring the ability to produce translated texts according to the framework in which they are placed.
- CE5: Assessing linguistic and socio-cultural adequacy in relation to text typology.
- CE6: Evaluate linguistic and socio-cultural adequacy in relation to text typology.

## Subject contents

The focus of the course is essentially practical, beginning with a brief but enlightening theoretical explanation of specific reverse translation strategies and problems.

- Methodological principles governing the practice of reverse translation.
- Use of basic technological tools and documentation for reverse translation
- Fundamental problems, techniques and strategies of reverse translation.
- Solving contrastive difficulties: differences in writing conventions, lexicons, morphosyntactics and text

Then, the following types of text will be worked on, preceded by an analysis of each type of text, problems that each type of text presents and strategies to solve translation reefs. The types of text that will be worked on, therefore, are the following:

- Journalistic texts (news (local / Catalan / national), opinion and editorial articles, by the combinations Catalan-French / English
- Documentation commonly used in the business world (cover letters, offers, quotes, invoices), for the Spanish / Catalan / French combinations
- Academic texts to be published in international journals for the combination Spanish / Catalan-English
- Texts of an informative and/or educational nature belonging to different sectors of the business world, including the agro-food sector for the combinations Catalan / Spanish - English
- Documentation on nutrition and dietetics, as well as labelling by the Catalan / Spanish-English combination
- Cultural and heritage dissemination texts (local and Catalan context) by the Catalan-French combination

## Methodology

Continuous evaluation.

The methodology of the subject is based on the following axes:

- Classroom practice classes 03:48 and 03:49 where texts will be translated previously analyzed by CAT and consultation tools.
- Discussions using the Forum tool.
- Debates of doubts directed by video call from homework activities

## Development plan

Week	THURSDAY	FRIDAY - Classroom 3.48 and 3.49
<b>1st:</b> 21 to 25/09/2020	Presentation of course and virtual campus, with online activities - Methodological principles governing the practice of reverse translation. - Use of technological tools and basic documentation for reverse translation	- Problems, techniques and strategies of reverse translation - Solving contrastive difficulties: different conventions (lexical, morphosyntactic, punctuation, etc.)
<b>2nd:</b> 28/09 to 2/10/2020	Journalistic texts (news (local / Catalan / national), opinion and editorial articles, by the combinations Catalan-French / English	Practice with journalistic texts
<b>3rd:</b> 5/10 to 09/10/2020	Journalistic texts (news (local / Catalan / national), opinion and editorial articles, by the combinations Catalan-French / English	Practice with journalistic texts (Activity for assessment)
<b>4th:</b> 12/10 to 16/10/2020	Academic texts for publication in international journals	Practice with academic texts
<b>5th:</b> 19/10 to 23/10/2020	Academic texts for publication in international journals	Practice with academic texts (Activity for assessment)
<b>6th:</b> 26/10 to 30/10/2020	Texts of an informative and/or educational nature belonging to different sectors of the business world, including the agro-food sector for the combinations Catalan / Spanish - English / French	Practice with agro-food texts
<b>7th:</b> 2/11 to 6/11/2020	Texts on cultural and heritage dissemination	Practice with cultural and heritage dissemination (Activity for assessment)
<b>8a:</b> 09/11 a 13/11/2020	<b>START OF THE FRENCH PART</b> Presentation of basic tools and resources for translation Cat/Sp. ____ French	How to use them. Examples of different types of text

9a: 16/11 a 20/11/2020	Informative journalistic articles	Practice. Identifying and analysing problems
10a: 23/11 a 27/11/2020	Journalistic texts (think pieces)	Practice. Identifying and analysing problems
11a: 30/11 a 04/12/2020	Commonly-used business documents	Practice. Identifying and analysing problems
12a: 07/12 a 11/12/2020	Informative business texts	Practice. Identifying and analysing problems
13a: 14/12 a 18/12/2020	Documents for cultural and heritage dissemination	Practice. Identifying and analysing problems
14a: 21/12 a 25/12/2020 i 4/01 a 8/01/2021	Documents for cultural and heritage dissemination	Practice. Identifying and analysing problems
15a: 11/01 a 15/01/2021	Presentation and oral analysis of an individual translation assignment	Presentation and oral analysis of an individual translation assignment
<b>18 al 27 de gener: Període d'activitats avaluatives</b>		
<b>28 de gener al 5 de febrer: Període de correcció d'activitats avaluatives</b>		

## Evaluation

### ENGLISH

30% Submission of activities (3 translation activities, 10% each activity). It is compulsory to pass at least 2 of the 4 translation activities of the English part.

10% Oral presentation to explain how the activities have been carried out, relating it to the brief theoretical introduction on problem-solving activities, the documentary searches (dictionaries, glossaries and other useful links), and the specific document to be translated Explanation of the process of the 3 phases of the translation: documentation, translation and revision.

10% Attendance and participation in the Videoclasses and Forums.

### FRENCH

10% Attendance and participation

30% Submission of written activities (3 translation activities, 10% each activity)

10% Oral presentation

## Bibliography

### BIBLIOGRAPHY:

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- Ainaud, Jordi; Espunya, Anna; Pujol, Dídac (2010). *Manual de traducció anglès-català*. Vic: Eumo.
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- English Style Guide. A handbook for authors and translators in the European Commission (2020). ([https://ec.europa.eu/info/sites/info/files/styleguide\\_english\\_dgt\\_en.pdf](https://ec.europa.eu/info/sites/info/files/styleguide_english_dgt_en.pdf))
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## French:

- HURTADO ALBIR, A. (2015), *Aprender a traducir del francés al español*. Castelló de la Plana. Publicaciones de la Universitat Jaume I, Madrid, Edelsa.
- LEDERER Marianne (1994), *La traduction aujourd'hui: le modèle interprétatif*. Paris, Hachette.
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- TRICÀS Mercedes (1995), *Manual de traducción francés-castellano*. Barcelona, Gedisa.
- TRICÀS Mercedes (2008) : "Construir (equivalencias) : del texto a la representación intercultural". In: Luis Pegenaute, Janet de Casaris, Mercè Tricàs et Elisenda Bernal, (dirs.) *La traducción del futuro : mediación lingüística y cultural en el siglo XXI*. Barcelona : PPU-AIETTI, pp. 89-100.

## RESOURCES:

\* MEMOQ, plataforma de traducció que inclou memòria de traducció, eina de gestió terminològica, traducció automàtica i altres eines que ens serviran per fer les 4 activitats inicials de traducció del català/castellà a l'anglès. Aquest recurs està instal·lat en les aules 3.48 i 3.49, però també s'hi pot accedir des del propi ordinador, mitjançant unes instruccions que es facilitaran en Recursos.

## ONLINE DICTIONARIES AND GRAMMARS

### \*English:

- **Monolingual dictionaries**

- *Merriam Webster's Collegiate Dictionary* (the 10<sup>th</sup> edition) Springfield: Merriam Webster Incorporated: <http://britannica.com/>
- Collins Dictionary Thesaurus: <https://www.collinsdictionary.com/dictionary/english-thesaurus>
- **Grammar resources**
  - - Online grammar and spell check software (download and add to Chrome): <http://grammarly.com>
  - - Online grammar and spell check software (specially sections 4 Miscellaneous -punctuation, capitalization, etc-, and 5. Typography): <https://www.scribens.com/>
  - - English grammar (levels + activities) by the British Council: <https://learnenglish.britishcouncil.org/grammar>

## \*French:

- **Dictionnaires monolingues français d'usage général :**
  - *Dictionnaire de l'Académie française en ligne*: <http://academie-francaise.fr/actualites/dictionnaire-de-lacademie-francaise-en-ligne>
  - *Le Dictionnaire Larousse* : <https://www.larousse.fr/dictionnaires/francais-monolingue/>
  - *Trésor de la Langue Française informatisé* : <http://atilf.atilf.fr/> (Très riche mais de consultation plus complexe que le *Dictionnaire Larousse*)
  - *Dictionnaire de prononciation Forvo* : <https://fr.forvo.com/>
  - *Dictionnaire visuel* (thématique) : <http://www.ikonet.com/fr/ledictionnairevisuel/>
- **Ouvrages de grammaire (disponibles à la Bibliothèque de la UdL) :**
  - Laurent, Nicolas & Delignon Delaunay, Bénédicte. *Bescherelle : la grammaire pour tous*. Paris, Hatier, 2019. <https://bescherelle.com/le-conjugeur-bescherelle>
  - *Grammaire du français*: <https://fr.slideshare.net/maa25br/nouvelle-grammaire-du-francais>

## Dictionnaires de synonymes et antonymes:

- <https://www.synonymes.com/> (synonymes)
- <https://crisco2.unicaen.fr/des/> (synonymes et antonymes)
- <http://www.synonymo.fr/synonyme/dictionnaires> (synonymes et antonymes)

## \*Diccionaris multilingües: anglès-català-castellà-francès

- <https://www.softcatala.org/diccionari-multilingue/>
- <https://www.diccionarios.com/>
- <https://www.linguee.es/>
- <http://www.wordreference.com>
- <https://www.enciclopedia.cat/>
- <https://www.larousse.fr/dictionnaires/francais-espagnol/>