

Assessment Format: Annotated Glossary Building

Main competences assessed

Textual 4

Type

Formative (Assessment during the course, stages I and II)

Summative (Assessment at the end of the course, stage III) X

Student working format

Individual X

Pairs

Groups

Other (describe)

Task description

Compiling a bilingual glossary of terms and relevant phrases used in house planning. Students are required to produce 50 glossary items extracted from parallel texts in the SL and TL. The glossary should be accompanied by a commentary on equivalence and non-equivalence deriving from cultural differences in forms of habitation, as well as on possible emotional connotations inherent in the items (e.g. “bungalow” as a borrowing from English may have the negative connotation of “jerry-built” in some languages). Assessment should be based on the relevance and accuracy of the glossary items and the appropriateness of the aspects selected for commentary.

Time

2 weeks

Length (break down by task)

Commentary: 500-600 words

Other constraints

The glossary should include definitions in the TL.

Additional comments (when required)

Cultural differences are very often reflected in modes of house planning. Translators led mostly by their internalized culture may ignore instances of non-equivalence resulting from such differences.

Adaptations of the task

The glossary and the commentary may be followed by the translation of a text illustrating how the TL items are used in actual practice. Assessment should then cover all three tasks.