



## COURSE DATA

### DATA SUBJECT

**Code:** 35616  
**Name:** General translation French/Spanish-Catalan 1  
**Cycle:** Undergraduate Studies  
**ECTS Credits:** 6  
**Academic year:** 2025-26

### STUDY (S)

Degree	Center	Acad. year	Period
1009 - Degree in Translation and Interlinguistic Mediation (English)	Facultat de Filologia, Traducció i Comunicació	3	First quarter
1010 - Degree in Translation and Interlinguistic Mediation (French)	Facultat de Filologia, Traducció i Comunicació	2	First quarter
1011 - Degree in Translation and Interlinguistic Mediation: German	Facultat de Filologia, Traducció i Comunicació	3	First quarter

### SUBJECT-MATTER

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation (English)	French general translation II	ELECTIVES
1010 - Degree in Translation and Interlinguistic Mediation (French)	General translation (language B) French	COMPULSORY
1011 - Degree in Translation and Interlinguistic Mediation: German	French general translation II	ELECTIVES

### COORDINATION

PINILLA MARTINEZ MARIA JULIA

## SUMMARY

The subject of General Translation is part of the fourth teaching module of the verification document of the official bachelor's degree in Translation and Interlinguistic Mediation.

This module four, called "Translation Practice", is aimed at the development of the translating competence or competence that defines the specific training objective of the degree. This subject is focused on the translation of general texts.

## PREVIOUS KNOWLEDGE

### RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE



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

## OTHER REQUIREMENTS

Access to these subjects requires having passed or having studied levels B3, C2 and A1.

As this is a process of translation from language B into language A, advanced knowledge of the language of the texts to be translated (French) is necessary.

## COMPETENCES / LEARNING OUTCOMES

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Compare and analyse the constituents of one's own language with those of other languages, in order to apply them to translation and linguistic mediation.

Design and manage projects in the academic or professional field of translation and linguistic mediation.

Have translation competence (direct and/or reverse) for general texts.

Show ethical commitment in the field of translation and linguistic mediation as regards gender equality, equal opportunities, the values of the culture of peace and democratic values and environmental and sustainability issues, and have an understanding and appreciation of linguistic diversity and multiculturalism.

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 acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.

Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.

Work and learn autonomously and plan and manage work time in the field of translation and linguistic mediation.

Work as a team in the environment of translation and linguistic mediation and develop interpersonal relations.

## DESCRIPTION OF CONTENTS



## **1. General translation concepts**

General translation concepts: analysis of the source text, the translation process, translation methods, translation priorities, translation as a process or as a product.

## **2. Specific translation concepts**

- 1- The notion of equivalence
- 2- False friends

## **3. Basic problems in translation practice**

Basic problems in translation practice: metaphors, neologisms, ambiguities, proper nouns, cultural transpositions, compensation, borrowings, equivalence, connotations, literalism, literality, etc.

## **4. Translation strategies**

Approaching the grammar of the text and contrasting it with the mother tongue

### **LEARNING OUTCOMES**

Value and understand the application of different translation standards according to different socio-cultural contexts.

Distinguish and make appropriate use of different translation techniques.

Appreciate the differences between the system and the use of languages in terms of translation practice and interlinguistic mediation.

Make decisions and evaluate them critically in translation or communicative mediation tasks.

Gender Perspective

CT7. Know and understand, from within the scope of the degree, the inequalities based on sex and gender



in society; integrate the different needs and preferences based on sex and gender in the design of solutions and problem solving.

## WORKLOAD

### PRESENCIAL ACTIVITIES

Activity	Hours
Theoretical and practical classes	60,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	0,00
Individual or group project	45,00
Independent study and work	0,00
Preparation of lessons	40,00
Preparation for assessment activities	5,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

Our work will be based on texts which are not stylistically or terminologically marked, such as journalistic texts, advertisements, letters, comic strips, reviews, instructions, leaflets, brochures, etc.

The methodology used in the teaching-learning process will enable the students to grasp the meaning of the text and to understand the meaning of the text.

The methodology used in the teaching-learning process will enable students to grasp the communicative function of any translation, as well as the importance of the process of constructing the meaning of the source text in order to produce a correct target text that is appropriate to the communication situation and to the intention of the text.

The process of creating the target text will be approached as a dynamic act of producing meaning, taking into account both linguistic and semiotic elements (importance of the linguistic as well as semiotic elements like images, photos, typographic characters).



Students will find in Aula Virtual Recursos a dossier with French texts for translation into Spanish. Some will be worked on in class and others will be translated individually. The translation process will be the subject of collective reflection based on the students' work and their different options.

This subject takes into account SDGs 1, 2, 5 and 10. It contributes to raising students' awareness of the needs of the most vulnerable: elimination of poverty (1), gender equality (5), reduction of inequalities (10) through quality education (2). In order to achieve this, texts with these types of content will be worked on.

## EVALUATION

The evaluation will consist of two parts:

-Written exam [70% of the grade].

- Oral exposition of a commented translation work that must also be uploaded to the virtual classroom in the task created for this purpose [30% of the grade].

In order to pass the course, the oral presentation must be done before the date of the official exam.

A minimum grade of 5/10 must also be achieved in each part of the evaluation.

Attendance to classes of a theoretical or theoretical-practical nature is not required as a minimum requirement to pass the course (articles 6.8/6.9).

Only the part of the evaluation not passed in the first one (oral work or final exam) will be recovered in the second call.

Students will have the right to pass the course in the second call (article 6.6.).

THERE WILL BE NO DIFFERENT MODALITY OF EXAMINATION FOR STUDENTS WHO CANNOT ATTEND CLASSES.

Spelling and grammatical correctness will be required both in the exam and in the practical exercises. Each lack of spelling, orthotypography or expression will result in a reduction of the grade obtained, which may even lead to failure.



**IMPORTANT:**

Intellectual honesty is vital in academic communities, and for the fair evaluation of students' work all papers presented in this course must be of original authorship.

Papers that make use of fraudulent collaboration or composition with the help of artificial intelligence (\*ChatGPT or others) will not be accepted.

The general grading system will follow the regulations of the Universitat de València approved by the Consell de Govern on May 30, 2017. ACGUV 108/2017.

## REFERENCES

### CORE REFERENCES

BONNARD, H. (1990), Code du français courant, Paris: Magnard.

Larousse General (1998): Diccionario español-francés / francés-español.

Larousse Gran Diccionario (1999): Diccionario francés-español, español-francés

Larousse (2000): Dictionnaire du français d'aujourd'hui. (monolingüe)

Lexilogos

<https://www.lexilogos.com>

### SUPPLEMENTARY REFERENCES

MUÑOZ MARTIN (1995) *Lingüística para traducir*. Barcelona: Teide



NAVARRO DOMÍNGUEZ, F. (2002) *Introducción a la teoría y práctica de la traducción*. Ámbito hispanofrancés. Barcelona: PPU.

TORRE, E. (2001) *Teoría de la traducción literaria*. Madrid: Síntesis

TRICÁS PECKLER, M (1995) *Manual de traducción francés-castellano*. Barcelona: Gedisa

VEGA, M.A. (1994) *Textos clásicos de teoría de la traducción*. Madrid, Cátedra

ELENA GARCIA, PILAR. (1990) *Aspectos teóricos y prácticos de la traducción*. Salamanca: Universidad de Salamanca.

**Fuentes documentales:**

Textos de periódicos: Le Monde, Libération, Le Figaro, Le Monde Diplomatique, Le Soir, Ça m'intéresse, La Documentation française, etc.

Enciclopedias en soporte papel o electrónicas.