

**COURSE DATA****DATA SUBJECT**

**Code:** 35623  
**Name:** General inverse translation Spanish-Catalan / English  
**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	4	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
1009 - Degree in Translation and Interlinguistic Mediation (English)	General translation (language B) English	COMPULSORY

**COORDINATION**

GONZALEZ PASTOR DIANA MARIA

**SUMMARY**

This course is part of the Translation Practice module, which constitutes (with 72 credits) the practical core of Translation and Interlinguistic Mediation studies. The module consists of different subjects: general translation (30 credits), specialized translation (18 credits), interpretation (12 credits), and knowledge of the professional environment (12 credits).

Specifically, the general translation subject is composed of the following courses:

General Translation (B/A) 1

General Translation (B/A) 2

Inverse General Translation (A/B)

General Translation (C/A) 1



## General Translation (C/A) 2

The objective of the degree in Translation and Interlinguistic Mediation is to train professionals capable of performing translation or interlinguistic and intercultural communication mediation tasks for all types of texts, adhering to quality standards. The course Reverse Translation Language A/English constitutes the final phase of contact with translation practice materials and has a general training character. Its purpose is to introduce students to the basic methodological principles of translating texts in English through guided practice.

SDGs being addressed in the classroom are:

- 8. Decent work and economic growth
- 12. Responsible consumption and production

## 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 courses is recommended for students who have passed or are currently enrolled in levels B3, B4, B5, C2, and A1. This recommendation is waived for students from other universities participating in exchange programs (Erasmus or international mobility programs).

There are no formal academic prerequisites.

## 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.

The ability to define contrasting criteria of interlinguistic differences and how they are applied to translation.

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

### **Unit 1. Introduction to Reverse Translation**

- The concept of reverse translation and its controversies
- Directionality in translation: myths, realities, and academic debate
- Skills required for translating into a foreign language
- Applications in professional and educational contexts

### **Unit 2. Contrastive Analysis: Spanish/Catalan vs. English**

- Main morphosyntactic, lexical, and pragmatic differences
- False friends and frequent calques
- Adaptation strategies for natural English
- Strategies to achieve idiomaticity in the target text

### **Unit 3. Preparing the Source Text and Pre-Translation Strategies**

- Pre-editing the source text: techniques to improve translation quality
- Evaluating the translatability of a text
- Searching and using documentation: glossaries, corpora, databases, style guides
- Digital resources and tools for reverse translation

### **Unit 4. Techniques and Practice in Reverse Translation**

- Translation strategies for translating into English
- Translation of journalistic texts (news, reports, features)
- Translation of web content (descriptions, blogs, institutional presentations)
- Tourism translation: brochures, cultural descriptions, guides
- Opinion translation: reviews, comments, user feedback

### **Unit 5. Revision and Self-Editing**

- Types of revision
- Resources to improve the idiomatic quality of the final text
- Metatranslational reflection: developing awareness of style and linguistic choices

### **Learning outcomes**

To assess and understand the application of different translation norms depending on diverse sociocultural



contexts.

To identify and appropriately use different translation techniques.

To evaluate the differences between language system and usage in relation to translation practice and interlinguistic mediation.

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

To understand and appreciate, from within the scope of the degree itself, 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
Theory	20,00
Laboratory	40,00
<b>Total hours</b>	<b>60,00</b>

### NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	5,00
Individual or group project	45,00
Independent study and work	10,00
Preparation of lessons	10,00
Preparation for assessment activities	10,00
Resolution of case studies	10,00
<b>Total hours</b>	<b>90,00</b>

## TEACHING METHODOLOGY

Task-based and project-based learning will be encouraged. Students will perform both individual and group translation activities and exercises. Debate and the exchange of ideas on theoretical issues and solutions to the translation problems posed in the exercises will be promoted.

The implementation of activities is planned within the framework of the following PIEE projects:  
 - POSEDITrad: Machine translation and post-editing for the training of translators and interpreters  
 - IATrad: Exploring the potential of artificial intelligence in translator training: applications of generative AI and large language models



## EVALUATION

The general evaluation system of this subject is structured around the following components and percentages:

- Completion of practical or theoretical activities: 30%
- Final written exam or test: 60%
- Attendance and participation: 10%

Students may pass the course in the second examination session. In that case, students will take a comprehensive exam worth 100% of the final grade, which will allow them to make up for all the course content.

**IMPORTANT:** Intellectual honesty is essential in academic communities and for the fair assessment of student work. All assignments submitted in this course must be the student's own **original work**. Assignments involving **fraudulent collaboration** or generated with the help of **artificial intelligence** (ChatGPT or others) will not be accepted, unless their use is part of the course content and explicitly authorised by the lecturer.

Both the exam and practical exercises must be free from spelling and grammatical errors. Each spelling, punctuation, or expression mistake will result in a deduction from the final grade, which may lead to a failing mark.

The general grading system will follow the regulations of the University of Valencia approved by the Governing Council on May 30, 2017. ACGUV 108/2017.

## REFERENCES

### Core

- Baer, B. J and Mellinger, C.D. (eds.) (2019). *Translating Texts: An Introductory Coursebook on Translation and Text Formation*. London/NewYork: Routledge.
- Beeby, A. (1996) *Teaching Translation from Spanish to English*, Ottawa: Ottawa University Press.
- Campbell, S. (1998) *Translating into the Second language (Applied Linguistics and Language Study)*. New York: Longman.
- Haywood, L.M., Thompson, M. & Hervey, S. (2009). *Thinking Spanish Translation: A course in translation method: Spanish to English*. London/New York: Routledge.
- Kelly, D. Martín, A. Nobs, M. L. y Way C. (eds.) (2003), *La direccionalidad en traducción e interpretación: perspectivas teóricas, profesionales y didácticas*. Granada: Atrio.
- Pokorn, N.J. (2005) *Challenging the Traditional Axioms. Translation into non-mothertongues*. Benjamins Translation Library, 62. John Benjamins Publishing Company: Amsterdam Philadelphia.

### Supplementary



- British National Corpus. <<http://www.natcorp.ox.ac.uk/>>.
- Collins Spanish-English dictionary online: <https://www.collinsdictionary.com/es/diccionario/espanol-ingles>.
- Corpus del español. <<http://www.corpusdelespanol.org>>.
- Corpus de referencia del español actual. <<http://corpus.rae.es/creanet.html>>.
- Diccionario actual de la lengua española Madrid: Biblograf.
- Gran diccionario español-inglés inglés español. Edinburgh and Barcelona: Larousse.
- International Corpus of English <<http://www.ucl.ac.uk/english-usage/ice/index.htm>>. English: texts reflecting different geographical variants.
- Merriam Webster's Collegiate Dictionary (the 10th edition) Springfield: Merriam Webster Incorporated (on line <http://britannica.com/>).
- The BBI Combinatory Dictionary of English Amsterdam/Philadelphia: John Benjamins Publishing Co.
- The Collins Cobuild English Language Dictionary London: Collins. <<http://www.collinsdictionary.com/>>.
- The Concise Oxford Dictionary of Current English Oxford: Oxford Clarendon Press.