

**COURSE DATA****Data Subject**

<b>Code</b>	35343
<b>Name</b>	General translation in English
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2020 - 2021

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. year</b>	<b>Period</b>
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	3	Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1000 - Degree in English Studies	9 - Application for professional environments	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
SUAU JIMENEZ, FRANCISCA ANTONIA	155 - English and German

**SUMMARY**

Within the studies of English Studies, this subject stands as a necessary component for the acquisition of solid social and cultural knowledge for translating, as well as perfect competence to use English efficiently in translations bearing in mind communicative adequacy. The formation of translators is, in essence, a matter of practice. Therefore, the main objective is to develop a set of competences that will help them understand the basics of translation of non-specialised texts.

Considering the specific linguistic and discursive needs of translator trainees, this subject approaches the study and improvement of lexical resources (proverbs, idioms, collocations, metaphors, etc.), placing particular emphasis on developing students' abilities to understand different types of texts through the use of substantial reading passages. Attention will also be drawn to thorough analysis and production of translated texts, gaining insights into the mechanisms of revision and correction.



There are no initial requirements to take this course; however, students are recommended to have a thorough command of the English language at a B2 level (Common European Framework –CEF) and linguistic competence in both English and Spanish working languages.

It is also recommended that students have a thorough command of Spanish, this is why foreign students should have a B2 level at least.

## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## OUTCOMES

### 1000 - Degree in English Studies

- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must have the ability to gather and interpret relevant data (usually in their field of study) to make judgements that take relevant social, scientific or ethical issues into consideration.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Design and manage projects in language and literature in the academic and professional fields.
- Apply ICT and computer programs, either locally or through a network, in the field of English Studies.
- Work in a team in contexts related to English Studies and develop interpersonal relationships.
- Work and learn autonomously, and plan and manage ones workload.
- Demonstrate communicative and social competence in the English language (oral and written comprehension and expression, communicative interaction and mediation that includes correct grammar and style).

## LEARNING OUTCOMES

The above mentioned competencies result in the following learning outcomes:

- Carry out research and write essays on topics proposed by the lecturer or suggested by students dealing with linguistics applied to translation and/or translation theory.
- Carry out research, amplify and synthesise bibliographical and electronic sources dealing with topics explored in the course.
- Comprehend and use concepts and practical skills related to linguistics applied to translation and



translation theory.

- Translate general text into one of the co-official languages of the Valencian Community.
- Report, analyse and evaluate a given translation.
- Establish and explain relations between the processes of the language and culture industry in the student's close environment.

## DESCRIPTION OF CONTENTS

### 0. THEORETICAL CONTENTS:

#### 1. 1.1. Definition and types of translation: general and specialized

#### 2. 1.2. Language differences in general and specialized texts

#### 3. 1.3. Importance of the genre communicative purpose

#### 4. 1.4. The Translation as a process: stages

#### 5. 1.5. Sexist language and how to avoid it

#### 6. 1.6. Translating acronyms and proper names

#### 7. 1.7. Translating idioms and idiomatic expressions

### 8. PRACTICAL CONTENTS: Translation of non-specialised texts in the following areas:

1. Tema 1: At the Workplace
2. Tema 2: Advertising
3. Tema 3: Tourism
4. Tema 4: Culture
5. Tema 5: Society
6. Tema 6: About literature
7. Tema 7: Entertainment



## WORKLOAD

ACTIVITY	Hours	% To be attended
Laboratory practices	40,00	100
Theory classes	20,00	100
Study and independent work	60,00	0
Preparation of evaluation activities	30,00	0
<b>TOTAL</b>	<b>150,00</b>	

## TEACHING METHODOLOGY

**Theory-based classes:** Notions in linguistics applied to translation. Each week students should attend classes, read the obligatory texts and prepare the translations.

**Practical classes:** Exercises previous to the task of translating: text analysis, analysis of context, search of information, summaries, correcting, problem solving, comparing translations.

Other activities:

- Tutorials – individually or in group – to guide the students in the preparation of the different assignments.
- Weekly assignments (individually and in group).
- ICT based exercises.

## EVALUATION

Assessment breakdown for the first and second call.

- a) Individual written examination: 1-5 theory questions + translation into English 30%
- b) Practical tests: 2-3- text to translate from English into Spanish 70%

To pass the subject students need to get at least a 50% on each examination and to upload weekly in Aula Virtual the given texts to translate.

Assessment Criteria

*Theory:* Students need to master the main concepts stated as theoretical issues above, as well as be able to translate a short text from Spanish into English.



*Practice:* Students need to translate a variety of texts from English into Spanish, with a special reference to the register variables of vocabulary –levels, characteristics– of the target language and genre.

Plagiarism will not be tolerated; it is a serious academic offence. Any student who is found to have plagiarised his/her work will face serious consequences which could lead to failing the whole subject.

The ability to communicate at the C1 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

## REFERENCES

### Basic

- MARUENDA BATALLER, S. & SANTAEMILIA RUIZ, J. 2012. An Introduction to Translation Practice (English-Spanish/Catalan). Publicacions de la Universitat de València.
- SUAU JIMÉNEZ, F. 2010. La Traducción Especializada en inglés y español en géneros de economía y empresa. Madrid: Arco Libros.

### Additional

- AINAUD, J., A. ESPUNYA, D. PUJOL. 2003. Manual de Traducció Anglès-Català. Biblioteca de Traducció i Interpretació 9. Eumo: Universitat de Vic.
- BAKER, M. 1992. In Other Words: A Coursebook on Translation. London: Routledge.
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- CABRÉ, M. T. 1992. La terminologia. La teoria, els mètodes, les aplicacions, Barcelona: Empúries.
- CARBONELL I CORTÉS, O. 1999. Traducción y Cultura. De la Ideología al Texto. Salamanca: Colegio de España.
- GARCÍA IZQUIERDO, I. 2000. Análisis Textual Aplicado a la Traducción. Valencia: Tirant Lo Blanch.
- GARCÍA YEBRA, V. 1982. Teoría y Práctica de la Traducción, 2 vols., Madrid: Gredos.
- GONZÁLEZ DAVIES, M. 2004. Multiple Voices in Translation Classroom. Amsterdam: John Benjamins.
- GONZALO GARCÍA, G. & GARCÍA YEBRA, V. 2000. Documentación, Terminología y Traducción, Madrid: Síntesis.
- HATIM, B. & I. MASON. 1990. Discourse and the Translator. Language in Social Life Series. London: Longman.
- HATIM, B. & I. MASON. 1995. Teoría de la Traducción. Una Aproximación al Discurso. Barcelona: Ariel, traducción de S. Peña.
- HURTADO ALBIR, A. 2001. Traducción y Traductología. Introducción a la Traductología. Madrid: Cátedra.





- LÓPEZ GUIX, J. G. & M. WILKINSON. 1997. Manual de Traducción Inglés-Castellano. Barcelona: Gediss.
- MORENO CABRERA, J.C. 1997. Introducción a la Lingüística. Enfoque Tipológico y Universalista. Madrid: Síntesis.
- MUÑOZ MARTIN, R. 1995. Lingüística para Traducir. Barcelona: Teide.
- NEWMARK, P. 1981. Approaches to Translation. Oxford: Pergamon
- RABADÁN, R. 1991. Equivalencia y Traducción. León: Universidad de León.
- VAZQUEZ AYORA, G. 1977. Introducción a la Traductología: Curso Básico de Traducción. Washington D.C.: Georgetown University Press. 6 10.2 Complementary references

## **ADDENDUM COVID-19**

**This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council**

### **HYBRID LEARNING MODE (BLENDED)**

#### **1. Contents**

The contents initially included in the Teaching Guide are maintained.

#### **2. Workload and teaching schedule**

The burden of the different activities that count for the hours and ECTS credits of the original teaching guide are maintained.

#### **3. Methodology**

Face-to-face theoretical and practical classes + synchronous BBC videoconference

#### **4. Assessment**

The breakdown for the assessment is kept: individual written examination: theory (30%), and practice (70%). The same system will apply to both first and second calls.

#### **5. Bibliography**



The same of the original teaching guide.

## **DISTANCE (ONLINE) LEARNING**

### **1. Contents**

The contents initially collected in the teaching guide are maintained.

### **2. Workload and teaching schedule**

The burden of the different activities that count for the allotment of ECTS credits indicated in the original teaching guide are maintained.

### **3. Methodology**

1. Publication of materials in Aula Virtual
2. Proposal of activities through Aula Virtual
3. Synchronous BBC videoconference
4. Asynchronous BBC videoconference

### **4. Assessment**

The breakdown for the assessment is kept: individual written examination: theory (30%), and practice (70%). The same system will apply to both first and second calls.

### **5. Bibliography**

The recommended bibliography is maintained since it is accessible.