

## Spanish: Translation (A703094)

Due to Covid 19, the education and evaluation methods may vary from the information displayed in the schedules and course details. Any changes will be communicated on Ufora.

<b>Course size</b>	<i>(nominal values; actual values may depend on programme)</i>		
<b>Credits</b> 3.0	<b>Study time</b> 90 h	<b>Contact hrs</b>	35.0 h

### Course offerings and teaching methods in academic year 2022-2023

A (semester 2)	Dutch, Spanish	Gent	seminar	15.0 h
B (semester 1)	Dutch, Spanish	Gent		

### Lecturers in academic year 2022-2023

Vermeulen, Anna	LW22	lecturer-in-charge
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### Offered in the following programmes in 2022-2023

	crdts	offering
<a href="#">Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, English, Spanish )</a>	3	A
<a href="#">Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, French, Spanish )</a>	3	A
<a href="#">Bachelor of Arts in Applied Language Studies: a combination of at least two languages (main subject Dutch, German, Spanish )</a>	3	A
<a href="#">Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Spanish)</a>	3	A
<a href="#">Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, French, Spanish)</a>	3	A
<a href="#">Linking Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, German, Spanish)</a>	3	A
<a href="#">Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, English, Spanish)</a>	3	A
<a href="#">Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, French, Spanish)</a>	3	A
<a href="#">Preparatory Course Master of Arts in Interpreting: a combination of at least two languages, Master of Arts in Translation: a combination of at least two languages and Master of Arts in Multilingual Communication: a combination of at least two languages (main subject Dutch, German, Spanish)</a>	3	A

### Teaching languages

Dutch, Spanish

### Keywords

Interlingual translation Spanish-Dutch; Dutch-Spanish, machine translation (Google Translate; DeepL), intralingual translation (revision and post-editing), intersemiotic translation.

### Position of the course

This unit aims at consolidating and enhancing the insights, knowledge and competences that the students acquired in the first two years of the bachelor. It relates to "Applied Linguistics 2", "Writing into Dutch", "Translation into Dutch", "Spanish structures C", "Spanish Practice D" and "History of Spanish and Latin-American culture".

Translating authentic texts, students gain more insight in the translation process as a whole, from commissionaire to the new target audience (skopos theory). Special attention is paid to translation techniques, cultural differences (in text conventions and references) and language variation (diacronic, diastatic and diatopic). The students learn to be critical in the use of machine translation (Google Translation and DeepL).

### Contents

The students practice:

- interlingual translation from Spanish into Dutch of historic and cultural texts
- intralingual translation (text revision and post-editing)
- intersemiotic translation into Spanish

The students also learn to use the heuristic tools in a critical way.

### Initial competences

The final objectives of the different Spanish units of study of the second bachelor year.

### Final competences

- 1 Having a command of Dutch at professional native speaker level in terms of comprehension and writing skills and of Spanish at a C1 level of the Common European Framework of Reference for Languages in terms of reading and comprehension [B.12; assessed].
- 2 Recognising and independently interpreting language structures and language variation of the studied languages, with close attention for contrastive aspects compared to Dutch [B.13; assessed].
- 3 Having knowledge and understanding of the cultural and institutional context of Spanish or Dutch speaking parts of the world and for the intercultural relations and differences, and applying these in the interpretation, translation and production of written text [B.15; assessed].
- 4 Recognising and interpreting differences in register, text genres and pragmatic features in Spanish texts and translating them correctly into Dutch [B.16; assessed]
- 5 Having knowledge and understanding of the translation process (commissioner, instructions, medium, skopos) [B.16; assessed].
- 6 Having knowledge and insight of the contextual factors that influence the translation process (commissionaire, medium, skopos...) [B.16; assessed]
- 7 Based on scientific knowledge, thinking and reasoning analytically and creatively and based on this, solving unfamiliar, complex problems [B.32; assessed].
- 8 Independently translating texts of average difficulty from Spanish into Dutch, based on an excellent knowledge of the grammar, vocabulary and cultural references [B.64; assessed].
- 9 Having a critical knowledge of heuristic methods, relevant dictionaries, reference works and electronic aids, using them adequately and efficiently, and critically evaluating them [B.65; assessed].

### Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

### Conditions for exam contract

This course unit cannot be taken via an exam contract

### Teaching methods

Seminar

### Extra information on the teaching methods

The texts are:

- delivered on the electronic platform (Ufora).

-introduced in the seminars and individually finished at home  
-the students assess each other's translations and comment on them  
-different translations of the students are discussed in the seminars  
Due to the Covid-19 students the lessons can be given online.  
The students can be asked to bring their own laptop to the classroom.

#### **Learning materials and price**

See Ufora

#### **References**

Hurtado, A. (2001). *Traducción y traductología*, Madrid, Cátedra.  
Tricas Preckler, M. (2003). *Manual de Traducción: francés- castellano*, Gedisa.

#### **Course content-related study coaching**

Consultation hour through Teams or by e-mail.

#### **Evaluation methods**

end-of-term evaluation

#### **Examination methods in case of periodic evaluation during the first examination period**

Written examination

#### **Examination methods in case of periodic evaluation during the second examination period**

Written examination

#### **Examination methods in case of permanent evaluation**

#### **Possibilities of retake in case of permanent evaluation**

not applicable

#### **Extra information on the examination methods**

Written exam: 70% interlingual translation of a Spanish cultural and/or historical text in Dutch;  
30% Intersemiotic translation in Spanish.

The use of the Internet (dictionaries and grammars) is allowed. The students are expected to be able to justify their translation techniques.

Second session: idem.

#### **Calculation of the examination mark**

See heading 'Extra information on the examination methods'

#### **Facilities for Working Students**

Facilities

- 1 Possible exemption from educational activities requiring student attendance
- 2 Possible rescheduling of the examination to a different time in the same academic year
- 3 Feedback can be given by email or during office hours (after an appointment)

#### **Addendum**

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