

Subject card

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|--|---|--|----------------------|-------------------------------------|--|------------|-----|
| Subject name and code | Information technologies in the work of a translator, PG_00147759 | | | | | | |
| Field of study | Romance Studies | | | | | | |
| Date of commencement of studies | October 2024 | Academic year of realisation of subject | | | 2026/2027 | | |
| Education level | Bachelor's studies | Subject group | | | Obligatory subject group in the field of study Optional subject group Subject group related to scientific research in the field of study | | |
| Mode of study | full-time studies | Mode of delivery | | | at the university | | |
| Year of study | 3 | Language of instruction | | | French | | |
| Semester of study | 5 | ECTS credits | | | 2.0 | | |
| Learning profile | academic | Assessment form | | | | | |
| Conducting unit | Division of Romance Linguistics -> Institute of Romance Philology -> Faculty of Languages -> Rector | | | | | | |
| Name and surname of lecturer (lecturers) | Subject supervisor | | dr Barbara Brzezicka | | | | |
| | Teachers | | | | | | |
| Lesson types | Lesson type | Lecture | Tutorial | Laboratory | Project | Seminar | SUM |
| | Number of study hours | 0.0 | 30.0 | 0.0 | 0.0 | 0.0 | 30 |
| | E-learning hours included: 0.0 | | | | | | |
| Learning activity and number of study hours | Learning activity | Participation in didactic classes included in study plan | | Participation in consultation hours | | Self-study | SUM |
| | Number of study hours | 30 | | 2.0 | | 18.0 | 50 |
| Subject objectives | The aim of the course is to familiarize students with computer tools that support the translator's work and to develop the ability to efficient use of available software and Internet materials. | | | | | | |

| Learning outcomes | Course outcome | Subject outcome | Method of verification |
|-------------------|--|---|---|
| | [FRL3_W12] Realizes the diversity of information sources, the complexity of the nature of language, and the historical variability of meanings in French and other Romance languages. | Realizes the need to use various sources of information in his translation work. | [SW1] oral statement/ conversation/discussion [SW2] presentation/project/paper/ report [SW5] implementation of a problem task |
| | [FRL3_K03] Can appropriately determine priorities for the implementation of a task defined by himself or others, on the basis of analysis of situations and problems formulates proposals for solutions. | Can organize the work of audiovisual translation: from the evaluation of the initial material to publication. | [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work |
| | [FRL3_K06] He participates in culture in the broadest sense using various media and understands the need to encourage others to interact with cultural, economic and social life, thinks and acts in an entrepreneurial manner, critically evaluates his knowledge. | Is familiar with available audiovisual materials popularizing the culture of francophone countries and, through audiovisual translation, encourages others to learn about them. | [SK1] oral statement/conversation/ discussion [SK2] presentation/project/paper/ report [SK8] observation of student's independent or team work |
| | [FRL3_U10] Is able to use specialised language and communicate accurately and coherently in french with specialists in the humanities, social and economic sciences using various communication channels and techniques, is able to interact with others in teamwork, including interdisciplinary work. | Can create a correct translation of a specialized text using a CAT tool and translation memory. | [SU5] implementation of a problem task [SU8] observation of student's independent or team work |
| | [FRL3_W06] Has advanced knowledge of the relationship of Romance philology with other fields and disciplines of the humanities and related sciences, including legal sciences, has basic knowledge of participants in cultural and economic activity, knows the basic principles of creation and development of various forms of entrepreneurship. | Has advanced knowledge of automated and assisted translation tools. | [SW1] oral statement/ conversation/discussion |
| | [FRL3_U14] Is able to use available multimedia devices and modern technology to obtain information, self-educate or establish contact with specialists in the field, is able to reliably describe documents from electronic sources, is able to plan and organize individual and team work. | Is able to use CAT tools, critically develop automatic translations and subtitling tools for audiovisual materials. | [SU2] presentation/project/paper/ report [SU5] implementation of a problem task [SU8] observation of student's independent or team work |
| | [FRL3_K01] He understands the need for continuous professional training and personal development, is aware of his knowledge and workshop skills, sets the direction of his development. | Understands the need to keep abreast of developments in technology that support translation work. | [SK1] oral statement/conversation/ discussion [SK8] observation of student's independent or team work |
| | [FRL3_W03] Knows advanced linguistic terminology in French. | Knows advanced terminology of automatic, assisted and audiovisual translation in French. | [SW1] oral statement/ conversation/discussion [SW5] implementation of a problem task |
| Subject contents | <p>The historical background: from the first machine translation to modern programs like CAT, social translation and training</p> <p>artificial intelligence. IT vocabulary in French. Internet resources: professional translator forums, discussion groups, dictionaries Internet, skillful use of search engines (including question syntax). Evaluation of Internet content, ways of verification. Working with CAT software. Free CAT software. Working with software to create and edit subtitles for videos. Publishing videos with subtitles in services like youtube.</p> | | |

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| Prerequisites and co-requisites | Choice of translation specialty. In justified cases, the instructor may waive this rule. Knowledge of French at a minimum B1+ level. | | |
| Assessment methods and criteria | Subject passing criteria | Passing threshold | Percentage of the final grade |
| | creating a translation memory | 51.0% | 15.0% |
| | active participation | 51.0% | 20.0% |
| | subtitles for audiovisual material | 51.0% | 35.0% |
| | translation with CAT tool | 51.0% | 30.0% |
| Recommended reading | Basic literature | None. | |
| | Supplementary literature | J.-M. Lavour, A. Serban, La traduction audiovisuelle, De Boeck, Paris 2003. S. Peraldi, Traduction assistée par ordinateur: entre théorie et pratique, w : Les cahiers du GEPE, nr 2/2010 (http://www.cahiersdugepe.fr/index.php?id=1576). P. Bouffard, P. Caignon, Localisation et variation linguistique. Vers une géolinguistique de l'espace virtuel francophone, w : « Meta : journal des traducteurs », vol. 51, nr 4/2006. | |
| | eResources addresses | | |
| Example issues/ example questions/ tasks being completed | Translating an excerpt from an instruction manual in Trados software. Making subtitles for a 10-minute movie. | | |
| Work placement | Not applicable | | |

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