

**COURSE DATA****DATA SUBJECT****Code:** 40704**Name:** Theoretical approaches to translation studies**Cycle:** Master's Degree**ECTS Credits:** 3**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
2055 - Master's Degree in Creative and Humanistic Translation	Facultat de Filologia, Traducció i Comunicació	1	First quarter

**SUBJECT-MATTER**

Degree	Subject-matter	Character
2055 - Master's Degree in Creative and Humanistic Translation	Theoretical approaches in translation studies	COMPULSORY

**COORDINATION**

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**SUMMARY**

A contrastive study of the evolution of translation theories in their applicability to translation analysis.

The objective of the subject is for the student to reinforce their knowledge about empirical approaches and the main theoretical models that underpin translation theory. The aim is for the student to acquire reliable knowledge about the linguistic foundation of the translation process and to know how to apply it to the critical analysis of translations and, from there, to their own professional practice.

**PREVIOUS KNOWLEDGE****RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE**

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



## OTHER REQUIREMENTS

Not applicable

## COMPETENCES / LEARNING OUTCOMES

### 2055 - Master's Degree in Creative and Humanistic Translation

Alcanzar nivel de excelencia en la lengua propia.

Aplicar capacidades de análisis y síntesis.

Apostar de manera sistemática por los principios de ética, justicia y solidaridad.

Apostar de manera sistemática por una cultura de la igualdad (sexual y de género, de oportunidades, de trato, etc.)

Contar con conocimientos transversales.

Demostrar la asimilación de los principios metodológicos del proceso traductor.

Poseer cultura general y de civilización.

Ser capaz de acceder a herramientas de información en otras áreas de conocimiento y utilizarlas adecuadamente.

Ser capaz de complementar la formación específica de este Máster con otros conocimientos científicos, históricos, lingüísticos, sociales, etc.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

## DESCRIPTION OF CONTENTS

### Theoretical models for the study of translation

1.1. The Translation of Sign Systems: Structuralism Applied to Translation.

1.2. Text Linguistics, Discourse Analysis, and Translation Theory. Meaning and Significance;



Enunciation and Utterance; Textual Unity.

1.3. From the Theory of Meaning or Interpretive Theory to Cognitive Experimental Approaches. Generativism.

1.4. Sociocultural Approaches I. Dynamic Equivalence (Nida).

1.5. Sociocultural Approaches II. Scope Theory (Reiss and Vermeer).

1.6. Polysystem Theory and Poststructuralist Theories. New Approaches and Directions in Translation. Neurolinguistics and Translation.

**Fundamental concepts and linguistic foundations of the translation process**

2.1. Translatability. Limits to translatability. Difficulties in translation practice.

2.2. Fidelity.

2.3. Equivalence.

2.4. Translation process.

2.5. Translation unit.

2.6. Cognitive foundation: categorization, the meaning of grammar, metaphorical processes, and the construction of meaning.

**WORKLOAD**

**PRESENCIAL ACTIVITIES**

Activity	Hours
Theory	21,00
<b>Total hours</b>	<b>21,00</b>

**NON PRESENCIAL ACTIVITIES**

Activity	Hours
Attendance at other activities	0,00
Individual or group project	6,00
Independent study and work	48,00
Preparation of lessons	0,00



Preparation for assessment activities	0,00
Resolution of case studies	0,00
<b>Total hours</b>	<b>54,00</b>

## TEACHING METHODOLOGY

Master classes  
Debates  
Working groups and cooperative work  
Autonomous work, self-instructive learning

In order for each student to establish knowledge of the main linguistic models on which both translation studies and the interlingual mediation process itself rest, the class dynamics will be carried out through the following methodology:

1. Presentation and analysis of the contents (teacher). The teacher will introduce and explain in class the fundamental aspects of the contents of the subject. These explanations will serve as a basis for understanding, studying and learning the material presented through the complementary readings.
2. Complementary readings (students). Each of the topics in which the contents are organized is complemented by one or more additional readings that are mandatory for students to study. The teacher will resolve any doubts that may arise after reading the complementary materials.
3. Analysis of translations (students): students will organize themselves into work groups to carry out the analytical study of a translation that they themselves will choose. The objective of the analysis is to determine what decisions have been made by the translator and to frame them within the theoretical model that explains them. The teacher will explain the working method in detail in class and work sessions will be scheduled in which the different phases of the study will be completed (delimitation of objectives, theoretical framework, selection of material, methodological decisions, analysis and discussion of the results). Each working group must explain to the others what, on the one hand, are the decisions adopted to carry out its critical analysis and, on the other, the results obtained.
4. The ultimate goal of the work is to generate a discussion forum that allows us to reflect on: the validity and adequacy of the different solutions that can be adopted when translating, and the usefulness of analysis methods to achieve explanatory theories and a greater and better understanding of human language.

## EVALUATION



Final test: 50%

Attendance and participation: 20%

Work and practical activities: 30%

Continuous evaluation of students will always take priority. To determine the degree of acquisition of the contents and skills that are intended to be achieved through the subject, two complementary evaluation systems will be established. To pass the subject you must pass both.

1. Knowledge tests (50%) on the general contents listed in the previous sections and that can be achieved through the study of the proposed bibliography and class explanations.
2. Reports on translation analysis (30%). The oral presentations made in the workshops will be evaluated on the progress made in the different stages of the analysis, the presentation of the results and conclusions, as well as the final written report.

To pass the subject it is necessary to achieve a minimum score of 5 points in each of the tests or tasks proposed. These indications are valid for ordinary and extraordinary official calls. It should be taken into account that, once the group work is approved, it will be valid for all calls for the academic year. The evaluation systems will be adapted to the specific needs of students with functional diversity or specific needs. Evaluation criteria: 1. Quality of content. Precision in the argumentation and in the presentation of fundamental concepts and ideas of theories, models and historical periods. Assessments must be reasoned and based on verifiable theoretical data. 2. Capacity for synthesis and organization of content. The key ideas should be clearly indicated and the secondary ideas should connect with them in a coherent way. The organization and sequencing of the arguments must follow a logical progression. The fundamental aspects of the topic must be appropriately selected and the presentation not overloaded with unnecessary or well-known data. 3. Foundation. Consulting secondary sources when carrying out academic work will be highly valued. The search for resources must be carried out autonomously and reflect academic maturity. 4. Writing. It must be clear. Both in the knowledge tests and in the written reports, those paragraphs that do not allow or simply hinder the correct understanding of the text will be penalized, as well as an illogical or unbalanced organization as well as ungrammatical expressions, incorrect punctuation and spelling mistakes. The terminological adequacy in the expression of the reasoning will be assessed. 5. Presentation. The editing rules proposed in the specific guides for preparing reports that will be provided to students during the course must be followed.

## REFERENCES

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