

# RESÚMENES RESUMS ABSTRACTS



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*Ordenats per modalitat de presentació*

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**Mesas redondas**

*Taules rodones*

∞ **Roundtables** ∞

*de • from* **14** ∞ **19** *a • to*

☞ **ARUMÍ RIBAS, MARTA** (Moderadora)

Universitat Autònoma de Barcelona

☞ **Participants**

del Pozo Triviño, Maribel (Universidade de Vigo); García-Beyaert, Sofía (Universitat Autònoma de Barcelona); Gil-Bardají, Anna (Universitat Autònoma de Barcelona); Abril, María Isabel (Universidad de Granada); Ruggeri, Luci; Ugarte, Xus (Universitat de Vic); Vargas-Urpí, Mireia (Universitat Autònoma de Barcelona); Ventura, Gemma

☞ **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación/ Ensenyament de la interpretació/ Teaching interpreting

☞ Title ☞

LA INTERPRETACIÓN EN CONTEXTOS DE VIOLENCIA DE GÉNERO - ANÁLISIS DE NECESIDADES Y PROPUESTAS PARA FORMACIÓN ESPECÍFICA: EL PROYECTO SOS-VICS.

☞ **Palabras clave**

Interpretación en los servicios públicos; formación de intérpretes; violencia de género; SOS-VICS

☞ **Resumen**

**La encuesta Delphi a intérpretes en los servicios públicos con experiencia en el ámbito de la violencia de género**

Mireia Vargas-Urpí, Sofía García-Beyaert, Anna Gil-Bardají, Marta Arumí y Xus Ugarte

Según las estadísticas oficiales (Macroencuesta sobre Violencia de Género de 2011, realizada por el Centro de Investigaciones Sociológicas) la prevalencia de la VG entre mujeres extranjeras en España es el doble que la registrada entre españolas. El gobierno español ha diseñado un sistema integral de atención a las víctimas de VG (Ley Orgánica 1/2004, de 28 de diciembre, de Medidas de Protección Integral), pero no es infrecuente que las víctimas sean reacias a acudir a los servicios públicos. En el caso de las mujeres extranjeras, la barrera del idioma se añade a la lista de razones –temor, dependencia económica del maltratador, consideraciones relacionadas con los hijos, etc. – por las que las víctimas no recurren a las redes oficiales de apoyo. En este sentido, sin la intervención de profesionales de la mediación lingüística y cultural, las mujeres extranjeras que sufren VG pueden verse revictimizadas.

La primera parte de este proyecto ha consistido en la compilación y análisis de las necesidades de comunicación de todas las personas implicadas: víctimas, proveedores de servicios (médicos, trabajadores sociales, psicólogos, abogados, jueces, agentes de policía, etc.) e intérpretes. En esta comunicación nos centraremos en los resultados de las respuestas de los intérpretes contactados.

Para conseguir estas respuestas, se empleó el método Delphi, una encuesta con dos fases o más, dirigida a un grupo homogéneo de expertos, con el objetivo de llegar a un consenso sobre uno o más temas de su ámbito.

En el proyecto SOS-VICS, la encuesta Delphi a intérpretes expertos pretende definir los aspectos fundamentales de un plan formativo dirigido a la capacitación de profesionales que puedan ejercer su labor en el ámbito de la violencia de género sobre mujeres inmigrantes que hablan una lengua distinta de las lenguas oficiales de España. La encuesta cubre tres temáticas: contenidos de un plan formativo, obstáculos o dificultades que han impedido una formación adecuada, y estrategias o métodos formativos más adecuados para resolver esta carencia.

Se consultó a 27 intérpretes con amplia experiencia en el ámbito específico de la violencia de género sobre mujeres inmigradas, seleccionados en diferentes comunidades autónomas. Los resultados de la encuesta ponen de manifiesto los aspectos que estos intérpretes consideran esenciales en un plan formativo, que van desde contenidos que tradicionalmente se han incluido en la formación en interpretación en los servicios públicos (terminología, ética, destrezas para la interpretación) a contenidos que toman especial relevancia en este ámbito, como puede ser la gestión del estrés y de las emociones.

**La intervención del intérprete en casos de violencia de género en el ámbito psicosocial. Diseño de role-plays para la formación**

Marta Arumí, Luci Ruggeri y Gemma Ventura

La mujer que sufre o ha sufrido violencia en cualquiera de sus modalidades va a experimentar una serie de consecuencias muy variadas y que afectan a diferentes ámbitos de su vida. Siguiendo a Canet y García (1999), los problemas a los que se tienen que enfrentar las mujeres que sufren o han sufrido violencia de género desde el punto de vista social son múltiples. Y son problemas que se agravan cuando las mujeres que sufren la violencia son de origen extranjero.

Dada la gran variabilidad en las consecuencias de la violencia se torna evidente que la intervención ha de ser interdisciplinar y cobra una importancia relevante la participación de profesionales del ámbito psicosocial. En esta comunicación analizaremos el trabajo de los trabajadores sociales y de los psicólogos que, junto a los abogados y abogadas, son las que se encuentran con mayor frecuencia en los servicios de atención a mujeres víctimas de violencia, ya sean estos municipales,

del tercer sector o pertenezcan a asociaciones. Asimismo, realizaremos el recorrido o itinerario que una mujer víctima de violencia de género deberá realizar por el ámbito psicosocial, haciendo hincapié en el trabajo que desempeñará el intérprete en cada una de las situaciones siempre que existan barreras que imposibilitan la comunicación efectiva.

Por último, se presentarán dos role-plays que estudiantes del cuarto curso de interpretación han elaborado como resultado de su trabajo de fin de grado.

### **Presentación del portal web del proyecto «Speak Out for Support (SOS-VICS)»**

María Isabel Abril y Maribel del Pozo

Las autoridades españolas han reconocido la necesidad de que los profesionales de los servicios de atención a víctimas de VG tengan una formación específica. Del mismo modo, los intérpretes que intervienen en el ámbito de la VG, necesitan una preparación especializada que garantice su eficacia como puente lingüístico y cultural en un ámbito amplio y complejo.

El análisis de los resultados procedentes de las encuestas Delphi nos ha permitido definir un perfil de competencia específico para intérpretes que intervengan en contextos de VG, perfil que ha inspirado la creación de materiales formativos específicos, tales como un manual y un portal web.

En esta presentación nos centraremos en dicho portal web, diseñado como una herramienta de consulta y autoformación. Está destinado a intérpretes que, de forma autónoma e independiente de su combinación lingüística, deseen adquirir conocimientos y destrezas específicos del contexto de la VG. La presentación incluirá un breve repaso de las bases de diseño curricular que han inspirado el desarrollo de la web, y una descripción de su estructura y contenidos.

En las conclusiones, reflexionaremos sobre los nuevos retos que se plantean desde la formación a la luz de las respuestas de los intérpretes y de sus propuestas de mejora en este campo.

☞ **EHRENSBERGER-DOW, MAUREEN** (Moderator)  
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☞ **Ámbito / Àmbit / Topic**

Ámbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

☞ **Title** ☞

POST-EDITING MODULES IN TRANSLATOR TRAINING PROGRAMS: WHY, WHAT, WHEN, WHO, AND HOW

☞ **Keywords**

Post-editing pedagogy; translator education; curriculum development

☞ **Abstract**

Models of translation competence, such as those presented in PACTE (2003), Göpferich (2008) or EMT (2009), are simplifications of the repertoire of knowledge and skills that translators are assumed to need in order to carry out their work and progress towards becoming experts in their field. However, technological developments have been moving so fast that the demands on professional translation differ from the reality when these models were first proposed. For curriculum developers, some of the new demands are difficult to fit into the models, which can be especially problematic for those striving for EMT-approved programmes.

Post-editing is a case in point: there is no mention of it in any of the almost 50 descriptors of translator competences in the EMT profile, which comprise thematic, language, intercultural, information mining, technological, and translation service provision competence. The last two descriptors of the translation service provision competence (out of 20), though, concern skills that can be considered somewhat related to post-editing: *Knowing how to proofread and revise a translation (mastering techniques and strategies for proofreading and revision)* and *Knowing how to establish and monitor quality standards* (EMT 2009: 5). Only one descriptor of technological competence, *Knowing the possibilities and limits of MT*, could also be considered relevant to post-editing (EMT 2009: 7). Yet only two years after the EMT publication, a DGT-sponsored survey of translator employers<sup>1</sup> found that “a significant 28% of respondents require MT post-editing skills, reflecting the growing interest in the integration of MT in the translation process” (Optimale 2011). In the survey, this question was asked as part of “translation competence” (presumably related to translation service provision) and not part of technological competence.

Gouadec (2007/2010: 19) includes post-editing explicitly as part of the eighth step (“Proofreading and revision”) of his 12-step translation process. He also discusses which steps are involved in the translation process if an MT system is being used and post-editing is considered a separate job, which he then considers part of quality assurance. In his words “Despite its generally unglamorous reputation, post-editing can be an interesting and fulfilling job, especially when it involves both translation and information technology skills in the development of more efficient machine translation systems. To many translators, post-editing is a very attractive proposition.” (Gouadec 2007/2010: 25). Such a proposition, whether glamorous or not, seems to deserve a well-considered place in the undergraduate and/or graduate translation curriculum and not simply left to on-the-job training or other professions to exploit. The following citations from current websites illustrate why there are several questions concerning pedagogical aspects of post-editing that are worth exploring in this roundtable:

*“Generally, these [post-editing] guidelines assume bi-lingual postediting (not monolingual) that is ideally carried out by a paid translator but that might in some scenarios be carried out by bilingual domain experts or volunteers.”*

*“Budget Translation: This is a “light” post edited machine translation service. It includes reviewing and editing of an automated translation by a professional, native-speaking linguist to ensure it is an understandable reflection of the source text content, but ignoring stylistic niceties.”*

*“Full Post-Edited Machine Translation (PEMT): Review and editing of automated translation by a professional, native-speaking editor, producing a text that is not only understandable but presented in a stylistically appropriate way. The results are comparable to human translation quality.”*

*“PEMT (post-editing machine translation) – the new industry standard?”*

Should post-editing be done by trained translators or can it really be left to native-speaking linguists, editors, or volunteers? Should it be bilingual or monolingual? Is it budget translation or the new industry standard? If so, what type of background

<sup>1</sup> [http://www.translator-training.eu/attachments/article/52/WP4\\_Synthesis\\_report.pdf](http://www.translator-training.eu/attachments/article/52/WP4_Synthesis_report.pdf)

should post-editors have and how should they be trained?

This roundtable focuses on the motivation for and logistics of including post-editing in undergraduate and graduate translation programs as well as in professional development courses for practicing translators who want to broaden their repertoire of skills in a constantly changing market. An explicit objective is to explore whether and how the knowledge gained from the roundtable presenters' experience developing and teaching units in post-editing can transfer to the other roundtable participants' institutional settings.

Specifically, the presentations in this roundtable address challenges of incorporating post-editing into BA and MA translation programs, such as:

- What should the theory component of a post-editing unit look like?
- How post-editing can be taught in a conventional classroom setting?
- What is the cost-benefit relationship of including processes in the classroom?
- Which aspects of post-editing can be learned independently (e.g. blended learning)?
- Who is qualified to teach post-editing?
- How can curriculum be developed to include post-editing units?

☞ **VASCONCELLOS, MARIA LÚCIA** (Moderator)

Universidade Federal de Santa Catarina

☞ **Participants**

Barreto, Talita de Assis (Universidade Federal Fluminense); P. Fernandes, Lincoln (Universidade Federal de Santa Catarina); Vitol Gysel, Edelweiss (Universidade Federal de Santa Catarina)

☞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducción/ Teaching translation

☞ **Títol / Title** ☞

TRANSLATOR'S EDUCATION AT SOME UNIVERSITIES IN BRAZIL: THE GROWING INTEREST IN COGNITIVE CONSTRUCTIVIST PERSPECTIVES

☞ **Keywords**

Translator training; Brazilian universities; cognitive constructivist perspectives

☞ **Abstract**

**General Proposal:**

This round table aims to present the response of some Brazilian universities to the growing interest in cognitive constructivist perspectives to translator's education. To this end, it brings together researchers from Universidade Federal de Santa Catarina (UFSC) and Universidade Federal Fluminense (UFF) with a view to share ongoing investigation on translation didactics with particular attention to establishment of learning objectives, discipline-related contents, teaching units and learning activities (from the perspective of the task-based approach to translation teaching). In this round table, four illustrations are given in terms of (i) the role of corpus-based resources and the importance of acquisition of strategic competence; (ii) the challenges challenges of designing a course based on cognitive constructivist premises in the Brazilian context; (iii) the design of teaching units exploring textual issues related to the translation of specific text types as an interlingual realization of sociosemiotic process; (iv) the design of a teaching unit for an introductory course from the perspective of the acquisition of methodological and strategic competences suggested by Hurtado Albir (2007), exploring the learning objective 'Identify and solve basic translation problems, resorting to the appropriate strategies'.

**INDIVIDUAL PAPERS:**

**(i) Title: INTRODUCING COPA-TRAD: An Online Parallel Corpus for Translation Research, Teaching and Practice**

The purpose of this paper is to introduce to the International TS Academic Community a computational system that has been developed to assist translation research, teaching and practice. The Corpus Paralelo de Tradução (COPA-TRAD) - a sort of online electronic database (for the time being) consisting of English source texts aligned at sentence level with their respective Brazilian-Portuguese translations - enables its user to (i) investigate the practices used by professional translators whenever facing challenges related to specific linguistic elements or patterns (e.g. proper names, slangs, conjunctions, collocation, semantic prosodies); (ii) create corpus-based tasks to deal with, for instance, such linguistic elements and patterns; and (iii) become aware of certain translation practices and then expand their repertoire of possible choices. In this context, the focus here is to propose some corpus-based tasks that may help translation students to deal with one specific linguistic pattern (i.e. collocation), contrasting not only the common human practices of translating this particular linguistic pattern, but also comparing such practices with the output provided by two renowned machine-translation systems (i.e. Google Translate and Microsoft Translator). To do so, one of the tools provided by COPA-TRAD (i.e. COPA-CONC) is explored. COPA-CONC is a bilingual concordancer that enables the user to search for occurrences of character strings in original texts and their translations, displaying these strings side-by-side. Additionally, it also enables the user to contrast what human translators do with the output provided by the aforementioned machine-translation systems. The results so far show that COPA-TRAD has a great deal to offer not only to researchers and professional translators, but mainly to translation students who can base their decisions on empirical evidence rather than hunches or intuitions.

**Keywords:** translator education, online parallel corpus, translation task.

**(ii) Title: Translator training and translation competencies: the challenges of designing a course**

In the context of State Universities in Rio de Janeiro, Brazil, Translation Studies lacks more space for the development of research on Translation Didactics. This paper presents preliminary results of the study being conducted at the Postdoctoral program in Translation Teaching at the Universidade Federal de Santa Catarina (UFSC, Brazil). Our research proposes, amongst other findings, the outline of the course called "Taller de traducción (Translation Workshop)" of the postgraduate course lato sensu from the Universidade Federal Fluminense (UFF) in Niteroi/RJ - Brazil, following the theoretical foundations of the Task-based approach in Translation and Competence-based translator training (Hurtado



Albir, 2005). In this presentation, we discuss the main challenges in designing a translator training course which follows these guidelines and also some of the difficulties encountered during this process, such as establishing goals and defining the most relevant tasks for the purposes of the course. Our aim is to bridge the gap between the theoretical discourse and the classroom practice updating, exploring in depth and producing knowledge that should contribute to the quality of teaching of the translator training course. Moreover, with these findings, we expect to encourage debate on the necessary skills for translator training and for the exercise of translation and thus contribute to the studies of Translation Didactics, by examining the impact of research on the development of this line of research in the graduate program of UFF.

**Keywords:** task-based approach in translation; translation competency; Teaching translation.

**(iii) Title: The design of materials for the development of textual competences from the perspective of the task based approach to translation teaching: the case of a Bilingual Executive Secretariat course at UFSC/Brazil**

This paper reports the experience of designing translation tasks for the acquisition of textual competences in the scenario of an introductory course in specialized translation in the Bilingual Executive Secretariat program offered by the Universidade Federal de Santa Catarina (UFSC, Brazil). The design of the tasks, draws upon a model of context based text typology (Matthiessen et al., 2007), which allows for the recognition of the contextual configuration of the text according to the social action represented. First, the paper presents a summary of the dual framework (translation studies and pedagogical) informing the task proposal; secondly, it discusses briefly the notion of translation task (Hurtado Albir, 1999; González Davis, 2004; Willis, 1996); thirdly it introduces the context based text typology informing the activities; finally, an illustration is given of a teaching unit structured into translation tasks designed on such bases.

**Keywords:** Task based translation teaching, Textual translation competence, Context based text typology, teaching materials design.

**(iv) Title: The design of materials from the perspective of the task based approach to translation teaching: Introduction to translation at UFSC/Brazil**

In the context of an introduction course taught prior to, and in preparation for, teaching specialized translation, and considering the specific methodological and strategic competences suggested by Hurtado Albir (2007), this paper presents a Teaching Unit (TU) exploring the learning objective 'Identify and solve basic translation problems, resorting to the appropriate strategies'. This objective is associated with the discipline-related content 'Identifying and solving basic translation problems', within the general goal of introducing the students to the basic principles that govern translation. The TU presented is entitled *Estratégias para Identificar e Solucionar Problemas de Tradução* (Strategies for the identification and solution of basic translation problems), and is structured around translation tasks designed for direct translation (English - Brazilian Portuguese). Though the course is taught in a face to face manner, classes are conducted in a scenario where computers are available to all the students, who access the computer based teaching materials in the e-learning platform Moodle UFSC (virtual environment for support to face to face classes at the Universidade Federal de Santa Catarina – UFSC - <https://moodle.ufsc.br/course/view.php?id=27993>). Tasks are designed in such a way so as to allow students to work at their own pace, with the teacher acting as a facilitator of learning providing instruction and guidance.

**Keywords:** Task based translation teaching, Methodological and strategic competences, Basic translation problems, Materials design.



**Comunicaciones**

*Comunicacions*

∞ **Oral Presentations** ∞

*de • from*

**20 ∞ 114**

*a • to*

 **AGOST CANÓS, ROSA; ORDÓÑEZ LÓPEZ, PILAR**

Universitat Jaume I

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

ESTUDIO EMPÍRICO SOBRE LA RECEPCIÓN DE LA TRADUCTOLOGÍA EN EL CONTEXTO UNIVERSITARIO ESPAÑOL  
*EMPIRICAL STUDY OF THE RECEPTION OF THE SUBJECT TRANSLATION THEORIES IN THE SPANISH UNIVERSITY  
CONTEXT*

 **Palabras clave / Keywords**

Traductología; estudio empírico; preconcepciones del alumnado de Tel/ Translation theory, empirical study, students' preconceptions.

 **Resumen**

Los Estudios de traducción constituyen una disciplina académica que ha logrado consolidarse como tal gracias a la investigación y la reflexión teórica acerca de su principal objeto de estudio, la traducción. No obstante, dado el carácter aplicado de esta área, existen posturas encontradas respecto a la relevancia de la teoría de la traducción para la práctica traductora. La eterna batalla entre estas dos dimensiones de la disciplina ha dado origen a una serie de mitos y prejuicios en torno a la traductología que se extienden tanto al ámbito profesional de la traducción como al académico. A pesar de los numerosos autores que han señalado las aportaciones de la teoría de la traducción en la formación de los traductores (Gile, 1995, 2010; Chesterman y Wagner, 2002; o Munday, 2012), la Traductología suele quedar relegada a un papel subsidiario en los planes de estudios de las universidades españolas. Al mismo tiempo, parece existir en el alumnado una actitud de rechazo hacia las asignaturas de corte teórico. En la presente comunicación analizamos, a través de un estudio empírico, mediante el uso de cuestionarios y de la base de datos SPSS, las preconcepciones del alumnado de grado y posgrado en Traducción e Interpretación acerca de la utilidad y conveniencia de la teoría de la traducción en su formación. Asimismo, mostramos algunos ejemplos reales en los que la incorporación de aspectos detectados en el estudio ha servido para fomentar la creatividad, la capacidad crítica del alumnado y el autoaprendizaje.

 **Abstract**

Translation Studies is an academic discipline that has managed to establish itself as such thanks to the research conducted on its main object of study, i.e. translation. Yet, given the applied nature of this field, there is some disagreement as to whether translation theory is relevant in the practice of translation. The never-ending battle between these two dimensions of the discipline has given rise to a series of myths and prejudices concerning Translation Studies that extend into both the sphere of translation as a profession and the academic context. Although a number of authors have highlighted the contributions that translation theory has to offer in the training of translators (Gile 1995, 2010; Chesterman and Wagner 2002; Munday 2012), Translation Studies usually plays a secondary role in the curricula of Spanish universities. At the same time, students' attitude towards the more theoretical subjects seems to be one of rejection. This paper is aimed at analysing the results obtained in an empirical study, conducted by means of questionnaires and processed with the SPSS database, regarding the preconceptions that Translation and Interpreting (T&I) undergraduate and post-graduate students have concerning the usefulness and benefits of translation theory in their training. Furthermore, real examples of students' work will be shown to illustrate how the implementation of pedagogical adjustments according to the needs revealed by the study has promoted creativity and contributed to the development of the students' critical thinking and self-learning strategies.

 **AIRAGHI, LAURA**

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 **Ámbito / Àmbit / Topic**

Enseñanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters

 **Titre / Title** 

STRUMENTI INFORMATICI E METODI PER LA RICERCA TERMINOLOGICA AD USO DEGLI STUDENTI DI  
TRADUZIONE E INTERPRETAZIONE

*IT TOOLS AND METHODS FOR TERMINOLOGICAL RESEARCH FOR THE STUDENTS IN TRNSLATION AND  
INTERPRETING*

 **Parole chiave / Keywords**

Terminologia; informatica; interpretazione/ Terminology; computer science; interpreting

 **Riassunto**

Gli studiosi e gli operatori del settore concordano sul fatto che la maggior parte del tempo dedicato alla traduzione e all'interpretazione da parte di un professionista viene speso nella ricerca terminologica, sia in fase di preparazione agli incarichi (segnatamente per gli interpreti), sia durante l'esecuzione dei medesimi. Poiché nell'ultimo ventennio si è assistito allo sviluppo e alla diffusione di strumenti informatici per i più svariati aspetti di quasi ogni ambito professionale e, segnatamente, per la mediazione linguistica in senso ampio, appare importante dedicare una parte significativa del percorso di studi di traduttori e interpreti all'acquisizione di strumenti informatici e metodi che, uniti a una congrua base di competenze terminologiche, consentano ai futuri professionisti di porre le fondamenta per un'autoformazione che si svolgerà per l'intera durata della loro vita lavorativa nell'ambito della mediazione linguistica. Nel presente lavoro viene descritta l'impostazione di questo percorso nell'ambito della Laurea Magistrale in Traduzione specialistica e Interpretariato di conferenza che accoglie studenti già in possesso, a livello più o meno consapevole, almeno dei rudimenti della materia. Segue un confronto tra le modalità operative e i risultati ottenibili attraverso l'uso di un software per l'estrazione terminologica e uno per la linguistica dei corpora, con particolare attenzione agli obiettivi didattici di un corso universitario come quello descritto nonché ai vantaggi e agli svantaggi di ciascuna delle due alternative, nonché la presentazione di una modalità di rappresentazione grafica delle conoscenze in un particolare ambito disciplinare attraverso un apposito strumento informatico di mappatura. Il lavoro termina con alcune considerazioni sugli esiti, rilevati empiricamente, di questo tipo di impostazione sulla formazione degli studenti che si accingono a concludere il loro percorso accademico.

 **Abstract**

Scholars and players in this field agree that most of the time devoted to translation and interpreting by professionals is spent in terminology research, both when preparing for an assignment (especially in the case of an interpreter), and when performing the actual jobs. Since in the last two decades a lot of IT tools have been developed and released for almost every aspect of each profession – and, therefore, also for the linguistic mediation field – it seems important to devote an important part of the academic curriculum of future translators and interpreters to the acquisition of such tools, as well as of adequate working methods, which, along with a congruous knowledge in terminology represent a solid buolding block of a self-training process that will last for all the woeking life of the will-be professionals. This work describesfirst the development of such a path within the second-level degree in Specialised translation and Conference interpreting which enrolls students who also know, with more or less awareness, the basics of this subject. In the following section a comparison between the working procedure and the results that can be obtained through the use of a software for terminology extraction and of une for corpus linguistics, with a focus on to the learning goals of an academic course such the one considered as well as on the pros and cons of both alternatives. The description of a way of representing knowledge related to a certain field by means of a mapping software follows. The paper ends with some considerations on the impact, empirically estimated, of this setting on the training of students that are about to conclude their academic path.

☞ **AL NAFRA, NERMEEN**

University of Birmingham

☞ **Àmbit / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

☞ **Título / Title** ☞

DEVELOPING TRANSLATORS' SKILLS

☞ **Keywords**

Translation training, Trainee translators, Translation Theories

☞ **Abstract**



One of the main concerns in current approaches to translation training is to provide translators with the necessary skills in order to take responsibility for their decisions. Taking into consideration the calls for different translation training approaches in order to equip translators with the theoretical knowledge of translation to empower them in their role as cultural mediators, this study will investigate how and to what extent following a translator training programme at postgraduate level affects trainee translators' perception of translation problems and their ability to defend and justify their decisions. This study is based on the hypothesis that translation training, in particular knowledge of translation theories, develops the trainee translators' ability to systemise their options while translating and justify their choices. This study will attempt to demonstrate to what extent trainee translators integrate the theoretical knowledge acquired throughout the course into translation practice. It focuses on the translation strategies used by trainee translators to identify the translation problems and the justification of the decisions made. The language used by trainee translators to describe the translation problems identified while translating, the translation strategies used to solve these problems and the justification of the decisions made will be examined. The one year masters degree programme in Translation Studies at the University of Birmingham is used to undertake this qualitative research. Data is collected at three stages throughout the academic year. The research methods used in this case study consist primarily of a translation task completed by trainee translators. This task is preceded by a short questionnaire and followed by retrospective interviews. This is followed by a linguistic analysis using the Systemic Functional Grammar theory (Halliday and Matthiessen, 2004). This study suggests that that translation training based on theory and practice equip trainee translators with a level of competence which enables them to systemise their choices while solving translation problems and applying translation strategies.

 **ÁLVAREZ ÁLVAREZ, ALFREDO**

Universidad de Alcalá

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducción/ Teaching translation

 **Título / Title** 

TRADUCCIÓN JURÍDICO-ECONÓMICA Y PROCESO FORMATIVO EN LA VERSIÓN FR-ES

LEGAL-FINANCIAL TRANSLATION AND TRAINING PROCESS IN THE FR-ES VERSION

 **Palabras clave/ Keywords**

Modelos de análisis, parrilla, fuentes de documentación/ Analysis models, grid, documentation sources

 **Resumen**

El objetivo del presente trabajo es demostrar la relevancia del uso de herramientas de análisis de recursos lexicográficos en línea para futuros traductores. Las tecnologías han modificado profundamente el ejercicio profesional de la traducción en los últimos veinte años. De los diccionarios en papel se ha pasado a los digitales, tanto en CD como en línea, los glosarios se han generalizado en la red y es ingente la profusión de páginas que pueden servir de soporte a la traducción, más allá de las herramientas TAO, algunas de las cuales no siempre están al alcance de los futuros traductores.

Esta situación ha propiciado que, de forma natural, la enseñanza de la traducción incorpore estrategias de trabajo que para muchos profesores resultan novedosas pero que son imprescindibles. Porque, si bien las herramientas de que disponemos ahora son muy superiores en número a algunas de las más convencionales, con las tecnologías ha aparecido igualmente un nuevo problema como es la ingente profusión de documentación, por un lado, y el escaso espíritu crítico de las nuevas generaciones de nativos digitales mantienen con algunos contenidos de la red, por otro.

En esa línea, resulta de especial significación el uso de modelos de análisis que establezcan ámbitos de fiabilidad con vistas a un aprendizaje más ajustado de las metodologías en la traducción. Es necesario aplicar elementos de medición que puedan proporcionar informaciones relevantes acerca de cada recurso que utilizan en el momento actual, y que utilizarán como profesionales. Por ello es importante transmitir la idea de al ser los recursos en línea prácticamente ilimitados, la selección de los mejor adaptados es parte integrante del aprendizaje de todo futuro traductor. Por ello, la concepción y realización de parrillas de análisis de los recursos es una actividad que debe permitir la mejora de resultados en traducción por la vía de una mejor utilización de los recursos. Determinar qué elementos han de incorporarse a la parrilla, incluso en qué orden, forma parte de la actividad formativa del futuro traductor, ya que el análisis representa el paso previo para afrontar la búsqueda de documentación, particularmente en un ámbito de especialización como es la traducción jurídico-económica, donde las fuentes son más determinantes que en otros ámbitos, puesto que presenta características específicas con respecto a otros tipos de traducciones.

En esta comunicación se presenta el proceso de la traducción jurídico-económica en versión FR-ES desde la perspectiva del análisis y validación de recursos, tanto lexicográficos como relativos a las fuentes documentales, a la luz de las posibilidades que en el momento actual ofrece la red.

 **Abstract**

The aim of this work is to prove how relevant the use of analysis tools of on-line lexicographic resources is for future translators. Technology has deeply changed the professional translation practice in the past twenty years. We went from consulting dictionaries in paper version to consulting dictionaries in digital format, whether on a CD or online; glossaries are now widely used on the net and the number of pages that may provide support to translation is huge, apart from CAT tools, some of which are not always affordable by future translators.

This situation has naturally resulted in the incorporation of work strategies, which for many professors are new but essential, into translation teaching. Although we currently rely on many more tools than some of the more conventional ones, technology has brought about a new problem: the huge amount of documentation, on the one hand, and, on the other hand, the little critical approach that the new generations of digital natives have with some contents on the net.

Accordingly, especially significant is the use of analysis models to establish reliability areas with a view to more adjusted learning of translation methodologies. Measurement elements must be applied to provide relevant information on each resource currently used, which they will use as professionals. For this reason, it's important to convey the idea that, as the resources on the net are virtually unlimited, selecting the most adapted resources is part of the learning process of future translators. Therefore, the creation and making of analysis grids of resources is an activity that should lead to improving the results in translation by way of better using the resources. Determining which elements must be included in the grid, even which order to follow, forms part of the training activity of future translators, as analysis represents a preliminary step to address the search for documentation, in particular, in a field of specialisation such as legal-financial translation, in which the sources are more determining than in other fields, as it presents specific characteristics compared with other types of translation.



This communication presents the process of FR-ES legal-financial translations from the point of view of analysis and validation of resources, whether lexicographic or related to documentary sources, in light of the possibilities that the Web offers today.

 **ÁLVAREZ ÁLVAREZ, SUSANA; ARNÁIZ UZQUIZA, VERÓNICA**

Universidad de Valladolid

 **Àmbit / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Título / Title** 

LAS MICROPÍLDORAS DE APRENDIZAJE: NUEVOS RETOS PARA LA ENSEÑANZA DE LA TRADUCCIÓN ESPECIALIZADA

*KNOWLEDGE PILLS: NEW CHALLENGES FOR TEACHING SPECIALIZED TRANSLATION*

 **Palabras clave / Keywords**

Micropíldora de aprendizaje, traducción especializada, experiencia docente/ Knowledge pill, specialized translation, teaching experiences

 **Resumen**

En los últimos años, debido al proceso de virtualización de los materiales y recursos de aprendizaje, ha irrumpido en el marco formativo un nuevo género textual que plasma las particularidades de los textos especializados en un contexto audiovisual con unas características concretas: las micropíldoras de aprendizaje.

Las micropíldoras se conciben como breves vídeos formativos sobre una temática específica que permiten trasladar determinados contenidos especializados en un formato atractivo. Este novedoso sistema de comunicación modifica sustancialmente los medios tradicionales de divulgación académica y científica, debido no solo a la integración del canal audiovisual en el proceso comunicativo, sino también a la interacción simulada entre emisor y receptor. De la peculiar combinación de estos dos elementos nace un nuevo género textual que, a su vez, plantea necesidades específicas en el contexto de la enseñanza de la traducción, haciendo necesaria la adopción de nuevas estrategias docentes para la formación de traductores en ámbitos de especialidad.

El objetivo de este trabajo es presentar una práctica docente desarrollada dentro de la asignatura ‘Prácticas en Empresa’ del Grado en Traducción e Interpretación. La experiencia se ha llevado a cabo en la Facultad de Traducción e Interpretación de la Universidad de Valladolid en el marco del proyecto “Saber, Extender”, gestionado por el Área de Formación e Innovación Docente y el Servicio de Medios Audiovisuales de dicha universidad.

 **Abstract**

In the last decade, the growing tendency -and social demand- to provide virtual versions of most teaching materials and resources has set the perfect scenario for the irruption of a new textual genre: knowledge pills.

Blending together the most representative characteristics of specialized texts in an audiovisual framework through specific features, knowledge pills are ‘just’ brief educational videos on very specialized issues that help authors to disseminate contents in an attractive format. This unique and innovative communication tool has substantially redefined the different media traditionally adopted for scientific communication, not only by the integration of the audiovisual channel in the communicative process, but also by the simulated interaction established among authors and their communication ‘receivers’. This combination gives rise to a new textual genre, and, subsequently, to a new set of teaching strategies that need to be adopted when training specialized translators.

The aim of this paper is to present the teaching experiences that emerged during the course of the subject “Internship” in the 4-year Degree in Translation and Interpreting, at the University of Valladolid, in the framework of the Innovation Research Project “Saber, Extender” (‘Knowing, Disseminating’), managed by the Continuing Training and Teaching Innovation Department in collaboration with the Audiovisual Media Services from the University of Valladolid.



 **ALVES, DANIEL; BRAGA, CAMILA**

Universidade Federal da Paraíba

 **Àmbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

EXTRAD: CAMINHOS E DESAFIOS PARA A MONTAGEM DE UM PROJETO DE EXTENSÃO EM TRADUÇÃO  
*CHALLENGES AND MEANS TOWARDS THE DEVELOPMENT OF A TRANSLATION EXTENSION PROGRAM*

 **Palavras-chave/ Keywords**

Tradução, extensão, EXTRAD/ Translation, extension program, EXTRAD

 **Resumo**

A comunicação visa a apresentar o processo de criação e implementação de um projeto de extensão em tradução ligado ao curso de Bacharelado em Tradução da Universidade Federal de Paraíba. Criado em 2012, o projeto tem o propósito de aplicar as teorias abordadas em sala de aula à prática tradutória voltada para o mercado de trabalho, com suas pressões, prazos e exigências de qualidade, aumentando as chances de inserção dos alunos no mercado e tornando-os mais experientes e competitivos por meio da prática profissional. Além de propiciar uma melhor formação para os alunos, o projeto visa a suprir uma carência da comunidade, ao oferecer serviços de tradução feitos por alunos e coordenados e supervisionados pelo corpo docente do curso.

 **Abstract**


The communication aims at presenting the process of creation and implementation of an extension program in the Translation Program of the Federal University of Paraíba (UFPB – Brazil). The aim of the program is to provide the students opportunities to apply the theories they learn during the course to translation practices, in an environment that emulates the market environment – with time pressure, deadlines and demands for quality. While increases the student's experience in dealing with professional practice, the program also provides translation services to the community, addressing a demand for such a service, under the supervision of the faculty.

 **ARAGONÉS LUMERAS, MAITE**

Organización Mundial de la Propiedad Intelectual

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

LA TRADUCCIÓN: ¿PARADOJA DE LOS GEMELOS SIN RESOLVER?

TRANSLATION: THE TWIN PARADOXES TO BE RESOLVED?

 **Palabras clave/ Keywords**

Equivalencia vs. divergencia, ceremonia, metodología de traducción/ Equivalence vs. divergence, ceremony, translation methodology

 **Resumen**

En plena era de la comunicación, el traductor debería ser el nuevo embajador cultural. Pero la realidad dista mucho de esta visión idílica. Nuestra experiencia en la formación de traductores tanto en el ámbito académico como en el profesional pone en evidencia la necesidad de aclarar la misión del traductor y de preparar los alumnos a la realidad polifacética del mundo laboral.

Esto supone la necesidad de replantearse algunos conceptos clave y buscar nuevos métodos de aplicación generalizada. Nuestra propuesta radica en abandonar como “principio rector” o GPS la noción de equivalencia que, en lugar de facilitar el proceso traductor, siembra dudas y desvía al traductor aprendiz de su cometido: tender un puente entre personas que no hablan la misma lengua. Para mantener el frágil equilibrio de la equivalencia, el alumno opta mecánicamente por no omitir nada aunque sea a costa de la calidad de la comunicación y del respeto de las convenciones.

En realidad, las nociones de neutralidad y objetividad constituyen una utopía inalcanzable en el ámbito de la comunicación, donde predominan la ambigüedad, las múltiples interpretaciones, la imprecisión, la vaguedad, la indeterminación, e incluso, el doble sentido. Por ello, proponemos una metodología de traducción basada en tres pares de parámetros cuya meta es adecuar la comprensión textual por parte del traductor a las circunstancias contextuales:

1. ceremonia (contexto) y convenciones (protocolo social y lingüístico);
2. participantes (instituciones, colectivos e individuos) y propósitos (colectivos e intenciones privadas; y
3. divergencias y encargo.

La ceremonia es un acontecimiento social específico que motiva el diálogo entre géneros textuales e impone un comportamiento social y lingüístico (convenciones) reconocibles por aquellos que “toman cartas en el asunto”. Cualquier acto de comunicación está inscrito en una ceremonia. Por tanto, un texto aislado es como una isla desconectada del mundo.

El funcionalismo ya ha dejado patente el papel fundamental del encargo a la hora de traducir. En cuanto a las divergencias son el contrapeso de la equivalencia. La traducción es un acto de enlace bipolar. Juntar dos orillas conlleva primero concentrarse en los desniveles (divergencias) para luego edificar el puente. La estructura del puente dependerá del encargo y demás factores listados más arriba.

Para demostrar la viabilidad de una metodología hay que ponerla a prueba y observar los cambios de comportamiento del traductor aprendiz y los textos producidos. Por ahora, los resultados obtenidos son alentadores. Para seguir mejorando esta propuesta metodológica, queremos aprovechar la ocasión para darla a conocer al mundo académico nuestra metodología y esperamos poder colaborar con universidades para comprobar su viabilidad en situaciones contextuales muy dispares.

 **Abstract**

At a time when communication often crosses multiple cultural boundaries', the translator should be the new cultural ambassador. But reality differs much from this utopian vision. Our experience in training translators both the academic and professional environments highlights the necessity for clarifying the translator's mission and for preparing the students for the diverse reality of the world of work.

Some key concepts and methods need to be revisited for a global application. We suggest moving away from the notion of equivalence as a “guiding principle” or GPS, because, instead of simplifying the translating process, it gives rise to doubt and distracts the novice translator from his duty: bridging people not speaking the same language. To maintain the fragile balance of equivalence, the student opts out the purely mechanical for the sake of not omitting anything, and at the expense of the quality of communication and respect for conventions.

In fact, neutrality and objectivity are elusive and utopian notions in the field of communication, where ambiguity, multiple interpretations, fuzziness, vagueness, indeterminacy, and even, ‘double entendres’ are common. Therefore, we suggest a methodology for translation based on three pairs of settings with the objective of matching the textual understanding of the translator to the contextual circumstances:

1. ceremony (context) and conventions (social and linguistic protocol);

2. participants (institutions, joint and individual) and purposes (joint and private intentions); and
3. divergences and mandate (or translation brief).

The ceremony is a specific social event that motivates dialog between genres of texts, and imposes a social and linguistic behaviour (conventions) recognizable by those who “take the matters up”. Every act of communication is part of a ceremony. Thus an isolated text is like an island disconnected from the world.

Functionalism has already shown the important role of the translation brief during translating. As for divergences, they are the counterweights to equivalence. Translating is an act of bipolar linking. Bridging two shores involves concentrating, first, on the bumps (divergences), and then building the bridge. The structure of the bridge will depend on the mandate and other factors listed above.

To test the feasibility of the methodology, we need to test it and observe the changes of behaviour in the learning translator. Thus far, the results obtained are quite encouraging. To keep improving this suggested methodology, we would like to introduce it to the academic world in order to collaborate with universities to check its feasibility in very different contextual situations.

 **ARUMÍ RIBAS, MARTA; VARGAS-URPÍ, MIREIA**

Universitat Autònoma de Barcelona

 **Àmbito / Àmbit / Topic**

Ensenyanza de la interpretació/ Ensenyament de la interpretació/ Teaching interpreting

 **Title** 

ESTUDI SOBRE ELS PROBLEMES I ESTRATÈGIES D'INTERPRETACIÓ ALS SERVEIS PÚBLICS EN L'ÀMBIT SOCIOEDUCATIU. APLICACIÓ DE LA RECERCA EMPÍRICA A LA FORMACIÓ

PROBLEMS AND STRATEGIES OF INTERPRETING FOR THE PUBLIC SERVICES IN THE FIELD OF SOCIAL EDUCATION. APPLYING THE RESULTS OF EMPIRICAL RESEARCH INTO TRAINING

 **Paraules clau/ Keywords**

Interpretació als serveis públics, recerca empírica, estratègies i problemes d'interpretació/ Public Service Interpreting, empirical research, interpreting problems and strategies

 **Resum**

La interpretació als serveis públics en els àmbits educatiu i social és un terreny fins ara relativament poc explorat. Són pocs els estudis que s'han centrat en aquestes àrees, sobretot si les comparem amb la investigació realitzada en els contextos mèdic i judicial. L'estudi que presentem pretén omplir aquest buit a partir d'una recerca empírica basada en simulacions amb les combinacions xinès-castellà/català i àrab-castellà/català d'interaccions que recreen situacions d'interpretació en l'àmbit socioeducatiu.

12 intèrprets amb experiència en els serveis públics van participar en la recerca. Van intervenir en les simulacions que recreen situacions d'interpretació en una escola, en una oficina d'escolarització municipal i en una oficina de serveis socials. Totes les simulacions es van gravar en vídeo. Posteriorment, els enregistraments es van transcriure i analitzar mitjançant anàlisi del discurs i anàlisi de la conversa. A més a més es van utilitzar altres fonts de dades com ara un qüestionari pre i post tasca així com una entrevista retrospectiva, que els intèrprets van realitzar després d'acabar la tasca d'interpretació.

La comunicació presentarà els resultats de l'anàlisi de les dades recollides així com la triangulació d'aquestes, que permet comparar les estratègies emprades pels intèrprets davant d'una sèrie de conflictes o punts rics comuns, és a dir, segments del discurs original inclosos en les simulacions en els quals apareix un problema d'interpretació de diversa índole. En les conclusions reflexionarem sobre la rellevància de l'estudi de les estratègies en el camp de la ISP i sobre la seva possible aplicació a la formació d'intèrprets.

 **Abstract**

Public service interpreting in social and educational fields has been hitherto relatively unexplored. Few studies have focused on these areas, especially when compared to research carried out in medical and legal contexts. The present study aims to fill this gap by means of empirical research based on simulations using Chinese-Spanish/Catalan and Arabic-Spanish/Catalan language combinations for interactions that simulate interpreting in socio-educational settings.

12 interpreters with public service experience participated in the research. They participated in simulations that recreate interpretation settings in a school, in a local authority education welfare office and a social services office. All simulations were videotaped. The recordings were later transcribed and analyzed using discourse and conversation analysis. In addition other data sources were used including a pre and post-task questionnaire and a retrospective interview conducted after completion of the interpretation task.

The results of the analysis of the data collected and their triangulation are presented, allowing a comparison to be made of the strategies used by interpreters when faced with a series of common rich points, that is, sections of the original speech included in the simulations in which various types of interpretation problems appear. In the conclusions we will reflect on the relevance of this study into the strategies employed in the field of PSI and their possible application to the training of interpreters.

 **AYVAZYAN, NUNE; PYM, ANTHONY**

Universitat Rovira i Virgili

 **Àmbito / Àmbit / Topic**

Ensenyament de la traducció/ Ensenyament de la traducció/ Teaching translation

 Title 

TRANSLATION AS A COMMUNICATIVE ACTIVITY IN A FL CLASSROOM

 **Keywords**

Translation, participation, FL (Foreign Language)

 **Abstract**

Translation as a FL teaching and learning tool does not occupy a prominent place in Spanish primary, secondary and tertiary education. A study carried out for the EU-DG for Translation titled *Translation and language learning: The role of translation in the teaching of languages in the European Union* shows that the most frequently used language-teaching methods in the Tarragona area are immersion, communicative methods and task-based learning, and that grammar-translation is the least used. The same study also found that the use of translation in the L2 classroom is more frequent in countries like Finland and Croatia, where the general level of language learning is also high, and much lower in Spain and France, which score poorly on the international indexes of language learning.

One much then ask not only why translation is currently excluded from most L2 classes in Spain, but also what kind of translation activity is most conducive to effective language learning. Here we posit that one of the main problems is that traditional uses of translation in the L2 class are as post-factum checks on acquisition, rather than as a communicative activity in itself. The challenge is thus to envisage classroom activities that incorporate a practical and dynamic use of translation, not as a check on communication but as an act of communication in itself.

In order to measure the extent to which translation can contribute to FL learning, I analyze the number of classroom interactions that undergraduate students of English engage in when doing translation activities and when using plain L2. I also look at how the students themselves perceive their own participation under these two conditions.

The initial results indicate that the general level of participation is higher when using translation activities when compared to those carried out in plain L2. This might be the result of the fact that translation activities generate a number of questions, even on the level of comparing two languages. The results also show that the students are quite interested in having translation activities, as they bring a new dimension to their FL classes. The results are discussed in more detail in the article.

☞ **B. GODEV, CONCEPCIÓN**

University of North Carolina at Charlotte

☞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

☞ Title ☞

STUDENT TRANSLATORS' REFLECTIONS ON PRAGMATICS, POLITICAL DISCOURSE, AND TRANSLATION

☞ **Keywords**

Relevance theory, political discourse, pragmatics

☞ **Abstract**

The nature of language processing is as complex as the contexts in which communication is mediated by a spoken or written linguistic code. Raising awareness of phenomena involved in language processing may strengthen the quality of student translators' target texts. The efficiency of natural language in daily communication as well as the automated processes that assist in efficient language processing mask the subtly complex ways in which communication happens in natural languages. Unawareness of this complexity is at the center of many of the challenges that student translators face when tackling the translation task. An essential component of the subtle complexities of natural language communication is the fact that messages are often only partially coded into parsable linguistic pieces or elements, namely, the lexicon, morphology or syntax of the language. The less technical the content of a text, the more does the message rest on non-coded content, that is, on pragmatic meaning. This is one of the reasons that explain the difficulty of translating literary texts. But literary texts are not the only ones that present the challenge of translating pragmatic meaning. Texts that feature political discourse exhibit the type of partial linguistic encoding of meaning that is commonplace in literature.

The purpose of this presentation is to discuss how eighteen (18) students enrolled in a master's level translation course gained insight on pragmatic aspects of language processing and applied their explicit knowledge of pragmatics to the translation into English of political speeches by Fidel Castro, Francisco Franco, and Hugo Chávez.

The presentation will address briefly the main points of relevance theory as articulated by Sperber and Wilson (1995) as well as Gutt's (1991) arguments, which make a case for adopting relevance theory as a platform for translation theory. The discussion of this theoretical framework will be followed by showcasing how students navigated their source texts in order to detect the pragmatically sensitive segments in the political discourse of their texts as well as how they demonstrated awareness and ability to detect these segments. The Student translators' awareness of the pragmatic elements in their source texts made it possible for them to produce polished renditions of the political speeches that they chose to translate.

BAIXAULI OLMOS, LLUÍS

University of Louisville

Ámbito / Àmbit / Topic

Enseñanza de la interpretación/ Ensenyament de la interpretació/ Teaching interpreting

Title

(INTENTAR) ENSEÑAR CON PRECISIÓN A INTERPRETAR CON PRECISIÓN: EVALUACIÓN DE UN CURSO DE INTRODUCCIÓN A LA INTERPRETACIÓN CONSECUTIVA

(HOPEFULLY) ACCURATELY TEACHING TO INTERPRET ACCURATELY: ASSESSMENT OF A CONSECUTIVE INTERPRETING INTRODUCTORY COURSE

Palabras-clave/ Keywords

Interpretación consecutiva, interpretación en los servicios públicos, didáctica de la interpretación/ Consecutive Interpreting, Public Service Interpreting, Interpreting Didactics

Resumen

La didáctica de la interpretación, especialmente en su modalidad consecutiva, ocupa un espacio relativamente pequeño en el campo de la Traductología, a pesar de tratarse de una competencia profesional fundamental (Gillies, 2005: 3; Postigo Pinazo, 2008: 181). Sin embargo, la pedagogía de la interpretación consecutiva está ganando terreno, tanto por la implementación de la Directiva europea 2010/64/UE sobre el derecho a interpretación y traducción en los procesos penales, como por la creciente consciencia en los EEUU de la necesidad de contar con programas de nivel universitario, como también por el rápido crecimiento de la interpretación en servicios públicos como subdisciplina. A pesar de contar con un cuerpo nutrido de propuestas académicas y didácticas, los elementos contextuales que condicionan el éxito de un curso de interpretación son cambiantes, de modo que cada nueva iniciativa formativa cuenta con obstáculos diferentes y debe pasar por un proceso de evaluación. Este trabajo se plantea una finalidad fundamental, que consiste en someter la propuesta formativa a evaluación teniendo en cuenta tanto el producto del trabajo de los estudiantes como la profundidad y pertinencia de las autoevaluaciones y evaluaciones entre pares como procesos autoreguladores (Arumí y Esteve, 2006), centrando así la atención también en el proceso mental de valoración de alternativas, toma de decisiones, valoración de decisiones y vías de mejora. Este objetivo principal del trabajo se ramifica en tres finalidades secundarias; en primer lugar, exponer las características de la propuesta formativa que ya se ha puesto en marcha, resaltando aquellos aspectos didácticos que puedan resultar más relevantes (proceso de diseño del programa, introducción de la tecnología para la formación a distancia, metodología flipped, enfoque por tareas, rol del profesor y los estudiantes, los mecanismos de evaluación), y los factores condicionantes que se han encontrado (tipo de estudiantado, diseño curricular del programa de estudios, recursos de espacio y tecnología); en segundo lugar, describir los resultados del piloto y justificarlos metodológicamente; y finalmente, analizar críticamente la propuesta formativa y utilizar los resultados del estudio para mejorarla.

Abstract

Interpretation didactics, especially its consecutive modality, has a relatively small space within Translation Studies, despite its being a fundamental professional skill (Gillies, 2005: 3; Postigo Pinazo, 2008: 181). However, consecutive interpretation pedagogy is becoming more prominent, because of the implementation of both the 2010/64/UE European Directive on the Right to Interpretation and Translation in Criminal Proceedings, the growing awareness in the US about the need to rely on university-level programs, as well as the rapid growth of public service interpreting as a subdiscipline. In spite of counting on a large body of academic and didactic proposals, the contextual factors that condition the success of an interpreting course are changing, so much so that each new initiative faces new obstacles and needs to go through an assessment process. This paper's main objective is to assess the training proposal taking into account both the product of the students' work and the depth and relevance of their self- and peer-assessments as self-regulating processes (Arumí y Esteve, 2006), thus focusing as well on the mental process of alternatives assessment, decision making, decisions assessment and ways of improvement. This main objective is fulfilled through three secondary objectives: (i.) to characterize the training proposal as it is now, and highlight its most relevant didactic aspects (program design, introducing technology, flipped class, task-based approach, role of instructor, assessment mechanisms), and the conditioning factors (students, curricular design, space and technology resources); (ii.) to describe the pilot's results and justify them methodologically; and (iii.) to critically analyze the proposal and to use the results to improve it.

 **BASTIN, GEORGES**

Université de Montréal

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

ENSEÑAR A LEER BIEN LA TRADUCTOLOGÍA Y A ESCRIBIRLA MEJOR

 **Palabras-clave/ Keywords**

Traductología, investigación, lectura, redacción/ Translation studies, research, reading

 **Resumen**

Esta ponencia analizará, *bottom-up*, las implicaciones de la lectura y escritura en el campo científico de la traductología. Leer bibliografía científica es una etapa esencial en el proceso de investigación, que muy a menudo se considera una tarea al fin y al cabo sencilla y evidente. Pero ¿cómo hacer para que nuestra lectura sea pertinente para nuestro proyecto? ¿Cómo puede la lectura ser más efectiva y eficiente? ¿Cómo distinguir conceptos nuevos entre todos y por qué tomar en cuenta el *ethos* y el *telos* del autor? Revisaremos al paso algunos conceptos básicos de la traductología, como *interdisciplinaridad* y *traducción asumida* (*assumed translation*). Luego, una escritura apropiada es un elemento clave del éxito y del reconocimiento en investigación. Una vez más, la consabida afirmación de Boileau según la cual “ce qui se conçoit bien s’énonce clairement, et les mots pour le dire viennent aisément...”, es demasiado simplista como lo confirman muchos jóvenes (y menos jóvenes) investigadores. ¿Qué se considera un escrito estructurado y coherente? ¿Cómo nuestra escritura puede llegar a ser incuestionable? Se intentará entonces responder las preguntas anteriores relativas tanto a la lectura como a la redacción de textos científicos de traductología. Para ello, recalcaremos los conceptos de *pertinencia* y *sentido común* y comentaremos el papel del docente en la formación de jóvenes investigadores. Se ilustrará la ponencia con ejemplos extraídos de trabajos de estudiantes así como de artículos y proyectos de investigación sometidos a revistas y a comités de evaluación.

 **Abstract**

The talk will go bottom-up analyzing the implications of reading and writing in the scientific field of Translation Studies. Reading literature is a fundamental step in the research process though too often considered from a very simplistic point of view. How can our reading be relevant for our project? How can our reading be more effective? How to distinguish new from old concepts and why taking into consideration the author’s *ethos* and *telos*. Some other basic TS concepts will be dealt with (revisited), in particular *interdisciplinarity* and *assumed translation*. Next, proper writing is a key element for success and recognition. Again too simplistic is Boileau’s statement according to which “ce qui se conçoit bien s’énonce clairement, et les mots pour le dire viennent aisément ...”, as will agree many young (and not so young) researchers. What is a structured and coherent text? How can our writing be irrefutable? The talk will give some answers to those questions as far as reading and writing of scientific texts within Translation Studies. Some concepts such as *relevance* and *common sense* will be emphasized and we will comment the instructor’s role in training young scholars. Examples will be drawn from students’ papers as well as from articles and research projects submitted to journals or Grant Committees.



 **BAZZOCCHI, GLORIA; TONIN, RAFFAELLA**

Università di Bologna in Forlì

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 Title 

QUÉ APRENDEN LOS PROFESORES DE TRADUCCIÓN AL CORREGIR PRUEBAS DE INGRESO DEL ESPAÑOL AL ITALIANO: ANÁLISIS PEDAGÓGICO DE LOS ERRORES

*WHAT TRANSLATION TEACHERS LEARN BY THE CORRECTION PROCESS OF ENTRANCE EXAMINATIONS: A PEDAGOGICAL ANALYSIS OF FREQUENT ERRORS*

 **Palabras clave/ Keywords**

Análisis de errores, traducción al italiano, lenguas afines/ Error analysis, translation into Italian, related languages

 **Resumen**

A partir de un corpus de pruebas de ingreso al Postgrado de Traducción Especializada de la Universidad de Bolonia (de 2007 a 2013, con aproximadamente 500 exámenes analizados) se propone una reflexión retrospectiva sobre la didáctica de la traducción entre lenguas afines (español - italiano) en la que el error desempeña el papel de herramienta pedagógica, es decir “fundamento para una ‘reconstrucción’ del conocimiento” (Collombat, 2013). Partiendo del error como posible instrumento diagnóstico del nivel de adquisición de algunas de las subcompetencias traductoras, entre ellas la bilingüe, la extralingüística y la estratégica (Hurtado Albir, 2001, Magris, 2005), y prescindiendo, en cambio, de su relevancia en el marco de la evaluación, intentaremos reconstruir los inadecuados mecanismos de resolución de problemas de traducción subyacentes. Nos centraremos en la descripción e incidencia de los errores más representativos con respecto al recorrido formativo del aspirante estudiante de traducción especializada, cuyo nivel de interlengua en el aprendizaje de español L2 ya no debería considerarse un límite en el proceso de trasvase. Aunque no corresponden a un efectivo encargo de traducción, dichos exámenes se corrigen teniendo en cuenta una perspectiva funcional, textual y contextual, lo que suele poner de manifiesto gran variedad de tipologías de problemas, sobre todo en la vertiente enciclopédica, cultural, bicultural e intercultural. Todo ello, si por un lado nos convence de la necesidad de una profunda reflexión previa a la elección del texto, por otro nos obliga a monitorear de cerca tanto nuestra propuesta didáctica como el proceso de adquisición de contenidos, metodología, estrategias, etc., por parte de los aprendices que formamos en el Grado y que, año tras año, nos enseñan, cada vez más, a no dar nada por descontado.

 **Abstract**

The aim of our paper is to analyse a small corpus of translation exams (from Spanish into Italian), used to select would-be students of the Second Cycle Degree in Specialized Translation held at the University of Bologna, in order to evaluate the didactics of translation between related languages such as Spanish and Italian. The corpus collects nearly 500 items, i.e. examinations employed between 2007 and 2013. In this context we consider error as a helpful pedagogical tool in the detection of the level of translation competence acquired, especially regarding some sub-competences such as bilingual, extralinguistic and strategic ones. Even though the exam do not represent a real job assignment, the detection and correction of translation errors are carried out through a functional, textual and contextual perspective. The analysis underlines different types of problems -especially among encyclopedic, cultural, bicultural and intercultural fields- and help us not only to redefine our strategy in choosing the right texts for the examination, but also to monitor very closely how students of the First Cycle Degree in General Translation acquire contents, methodology, tools, etc. we use to offer them in our translation courses.

☞ **BEHNAM NAOUM HADDAD, ANIS**

Mosaul University

☞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

☞ **Title** ☞

BACK-TRANSLATION: A PROCEDURAL QUALITY ASSURANCE TECHNIQUE IN TRAINING STUDENT –TRANSLATORS  
AND ENHANCING THEIR TRANSLATION COMPETENCE

☞ **Keywords**


Back-translation, quality assurance; translation competence

☞ **Abstract**

This study claims that Back Translation as self-training procedure enables student-translators to enhance their translation competence and proficiency in the field of translation. Most of back translation studies emphasize the reliability of this procedure with only highly informative texts (e.g. scientific and legal documents) provided that it is implemented by a different translator who had no previous access to the original text. This study argues that successive attempts of back translation of any text type from Arabic into English and vice versa by the same student-translator at different times promotes his awareness of the minute details of the translation process and product. The data were analyzed on the basis of interviews held with two test subjects after their back translation attempts. The translators' product and retrospections validate the role of back translation not only as a quality assurance procedure but also as an exponent of efficiency in enhancing their translation competence.

 **BERENDOVÁ, ALEXANDRA**

Universidad Carolina de Praga

 **Ámbito / Àmbit / Topic**

Enseñanza de lenguas para traductores e intérpretes/ Ensenyament de llengües per a traductors i intèrprets/ Teaching language for translators and interpreters

 **Title** 

NUEVA LEGISLACIÓN COMO UN PROBLEMA TRADUCTOLÓGICO

NEW LEGISLATION AS A TRANSLATOLOGICAL PROBLEM

 **Palabras clave/ Keywords**

Enseñanza lenguaje jurídico/ Legal language teaching

 **Resumen**

Los cambios legislativos que se han producido en la República Checa en los últimos años no ponen a prueba solamente a los órganos de la Administración del Estado y a los miembros de la carrera judicial, sino también a los traductores e intérpretes que, no siendo profesionales en derecho, tienen que orientarse en una nueva situación jurídica y reaccionar de manera flexible a la demanda de sus clientes.

El Departamento de Idiomas de la Facultad de Derecho (Universidad Carolina de Praga) ofrece a sus estudiantes una amplia gama de cursos de idiomas especializados en el lenguaje jurídico. El plan de estudios de Licenciatura en Dechecho cunenta con un curso obligatorio del idioma extranjero especializado en duración de cuatro semestres en el que los cursantes pueden escoger entre inglés, alemán, francés, ruso, español e italiano.

Además de los cursos impartidos a los estudiantes de licenciatura, el Departamento de Idiomas colabora asimismo en el programa de formación continua "Juridikum". Dentro del marco de las actividades de "Juridikum" dirigidos al público profesional, organiza el departamento cursos para traductores e intérpretes jurados que les pueden facilitar tanto la obtención da la licencia de traductor/intérprete jurado como la práctica posterior de su oficio.

Los cursos (en sus modalidades inglesa, alemana, francesa, rusa, italiana y española) están enfocados en los problemas terminológicos que implican las diferencias entre los sistemas jurídicos de los mencionados territorios lingüísticos y el checo.

El año 2014 ha sido un año crucial para el público jurídico de la República Checa dado que con el día 1 de enero entró en vigor un nuevo Código Civil que ha aportado unos profundos cambios en la práctica del derecho en todos los ámbitos (Juzgados y Tribunales, abogacía, notariado, teoría del derecho). En la situación de falta de judicatura y de literatura doctrinal referente al recién vigente Código Civil, los colaboradores de "Juridikum" del Departamento de Idiomas decidieron hacer frente a la necesidad de dar a los traductores e intérpretes una básica orientación terminológica para poder trabajar de manera efectiva no sólo con la nueva norma misma, sino también con sus interpretaciones y explicaciones. Dicha tarea no exige sólo una amplia experiencia e intuición lingüística y traductológica, sino también un profundo estudio de la nueva norma y comparación de sus conceptos principales con los de la legislación en la respectiva lengua destino.

 **Abstract**

The legislative changes that have taken place in the Czech Republic over the recent years represent a challenge not only for the public authorities and the judicial sector of the country but also for translators and interpreters who, whilst not being professionals in law, have to orientate themselves in the new legal situation and react flexibly to the demand of their customers.

The Department of Foreign Languages of the Faculty of Law (Charles University in Prague) offers its students a broad range of language courses specialised in legal terminology. The curriculum for a MA degree in law includes an obligatory specialised four-semester course of a foreign language. Participants may choose among English, French, German, Russian, Spanish and Italian.

In addition to these undergraduate courses the Department of Foreign Languages also cooperates in the programme "Juridikum" which is a continuing vocational training programme. Within the framework of the activities of the programme, the Department organises courses for translators and sworn interpreters (i.e. the stakeholders and specialised public of the programme) to whom the courses can facilitate both the obtaining of the licence of sworn translator/interpreter and their subsequent work practice.

The courses (in their English, German, French, Russian, Italian or Spanish modalities) are focused on those terminology problems that imply differences between the legal systems of the respective linguistic territories and the Czech legal system.

The year 2014 has been a crucial year for the expert legal public in the Czech Republic: on 1 January, a new Civil Code came into force bringing a number of major changes to all fields of legal practice (courts of law, advocacy, notaries, legal theory, etc.). In a situation of lacking judicature (and also of insufficient supporting literature) related to the newly valid Civil Code, the staff members of the Department who are involved in the "Juridikum" programme have decided to cope with the necessity to provide the translators and interpreters with a basic terminology orientation so that they could efficiently work with the new legal standards as well as with their interpretations and explanations. This requires the course instructor to have not only a broad linguistic and translato logical experience and intuition, but also to undertake deep studies of the new legal standard and carry out comparisons of its fundamental concepts to the legislation in the target language.

 **BLOEMEN, HENRI; NAAIJKENS, TON**

Utrecht University &amp; KU Leuven

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

DESIGNING A (CONTINUOUS) LEARNING LINE FOR LITERARY TRANSLATION

 **Keywords**

Curriculum design / competence based training in literary translation / (self) assessment

 **Abstract****a) Objective**

To design a learning line for literary translation that meets the high level requirements concerning knowledge and skills and the particularities of careers in literary translation.

**b) Description**

Since literary translation requires a high level of knowledge and skills and, as a consequence, has become an academic discipline in several countries, the need is felt to establish a learning line that distinguishes not only the several learning steps (from an absolute beginner to an expert professional) but also the different competences and skills a translator should master.

On the other hand education and training of literary translators cannot succeed without a close collaboration with the working field: publishers, literary funds and especially experienced translators willing to pass their knowledge and skills to the next generation. Outside the academia a whole lot of training initiatives have emerged and it would be wise for the sake of the profession to join forces.

A learning line therefore should take in account both the necessity of a transparent, competence-based curriculum and the existing need for a continuous training of translators by translators.

The learning line we wish to propose has five levels each linked with a certain qualification, and it distinguishes six core competences (translation competence, language competence, textual competence, research competence, literary and cultural competence and professional competence) and two flanking competences (didactic-evaluative competence, scientific competence), each with their descriptors and indicators.

**c) Results and conclusions**

In our contribution we would like to show how the learning line can be used as an analytical instrument that is useful for the design of courses, to detect personal and institutional shortcomings and to create means of (self) remedy. Moreover it allows individual translators and training institutes to assess themselves by indicating their place on the line.

 **BOUCHET, BÉNÉDICTE**

Université de Mons

 **Ámbito / Àmbit / Topic**

Enseñanza de lenguas para traductores e intérpretes/ Ensenyament de llengües per a traductors i intèrprets/ Teaching language for translators and interpreters

 **Titre / Title** 

L'APPRENDISSAGE EN TANDEM ET LA COMPÉTENCE INTERCULTURELLE DANS LA FORMATION DES TRADUCTEURS

 **Mots-clés / Keywords**

Reliance - compétence interculturelle - apprentissage en tandem – traduction/ interrelatedness- intercultural competence - tandem learning- teaching translation

 **Résumé**

S'agissant de l'apprentissage et de l'enseignement des langues étrangères, de nombreuses recherches attestent des avantages que des étudiants peuvent retirer d'une collaboration tandem (l'université de Bochum en Allemagne et celle d'Oviedo en Espagne ayant été des précurseurs dans ce domaine). Dans notre exposé nous discuterons de l'intérêt particulier d'un dispositif **d'apprentissage en tandem** TDMT (tandem traduction), mis en place à l'Umons (Belgique) dans la formation des traducteurs. Ce projet est né de notre volonté, en tant qu'enseignante en langue et traduction, de fournir à de futurs traducteurs un moyen d'agir sur les défis qu'ils rencontrent dans leurs cours de langues et de traduction.

Nous souhaitons démontrer la double originalité de notre dispositif. Premièrement, il est un outil personnalisé et unique puisqu'il se construit sur les objectifs des deux partenaires en présence, la base d'un tandem étant la relation interpersonnelle (Brammerts 2007). Ensuite, nous l'avons conçu en créant des activités culturelles, linguistiques et de traduction qui permettent de développer une **compétence interculturelle (CI)**. Pour ce faire, nous avons pris pour cadre les composantes de la CI proposées par Beacco (notion du «recul interprétatif» 2011) et la grille des «degrés de maîtrise» de la CI, élaborée par l'équipe du projet européen PICT (2013).

A la lumière du cadre sus-mentionné, nous proposerons une analyse de l'une des activités TDMT et présenterons des commentaires des participants afin d'illustrer la façon dont 1) *la CI peut être stimulée au niveau textuel* et 2) *comment l'aspect relationnel du tandem et les échanges de réflexions constants des 2 partenaires* (notion de reliance) peuvent s'articuler pour aider les participants à atteindre leurs objectifs et faciliter l'acquisition de cette CI.

Nos premières conclusions suggèrent que l'apprentissage en tandem semble permettre aux participants de développer ou d'utiliser des compétences différentes de celles auxquelles les cours de traduction font habituellement appel. Ce dispositif peut contribuer à une meilleure maîtrise du savoir-faire en traduction et des savoirs linguistiques chez les participants. Par ailleurs, il favorise chez eux la construction de ces savoirs et l'évaluation consciente de leurs progrès.

 **Abstract**

Teachers of language and translation keep as a permanent goal the working out of new ways of supporting students' learning outside the classroom, and also of awareness-raising of their own learning process. **Tandem Learning** (TL) provides an interesting tool in this context. The advantages of TL in developing language skills have already been well-documented, namely following the forerunning experiences carried out by Bochum University (Germany) and by Oviedo University (Spain). In this paper we discuss the interest of using TL in the specific context of translation training, and explore its potential as a means to help students overcome learning challenges translation they come across.

To this end, we report on the pilot project developed at Mons University (Belgium), named TDMT: (tandem traduction), whose specificities are twofold: firstly, taking the basic principle of TL being the interpersonal relationship (see Brammerts, 2007), we expose our choices in tailoring TL to the learning needs and objectives of each student, so as to pinpoint mutual help and responsibility; secondly, within this TL framework, we shall show how we designed language, cultural and translation tasks to foster **intercultural competence** (IC). We will highlight how those activities were drafted and put together taking a two-dimensional theoretical framework: Beacco's 5 aspects for assessing the IC («*composantes de la CI*», 2011), and what he defines as critical context interpretation («*recul interprétatif*»), and the three levels of IC in translators as defined in the EU PICT project (2013).

With this in mind, we will concentrate on the analysis of one of the TL activities and of some of the participants' comments to illustrate 1) *how it is possible to stimulate IC at text level* and 2) *how regular exchanges and reflexion between TL partners* (*interrelatedness*) can interlink, allowing participants to reach their goals and develop IC.

Our preliminary findings suggest that TL can indeed give participants the opportunity to acquire or use different skills from those usually called on in translation class, hence contributing to a better mastering of translation practice and of language learning. In addition, we seem to confirm that TL helps learners raise their awareness in progress self-assessment.

 **CÁNOVAS MÉNDEZ, MARCOS**

Universitat de Vic

 **Àmbito / Àmbit / Topic**

Ensenyanza de la traducció / Ensenyament de la traducció / Teaching translation

 **Title** 

MODEL PER A LA INCORPORACIÓ D'ENTORNS PERSONALS D'APRENTATGE (PLE) EN LA FORMACIÓ DE TRADUCTORS

*A MODEL TO INCORPORATE PERSONAL LEARNING ENVIRONMENTS INTO TRANSLATOR TRAINING* **Paraules clau / Keywords**

Formació de traductors, entorn personal d'aprenentatge, entorn virtual d'aprenentatge/ Translator training, personal learning environment, virtual learning environment

 **Resum****a) Objectius**

- Presentar un model d'entorn personal d'aprenentatge (EPA o PLE, de l'anglès Personal Learning Environment) basat en la plataforma Mahara adaptat a la formació de traductors.
- Analitzar dades sobre les preferències dels estudiants respecte als recursos del PLE.

**b) Descripció**

El concepte d'entorn personal d'aprenentatge reflecteix com la incorporació de les tecnologies als processos formatius condueix no només a reforçar els procediments tradicionals d'ensenyament i aprenentatge, sinó també a desenvolupar noves maneres d'enfrontar-se al coneixement i a la formació.

El PLE recull la tendència natural de tota persona compromesa amb un aprenentatge a cercar recursos que completin la seva formació, anant més enllà dels recursos que proporcionen directament les institucions acadèmiques. Aquesta tendència ha trobat un camp abonat amb el desenvolupament de les tecnologies de la informació i la comunicació. A Internet es troben quantitats enormes d'informació, alhora que la Web 2.0 i les xarxes socials obren unes possibilitats totalment noves d'interactuar i d'expressar idees. Doncs bé, això és el PLE: informació, interacció i reflexió en l'àmbit acadèmic i més enllà.

La present comunicació ofereix una proposta per estructurar un PLE (entorn personal d'aprenentatge de l'estudiant) orientat a la docència de la traducció. La base tecnològica és la plataforma de portafolis electrònics Mahara, convenientment adaptada amb el propòsit de crear l'espai d'informació, interacció i reflexió dins i fora de la classe que caracteritza els PLE. Així mateix, s'analitzaran quins són els recursos que tendeixen a utilitzar habitualment els estudiants en els seus PLE de Traducció, a partir de les dades que estem recollint en una investigació en curs sobre aquest tema.

**c) Conclusions**

La formació de traductors encaixa d'una manera molt adequada amb el concepte de PLE, perquè els elements del PLE anticipen l'entorn professional de la traducció, el qual està immers en el mitjà digital no només respecte al fet mateix de traduir, sinó també en la revisió de traduccions i postedició, gestió de projectes, documentació a la xarxa, interacció entre col·legues per buscar solucions a problemes que pot plantejar un text, publicació de materials propis, entre d'altres.

 **Abstract****a) Objectives**

- Describe a Personal Learning Environment (PLE) model using the Mahara electronic portfolio platform.
- Analyse data about the student's preferences regarding the PLE resources.


**b) Description**

Personal Learning Environments (PLE) show how incorporating technology into the learning process leads not only to an enhancement of traditional methods of teaching and learning, but also to new ways of dealing with knowledge and training. The PLE includes the natural tendency of learners to seek resources to extend their education that go beyond those directly provided by academic institutions. This trend has been catalysed by the development of information and communication technology. On the Internet there are huge amounts of information, while Web 2.0 applications and social networks open up new ways of interacting and expressing ideas. In reality, this is the PLE: information, interaction and reflection in academic environments and beyond.



This paper outlines a proposal to set up a PLE oriented to translation training. The technological platform is the Mahara electronic portfolio, suitably adapted to create spaces for PLE information, interaction and reflection in and out of the classroom. The resources most used by students in their translation PLE will be analysed on the basis of data being collected in an ongoing research project.

**c) Conclusions**


Translator training dovetails well with the PLE concept, because PLE elements anticipate the professional translation environment, immersed in digital media not only in the act of translating itself, but also in reviewing translations, post-editing, project management, shared documentation, searching for information, interaction between colleagues to find solutions to problems, publishing of materials, among others.


 **CHODKIEWICZ, MARTA**  
Maria Curie-Sklodowska University

 **Àmbito / Àmbit / Topic**  
Ensenyanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Títol / Title** 

TURNING CLASSROOM ASSIGNMENTS INTO TRANSLATION JOBS: SIMULATING COMMUNICATION WITH THE CLIENT IN A GENERAL TRANSLATION COURSE

 **Keywords**  
Translator training, course design, ICT tools

 **Abstract**  
This paper reports on how simulated communication with the client has been integrated into a general translation course. It examines the results of two studies conducted in connection with a course offered to Polish students doing a Bachelor's degree in Applied Linguistics and specialising in translation.

The first study involved a group of 54 students, who communicated with a simulated client (the instructor) using individual e-mail accounts in the final translation assignment and a discussion forum on a Moodle-based platform in all the other assignments. One of the key goals of this study was to investigate the students' performance in their exchange with the client. The questions the students asked the client were analysed in terms of their topic, relevance in a given situation and the language used; the lack of questions concerning important extra-textual information was also noted. Most of the questions asked were relevant and necessary to produce effective translations. However, there were also several redundant questions concerning information that could be deduced from the situation or which had no impact on the translation, and there were some instances where questions that would have provided a sound basis for making decisions with regard to the translations were not asked. Moreover, the study examined the students' perceived usefulness of being able to work with the client in their future jobs as translators and effectiveness of the implementation of this component in the course. These were rated in a survey for the two different modes of communication using a Likert scale; the students were also provided with comment sections. Although this aspect of the course received high ratings and several positive comments were made, the students had diverging views concerning the usefulness of the discussion forum and emphasised some of its weaknesses. Based on the results of the first study modifications were introduced in the component of communicating with the client the following academic year.

The second study involved a group of 39 students. For these students the mode of communication with the client for in-class assignments was changed in such a way that three different e-mail accounts were used instead of one discussion forum. This group also had an opportunity to practise communicating with the client individually not only during the final translation assignment, but also during a mock translation assignment. The primary aim of this study was to investigate whether the changes in the mode of communication had increased student participation and to probe the students' perceptions of the modified course using the above-mentioned survey.

☞ **CHUMBO, ISABEL; GONÇALVES, VITOR**

Instituto Politécnico Bragança

☞ **Àmbito / Àmbit / Topic**

Ensenyanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters

☞ **Título / Title** ☞

WEBQUESTS IN TRANSLATOR TOOLS LEARNING: A CASE STUDY

☞ **Keywords**

Webquests, social-constructivism, translator training

☞ **Abstract**

Today's students will be tomorrow's professionals and it is in the classroom context that everything begins. As such, and in accordance with the Bologna process, we have changed the shift to the students' empowerment in the light of the social constructivist approach designed by Don Kirally (2000) where authentic and interactive learning happens through a re-assessment of teacher's and student's roles in the classroom.

Webquests, as proposed by Bernie Dodge (1995) correspond to a clearly student-centered methodology and are based on the internet research, where almost every resource can be used in order to back up a set of didactic learning tasks.

This paper is the result of a case-study where we tried to assess the degree of usage and of self-learning regarding different tools which support the translation process. As such the following tools were used to collect our data:

1) A questionnaire in order to characterize the group (Translation master students) and assess their knowledge of Translation Technologies.

2) Observation grid regarding the three performed Webquests.

a) Tools and resources for Translation (Thematic portals, Search engines, webpages, glossaries, dictionaries, grammars, encyclopaedias and digital terminological databases), materialized through a collaborative mind map and a single electronic submission;

b) Computer Assisted Translation Tools (SDL TRADOS, OmegaT, Déjà Vu, Wordfast, WordFisher, MetaTaxis, STAR Transit, MultiTrans, etc.), the presentation of CAT tools to colleagues is the main objective as a result of learning based on the recommended tutorials.

c) Machine Translation tools (Apertium, Google, PowerTranslator, Systran, Reverso), being the main goal to assess the reflection this kind of tools have on the work of the translator through a discussion forum.

3) Questionnaire to assess the degree of usage of the tools and the result of learning about the tools.

After analysing the data it was suggested that the social constructivist approach applied to a particular environment and task and, especially to this set of tools, can have a useful and measurable result for future translators.





 **CURUM DUMAN, DUYGU**

Yildiz Technical University

 **Àmbito / Àmbit / Topic**

Ensenyanza de la interpretació/ Ensenyament de la interpretació/ Teaching interpreting

 **Título / Title** 

INTERPRETER TRAINING RESEARCH: A METHODOLOGICAL PERSPECTIVE

 **Keywords**

Interpreting Studies, Interpreter Training, Methodology

 **Abstract**

Research in interpreting studies has distinctive features. Its design, as well as the data collection methods used are of critical importance for reaching quality data and reliable results. For this reason, it might be suggested that the research methodology to be used is one of the major issues of concern in interpreting studies.

The aim of this study is to reveal the scientific methodologies used in Interpreting Studies, with specific emphasis on interpreter training. The corpus of the study is composed of two sources of data: EBSCOhost Electronic Journals database, which is one of the most prominent online reference systems and research databases; and the CIRIN bulletin, the international information network on conference interpreting research, compiled since 1991 and published online by Daniel Gile. In EBSCOhost, 10752 articles (covering the period between 1961 and 2013), found with the keywords of “translation and interpreting” were screened. The articles on community interpreter and conference interpreter training were separated and lastly, those focusing on interpreter training were selected and analyzed from a methodological perspective. The aim of choosing one general and one domain-specific database is to be able to cross-check the research tendencies identified. At the moment of the preparation of this abstract, the analysis on the CIRIN bulletin was still in progress. At the end of this study, the results obtained from both databases will be presented and analyzed comparatively.

The importance of this study stems from the fact that the problem of methodology in interpreting studies needs more attention and that a methodology-oriented interpreter training research is expected to shed light upon the paths of young researchers in the field.

 **DAVILA-MONTES, JOSEP; LEONE, LEAH**

The University of Texas at Brownsville & University of Wisconsin–Milwaukee

 **Àmbito / Àmbit / Topic**

Ensenyament de la interpretació/ Ensenyament de la interpretació/ Teaching interpreting

 **Título / Title** 

TEACHING INTERPRETING ONLINE: SIMULTANEOUS BECOMES ASYNCHRONOUS

 **Keywords**

Online delivery, interpreter training, asynchronous learning

 **Abstract**

This paper seeks to reflect on the challenges and benefits of the online delivery of Simultaneous and Consecutive Interpreting courses, where, perhaps paradoxically, the handicap of distance and the lack of immediacy of asynchronous teaching becomes an unexpected ally in the learning process.

In recent years, the academic community in general has witnessed the progressive growth and implementation of online courses. Supported by a number of factors—student accessibility, administrative budgeting, instructor flexibility—online teaching is proving to be both an alternative and a complement to traditional teaching methods for all parties involved. The field of Translation and Interpreting Studies and Translator and Interpreter Education is no exception to this trend, with online courses and programs found in increasing availability at all post-secondary levels. Programs across the globe are reshaping their curriculums to facilitate the delivery of both online and face to face courses.

It has been argued as convincing rationale for the delivery of translation instruction online that the medium itself mimics the environment in which most students will work upon program completion. File sendoff and delivery, client meetings, contractor training sessions, Content Management Systems and many Translation Environment Tools either exist or take place online.

Interpreting, however, is not so clear a case, since the online component in real-world interpreting activities is either limited or nearly inexistent. Constraints are often fuel for creativity; in the design of two fully-online courses in English <> Spanish Simultaneous and Consecutive Interpreting courses the paradoxical requirements of interpreting practice and online learning led to a number of alternative approaches to the online instruction of interpreting. These are presented in this paper as a possible model that has been already developed and implemented in a number of formats and venues.

This presentation will discuss top-down curriculum design, in which authentic audiovisual materials determined course content. The model proposed uses stream recorded interpreting exercises, which allow students and instructors to return time and again to review the entirety of practice and exam interpretations. Also, this presentation will highlight and illustrate the importance of the video component in recording student interpretations, which provides useful means of instructor feedback and self-reflection on the non-verbal aspects of interpreting.

 **DE STERCK, GOEDELE**

Universidad de Salamanca

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

LA TRADUCCIÓN DE LOS NEOLOGISMOS EN EL AULA

*TRANSLATING NEOLOGISMS IN THE CLASSROOM* **Palabras clave / Keywords**

Traducción científico-técnica, neología, enseñanza/ Scientific and technical translation, neology, teaching translation

 **Resumen**

La ciencia y la tecnología se hallan sujetas a continuos cambios. El descubrimiento de realidades nuevas da lugar a conceptos nuevos que obligan a acuñar nuevos términos. En un mundo en el que la lengua española se manifiesta como importadora por antonomasia de conocimiento y terminología de otros idiomas, empezando por el inglés, el papel del traductor adquiere una especial relevancia. Por ello nos proponemos desarrollar un marco de trabajo que contribuya a facilitar al estudiante de traducción las pautas y estrategias necesarias para que pueda afrontar a conciencia y con conocimiento de causa los problemas planteados por los neologismos. A fin de lograr una visión lo más amplia posible, pretendemos tender un puente entre la traducción y la terminología, la didáctica de la traducción y la traducción profesional, la norma y el uso, el inglés y las demás lenguas de trabajo de los estudiantes.

A partir de un corpus multilingüe de textos paralelos EN-NL-FR-ES —en función de los conocimientos lingüísticos del público destinatario—, diseñado en torno a una temática de actualidad que forma parte de la vida cotidiana, se procederá a la detección e identificación de los neologismos y los mecanismos de su creación en los cuatro idiomas. En una segunda fase, al objeto de analizar y valorar concienzudamente los ejemplos extraídos del corpus, estos se cotejarán con la teoría de la traducción y la terminología así como con las directrices emanadas de los organismos que velan por la normalización lingüística, prestando especial atención a una serie de rasgos atribuidos a los neologismos (sinonimia, inestabilidad, dependencia terminológica, entre otros). Por último, los resultados obtenidos a lo largo de este proceso se pondrán en práctica mediante la traducción —en la combinación lingüística específica de la asignatura de traducción científico-técnica que se imparta— de un texto perteneciente al ámbito estudiado.

Este método, de carácter inductivo, tiene la ventaja de que es extrapolable a cualquier otro problema de índole traductológica. Además de fomentar el espíritu crítico, ayuda a adquirir destrezas y habilidades imprescindibles para un desempeño satisfactorio de la traducción profesional. Gracias al enfoque multilingüe, permite ampliar las miras de los estudiantes familiarizándolos con la existencia de tendencias convergentes o divergentes entre sus lenguas de trabajo, dos de las cuales pertenecen a la familia germánica y otras dos, a la románica.

 **Abstract**

Science and technology are always changing. The discovery of new realities gives rise to new concepts that create the need to come up with new terms. In a world in which Spanish tends to import knowledge and terminology from other languages, particularly from English, translators play a vital role. Therefore we set out to develop a framework for providing translation students with all necessary guidelines and strategies to resolve any problems created by neologisms in an informed and conscientious way. In an effort to extend the scope as widely as possible, this contribution aims to build a bridge between translation and terminology, teaching translation and professional translation, norm and use, English and other working languages.

On the basis of a multilingual corpus of parallel texts EN-NL-FR-ES — depending on the language skills of the target audience —, designed around a current topic that is part of everyday life, we will proceed to the detection and identification of neologisms and the mechanisms of their creation in all four languages. In the next stage, in order to thoroughly analyse and evaluate the corpus examples, these are checked against translation and terminology theory, on the one hand, and existing guidelines set by standardisation bodies, on the other, with particular attention to a number of characteristics attributed to neology (synonymy, instability, terminological dependency, among others). Finally, the results obtained during this process will be implemented throughout the translation — in the specific language combination of the scientific and technical translation course — of a text belonging to the previously studied field.

This inductive method of teaching has the advantage of being transferable to any other translation problem. It not only helps develop critical sense, but also enables students to acquire essential skills and abilities for becoming reliable professional translators. Moreover, the multilingual approach allows students to broaden their horizons familiarizing them with the existence of convergent and/or divergent trends in their working languages, two of which belong to the Germanic language family and the other two to the Romance branch.

 **DECESARIS, JANET ; ALSINA, VICTÒRIA; CAÑADA, MARIA DOLORS; LÓPEZ FERRERO, CARMEN**

Universitat Pompeu Fabra

 **Àmbito / Àmbit / Topic**

Àmbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

 Title 

THE FINAL-YEAR PROJECT IN TRANSLATION AND INTERPRETING AT POMPEU FABRA UNIVERSITY

 **Keywords**

Final-Year Project, Curriculum design, Faculty coordination

 **Abstract**

The Final-Year Project in the degree programmes in Translation and Interpreting poses several challenges in terms of academics, evaluation and organization. In this paper we will present an overview of the Final-Year Project that has been developed and implemented in Translation and Interpreting at Pompeu Fabra University, concentrating on the following: (1) our conception of the Project within a competence-based model of higher education; (2) the practical implementation of the Final-Year Project in terms of student management; (3) requirements for assigning faculty to this class, and matching faculty availability to student demand; (4) developing a system of evaluation that is applicable to a wide variety of project types; and (5) changes that have been introduced during the three academic years in which we have had 4<sup>th</sup>-year students in the competence-based degree programme.



The degree programme in Translation and Interpreting at Pompeu Fabra University has several itineraries involving 3 A languages (Spanish, Catalan, Catalan Sign Language) and 4 B/C languages (English, French, German, Catalan Sign Language; the programme makes no formal distinction between B and C languages). This results in a very wide variety of possible subject areas for the Final-Year Project. The Dean's office has identified 17 subject areas based on groupings of classes within the curriculum, and the number of slots offered in each subject area depends on the interaction of several variables, including expected student interest and faculty availability. Once students have been assigned to a specific subject area, they meet with their Project tutor to determine the specific topic and methodology of their Project.

Our approach to the Final-Year Project demands a high degree of faculty coordination. Two senior faculty members are assigned to organizing the class and are responsible for coordinating the 17 separate groups, each of which has a different teacher (who may or may not be a senior faculty member). Key to the success of this two-tiered model of teaching staff is strict implementation and tracking of a calendar of academic activities, and development of an evaluation metric that can be applied to all Projects presented. Student satisfaction with the Final-Year Project is high.


To aid in our discussion of these general issues, we will provide examples taken from one of the subject areas in which we have a large number of Projects, namely that of "General Translation English-Spanish/Catalan."


 **DONOVAN, CLARE**  
ESIT/OECD

 **Àmbito / Àmbit / Topic**  
Ensenyanza de la interpretació/ Ensenyament de la interpretació/ Teaching interpreting

 **Título / Title** 

THE SPECIFIC DILEMMA OF TRAINING CONFERENCE INTERPRETING STUDENTS TO WORK INTO THEIR B LANGUAGE

 **Keywords**  
Interpretive Theory of Translation – conference interpreter training – B language.

 **Abstract**  
This presentation would be set within the context of conference interpreter training at Masters level in a University setting, as recommended by AIIC and EMCI. The implied teaching template is that of the Interpretive Theory of Translation as elaborated and applied at ESIT, Paris, and extended to other training centres. The presentation would draw on specific observations made at ESIT, in Africa and other training centres worldwide, as well as on contributions to discussion groups organised with other trainers.  
The issue under consideration is the specific challenges of applying an interpretive-type method to the teaching of students working into their B language. An initial section would consider the nature and characteristics of a B language, noting, with examples, that this cannot necessarily be defined on the basis of lesser proficiency as compared to A, but rather decreased intuition, lack of a sense of entitlement and hence reduced confidence.  
A second part would consider the consequences of this for the interpreting process as transmitted in training. Arguably, the “normal” process developed by the Interpretive Theory of Translation, whereby the student interpreter learns to analyse a deverbilised message and reexpress that message spontaneously in the target language, might be impaired and even inappropriate when working into a non-intuitive language. And indeed, this claim has been made by proponents of the Theory in the past and used as a justification for rejecting “retour” interpreting. In this case, should an alternative mode of training be developed and proposed, possibly based on the acquisition of language transfer mechanisms?  
In a third section, this proposition would be examined in the light of research into and experience of interpreter training, with references to work by Moser-Mercer, Pöchhacker and others. Such work would seem to indicate that, whilst students do acquire certain language-switching reflexes to handle rhetorical devices and set expressions, the broader interpretive process has to be maintained, if quality requirements and expectations of users and fellow interpreters are to be met.

 **ECHEVERRI, ÁLVARO**

Université de Montréal

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Title** 

EL RETO DE LA AUTONOMÍA Y DE LA FORMACIÓN CENTRADA EN EL ESTUDIANTE: ¿CUÁNTO HA AVANZADO LA FORMACIÓN DE TRADUCTORES EN ESTE SENTIDO?

THE CHALLENGE OF AUTONOMOUS LEARNING AND STUDENT-CENTERED EDUCATION: HOW MUCH HAS TRANSLATOR EDUCATION ADVANCED IN THIS DIRECTION?

 **Palabras clave/ Keywords**

Enfoque centrado en el estudiante, estrategias de aprendizaje de la traducción, aprendizaje autónomo/ Student-centered approach, translation learning strategies, autonomous learning

 **Resumen**

En un artículo sobre la enseñanza de la traducción publicado en el 3<sup>er</sup> volumen del *Handbook of Translation Studies* (2012), Yves Gambier sostiene que en muchos lugares se está viendo un cambio en la manera de enseñar la traducción. De un enfoque centrado en el profesor se está pasando a un enfoque centrado en el estudiante. En el campo de la educación este cambio se viene realizando durante las últimas tres o cuatro décadas en todos los niveles del sistema educativo (desde la educación infantil hasta la universidad). En la formación de traductores, este cambio se empezó a sentir con fuerza a comienzos de los años 2000 con los trabajos de Donald Kiraly y su idea de empoderar al estudiante. En asuntos de organización de programas y de concepción de cursos los avances han sido importantes. Sin embargo, se puede decir que en la formación de traductores poco se ha hecho para promover la autonomía de los estudiantes.

Es un hecho que hoy en día los estudiantes tienen mayor contacto directo con los conocimientos que deben adquirir que las generaciones anteriores. Esto ha hecho que la tarea del profesor sea cada vez menos la de un transmisor de conocimiento. Entre sus nuevas tareas, el profesor de hoy debe asumir el papel de guía que le ayuda al estudiante a procurarse las herramientas que le permitan aprender a aprender y aprender para la vida. Dentro de la perspectiva de aprender a aprender, las estrategias de aprendizaje (un aspecto de la formación que ha sido poco estudiado en la formación de traductores) se presentan como una herramienta de primera necesidad. El objetivo de nuestra presentación es explicar el papel que las estrategias de aprendizaje pueden desempeñar en un enfoque de formación centrado en el estudiante y cuál podría ser su aplicación en el caso particular de la formación de traductores. Un esbozo de un inventario de estrategias de aprendizaje de la traducción y una propuesta de aplicación en el aula de clase nos servirán como ejemplo de acciones que hacen posible un enfoque verdaderamente centrado en el estudiante.

 **Abstract**

In an article on teaching translation and training translators published in the 3<sup>rd</sup> volume of the *Handbook of Translation Studies* (2012), Yves Gambier confirms that in many places translation teaching is shifting from a teacher-oriented approach to a student-centered approach. While in the field of education this shift has been going on for the last three or four decades (from kindergarden to the university) in translator education, it was felt around 2000 in the works of Donald Kiraly and his idea of student empowerment. In matters related to curriculum and course design translator education has made important advances. However, the idea of helping translation students to become autonomous is still a work in the making.



It is a fact that today's students have far more direct contact with contents to be acquired than previous generations of learners. As a consequence, teachers' have become more than mere passers of knowledge. Among their new roles, today's teachers guide students into acquiring the tools that will allow them to learn how to learn and how to learn for life. Learning strategies, an educational concept that has received little attention in translator education, are a mayor component of this learning- to-learn perspective. The goal of our presentation is to explain the role learning strategies play in a student-centered approach and how they could be used in translator education. A sample of a learning strategies inventory and a proposal of how to introduce translation learning strategies in translator education will be used as examples of the kind of actions that could be taken in order to promote a student-centered approach to translator education.

 **FLOROS, GEORGIOS; KRITSIS, KONSTANTINOS**

University of Cyprus

 **Àmbit / Àmbit / Topic**

Ensenyanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters

 **Título / Title** 

ADAPTING VIRTUAL LEARNING ENVIRONMENTS FOR THE EVALUATION OF THEIR EDUCATIONAL OPPORTUNITIES: A PROGRESS REPORT

 **Keywords**

Virtual Learning Environments, interpreter training, digital content

 **Abstract**

The presentation is a progress report on EVIVA (Evaluating the Education of Interpreters and their Clients through Virtual Learning Activities), which is a EU-funded project in the framework of the Life Long Learning Programme, aiming at evaluating the educational opportunities that three types of virtual learning environments (VLEs)—3D virtual worlds, videoconference- and video-based environments—offer for future interpreters and their clients. The project is run by a consortium of four European universities (Surrey, Bangor, Poznan and Cyprus) and a private company (Germany). The specific objectives of the EVIVA project are, first, to investigate a) the efficiency of VLEs and how they support different learning activities, b) how learners from diverse backgrounds learn by using VLEs, c) the user experience and the VLEs' ability to simulate real-life conditions, and d) the VLEs' ability to support the acquisition of digital competence; second, to develop innovative evaluation methods to investigate the points above, by combining traditional methods of interpreter assessment with research methods such as introspection, corpus analysis and visual analytics; and third, to use the results of the first and second objectives to formulate design recommendations and guidelines for VLEs in interpreting.

In order to implement the above, digital content available through previous projects (IVY and BACKBONE) needs to be adapted and prepared for the specific evaluation studies. This presentation will provide a) an overview of the IVY and the BACKBONE content, which provide the 3D virtual world and the video-based environment respectively, b) the adaptations necessary in order to carry out the evaluation studies, and c) an overview of the research methods for the evaluation which is currently ongoing and which will then be used to answer the research questions of this project.



It needs to be stressed that since research is ongoing and scheduled to be completed in the fall of 2014, no final or definite results can be presented/predicted at this point. However, the novel character and aspects of the VLEs under examination may provide a useful and interesting overview of recent developments regarding the use of ICTs in the training of interpreters and their clients.

 **FONTANET, MATHILDE**

Université de Genève

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

THE PSYCHOLOGICAL DIMENSION OF TRANSLATION AND TRANSLATION TEACHING

 **Keywords**

Translation teaching, emotion, creativity

 **Abstract****Objective**

Focusing on the psychological angle of written translation and translation teaching

**Description**

One of the difficulties that students experience when studying translation is the need to take account of a large number of parameters while translating a text. The main focus of their attention is the meaning of the sentence they are translating, leaving little time for other aspects, such as correct register, acknowledgment of cultural differences or processing stylistic effects, and no time at all for many others dimensions, such as connotations, echoes within the text, the global argumentative line, the context in which the text will be read and the constraints associated with the medium. One critical aspect they tend to forget is the psychological dimension which underlies all acts of communication. They neglect considering the construction of personae involved – that is of the figure of the speaker/narrator/author and the figure of the reader/audience. They very often translate texts with the aim of reproducing as closely as possible what they trust is the meaning of the source text, but neglect the emotional implications of their choices.

For example, while translating oral discourse, they rarely take account of the need to bring out the persona of the speaker, who can thus appear insecure, scornful, hypocritical, condescending – or as having a multiple personality.

A good way of stimulating their perceptivity is going through a broad range of texts and confronting them with the implications of their choices, while stimulating interaction in the class.

Teaching translation is a difficult task because potentially good translators are sensitive people, prone to doubts, easily offended and often suffering from a kind of permeability with their own environment. This means that they are vulnerable, can overreact to criticism or become so tense that they are no longer capable of bringing the full range of their native linguistic skills to the task of translating the text.

Creativity, which is an important gift for a translator, diminishes in the event of stress or despondency. The teacher must thus be very careful to stimulate the students without wounding them and to challenge their solutions without discouraging them. Ideally, all the students should be able to voice their own translation choices without having to fear that they might be laughed at.

A discussion on the role of the teacher will be followed by practical suggestions concerning the way exercises should be organized, how poor solutions should be dismissed and how good ones should be presented so as to preserve mutual respect, conviviality, spontaneity and pleasure in the class.



 **FONTANET, MATHILDE; PIO, ESTÉFANIA**

Université de Genève

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

INTRODUCING COLLABORATIVE TRANSLATIONS IN CLASS

 **Keywords**

collaborative translation; translation project management; simulated professional experience

 **Abstract**

Confronting translation students with collaborative tasks can be very efficient.

Translation projects are sometimes divided among several translators in the professional world. It may then happen that very good translators deliver a relatively poor piece of work because they are not aware of a few rules and principles that should be applied when working together on a translation project. Enabling students to acquire these rules and principles in the protected context of a training course (where they can learn from mistakes without having to cope with their consequences) is fruitful.

Moreover, it can be very useful to introduce a collaborative dimension in class. Learning outside the conventional structure is stimulating for the students and can also prove more efficient. Students must learn how to plan, communicate, distinguish between important and subsidiary matters, discover the big impact that some seemingly little details may have and cope with the power struggle that is unavoidable in a group. They can be encouraged to take account of the various skills and preferences among the members of the group, to practice revision, to simulate contacts with clients, always keeping in mind the quality of their work.

We would like to share our very positive experience in this field. First, I will present the lessons I gleaned from five concrete projects. Then, my assistant will present a more specific and very original project she coordinated herself.

The “Coursera translation project” was conducted this academic year for the first time. Our Faculty offered students the possibility of translating the subtitles for two online courses (MOOCs) from English to French.

This project aims at developing specialized skills in the field of translation and subtitling as well as soft skills. It presents the students with a professional-like work experience. Each student translates and proofreads a colleague’s work. In this way they learn how to manage a team translation project (terminology, quality control, deadlines, communication, respect, etc.).

The translations are revised by the project’s coordinator and supervisor, with feedback enriching the experience. Student feedback on the project is also important. It helped us to see how management issues can hinder the pedagogical goals and how team work, problem solving and the working environment can be improved, so as to promote the use of the skills needed in professional life.

 **FRÉROT, CÉCILE; ROSSI, CAROLINE**

Université Stendhal, Grenoble 3

 **Àmbito / Àmbit / Topic**

Enseñanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters

 **Title** 

APPLYNING A CORPUS-BASED STUDY OF ENGLISH NPs IN A FRENCH SPECIALIZED TRANSLATION  
CLASSROOM: USING AND ENRICHING A NEW ONLINE TOOL

 **Keywords**

Translation teaching, selected corpus data, complex NPs in English

 **Abstract**

The use of corpus in the translation classroom has become increasingly attractive over the years and their benefits have gained considerable attention among teachers as they can be a valuable tool to enhance students' translations, especially when it comes to translating into L2. Corpus-based translation classes rely mainly on the use of concordancers to search bilingual corpora - collections of either comparable or parallel texts - and to complete translation-related tasks. Pedagogical uses of corpora have been shown to raise language awareness among students and have consistently proved more relevant than conventional resources such as bilingual dictionaries and term banks (Bernardini, Castagnoli 2008; Bowker 1999; Frérot 2009; Frankenberg-Garcia 2005; Marco, van Lawick 2009; Kübler 2003). Overall, corpora are praised as "better language service providers" (Wilkinson 2005) as they help students provide natural-sounding translations. While the vast majority of practice-oriented studies has focused on promoting the use of corpora in the translation classroom and designing exercises carried out in class, there seems to be room for discussion on which corpus data students should search - raw vs. selected material, and which classroom-friendly tool(s) should be used.

Our classroom-oriented study derives from corpus-based analyses of English complex NPs and aims at guiding students through corpus-driven data. English complex NPs have been identified as lexico-grammatical patterns that are difficult to grasp for French students in specialized translation (Maniez Thoiron, 2004). French students tend to overgeneralize the (the [N1] of [N2]) construction and ignore the corresponding [N2]+[N1] construction, which is preferred in at least some of the occurrences (e.g. 'treatment choice' vs 'the choice of treatment'). In order to obtain linguistic evidence, we searched a new, on-line French and English corpus of scientific (mainly medical) texts, which includes over 13 million words -Scientext (Falaise et al. 2012), and extracted frequency data for both constructions. Based on our search results, we prepared selected material (e.g frequency data and concordances) for integration in a classroom-friendly version of Scientext, designed for non-native speakers of both French and English (Tutin, Falaise 2013; Hartwell, Jacques, 2012). Our study shows how controlled corpus data can be brought to bear on advanced translation students' understanding of the differences between two types of complex NPs. We argue that this enhanced understanding will hardly be achieved when students are left to navigate corpora and sort out corpus data by themselves to solve a given translation problem.

 **GÓMEZ-HERNÁNDEZ, NORMAN**

Universidad de Antioquia

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Títol / Title** PRESENTACIÓN DEL LIBRO *TRADUCIR TEXTOS CIENTÍFICOS Y TÉCNICOS: MÓDULO PARA LA ENSEÑANZA DE LA TRADUCCIÓN INGLÉS – ESPAÑOL*PRESENTATION OF THE BOOK *“TRADUCIR TEXTOS CIENTÍFICOS Y TÉCNICOS: MÓDULO PARA LA ENSEÑANZA DE LA TRADUCCIÓN INGLÉS – ESPAÑOL”* **Palabras clave/ Keywords**Didáctica de la traducción, textos científicos y técnicos, Traducir Textos Científicos y Técnicos: Módulo para la enseñanza de la traducción/ Didactics of Translation, Scientific and Technical Texts, *Traducir Textos Científicos y Técnicos: Módulo para la Enseñanza de la Traducción Inglés – Español* **Resumen**

“Traducir Textos Científicos y Técnicos” surge como un intento por solucionar un problema de investigación en el cual encontramos que los procesos específicos de la traducción de textos científicos y técnicos (TC&T) no pueden enmarcarse dentro de una tipología de traducción general debido a las características propias de los mismos, pues estos textos exigen que el traductor posea una competencia traductora específica (Hurtado, 2003; Gamero, 2001, Delisle, 2005). Partiendo de la hipótesis de que el conocimiento y análisis del funcionamiento de los TC&T puede ayudar a optimizar la enseñanza de la traducción de los mismos, ofrecemos esta propuesta didáctica específica que incluye aspectos lingüísticos, textuales, conceptuales y metodológicos para ayudar a alcanzar tal objetivo.

El libro es un subproducto del proyecto de investigación “Aproximación a una Didáctica de la Traducción de Textos Científicos y Técnicos”, realizado para optar al título de Master en Educación- Línea Didáctica de la Traducción, en la Universidad de Antioquia (Colombia), y pretende ofrecer una alternativa al mejoramiento de los cursos de traducción especializada, en particular los relacionados con la traducción de lenguajes de especialidad. Buscamos con él brindar una herramienta de enseñanza que sea útil tanto a profesores como a estudiantes: a los primeros les permite aplicar y adaptar los talleres propuestos en el libro de acuerdo a la realidad y al entorno específico de sus cursos, y a los últimos les proporciona una serie de actividades encaminadas al desarrollo del trabajo autónomo y colaborativo orientado a la traducción.

“Traducir Textos Científicos y Técnicos” ofrece, aparte de la propuesta metodológica y la selección de textos para los talleres, actividades basadas en recursos multimedia encaminadas a orientar al estudiante hacia un proceso completo de traducción y a su posterior evaluación. Estas actividades generan una ambientación que sirve para introducir al estudiante en el campo temático de cada uno de los seis talleres que componen el libro. Además, cada taller va acompañado por un marco teórico que facilita la comprensión de los conceptos incluidos en ellos, y de un instructivo para el profesor. Al final del libro se incluyen tres anexos con una plantilla de portafolio de autoevaluación, con respuestas sugeridas, y con cuatro modelos de evaluación de traducción. Así pues, este libro busca ser una propuesta didáctica específica de apoyo para la traducción de estos textos, adecuada a la formación de los traductores y a las necesidades de traducción de diferentes campos disciplinares.

 **Abstract**

“Traducir Textos Científicos y Técnicos” was created trying to solve a research problem in which we found that the specific processes for translating scientific and technical texts (S&TT) cannot be considered equal to the processes for translating general texts since they have their own characteristics, and require from the translator to have a specific translation competence (Hurtado-Albir, 2003; Gamero, 2001, Delisle, 2005). Departing from the hypothesis that “knowing and analyzing the functioning of S&TT may be helpful for optimizing the teaching of their translation”, we have developed a specific didactic proposal that includes linguistic, textual, conceptual, and methodological aspects that may help achieve that goal.

This book is a by-product of the research project “Approximation to the Didactics of Translation of Scientific and Technical Texts” which was carried out for obtaining the Master in Education –with emphasis on Didactics of Translation- at the University of Antioquia (Colombia) - and it is intended to offer an alternative option for the improvement of specialized translation courses, particularly in specialized languages. We also pretend to provide a useful teaching tool for both teachers and students. Teachers can apply and adapt its workshops according to their needs and their own teaching environment. Students, on the other hand, can benefit from the set of activities intended to develop their autonomous and collaborative work in translation.

Apart from the methodological proposal and the selection of texts to be used in its workshops, “Traducir Textos Científicos y Técnicos” includes multimedia and other resource-based activities that lead the student through the complete translation process and its assessment. Those activities serve as a warming-up to introduce the student to the topic field for each one of the six workshops in the book. Besides, each workshop is preceded by a theoretical framework that helps understand the



concepts included within them, and by a set of instructions for the teacher. There are three annexes at the end of the book containing a self-assessment portfolio template, suggested answers, and four translation quality assessment models. Thus, this book tries to offer a specific didactic proposal for the translation of those texts which is appropriate for the formation of translators and for the needs of translating texts from different fields of knowledge.

 **GRAU PEREJOAN, MARIA**

Universitat de Barcelona

 **Àmbito / Àmbit / Topic**

Ensenyanza de la traducció/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

TEACHING LITERARY TRANSLATION WITH A FOCUS ON POSTCOLONIAL AUTHORS

 **Keywords**

Teaching Literary Translation, Postcolonial texts, Western promotion

 **Abstract**

Literatures from postcolonial countries are usually complex and diverse texts because they reflect realities characterised by neither a monolithic cultural situation nor a monolingual linguistic situation. Certain Postcolonial texts are considered non-eligible for promotion and thus are less taught and translated. This way, texts that are instrumental features in the struggle for self-representation of many Postcolonial regions are deemed untranslatable from a hegemonic perspective.

This paper will analyse the use of texts from Anglophone Postcolonial authors in the teaching of literary translation with a double intention. First, introducing authors to which students have a very limited exposure throughout their degree, and secondly making students aware that depending on their translation choices and strategies their role as prospective literary translators can be an active and even transformative one.

Through the translation of Postcolonial authors students are made aware of the hegemonic trend that establishes Postcolonial authors, particularly those who choose not to adapt their fiction for a Western readership, as non-eligible for promotion by the West. Students, as prospective translators into Catalan and Spanish of texts written in English/es, become conscious of the fact that Postcolonial texts necessitate an in-depth understanding of the world they aim at reflecting. The stress is put on the need to become equipped with the specific tools each culture-specific text elicits, so as to break away from translations in which Western readers merely see themselves reflected in a cultural other. Moreover, the figure of the literary translator as no longer a passive figure but an active and engaged one capable, with his or her translating choices and strategies, of challenging cultural frameworks and introducing difference into the world, is foregrounded.


All in all, this paper will argue that teaching literary translation through the use of Postcolonial authors can contribute to shifting the marginal position Postcolonial authors have been relegated to. Ultimately, it can also contribute to informing the students of translation practices that aim at building counter discourses and redistributing the privilege of seeing and representing.


 **GUMUL, EWA**  
University of Silesia

 **Àmbit / Àmbit / Topic**  
Enseñanza de la interpretación / Ensenyament de la interpretació / Teaching interpreting

 Title 

ON TEACHING SIMULTANEOUS INTERPRETING: CONSTRAINTS OF THE MODE AS PERCEIVED BY TRAINEE INTERPRETERS

 **Keywords**  
Simultaneous interpreting, constraints, retrospective comments

 **Abstract**  
Constraints that distinguish simultaneous from other modes of interpreting (i.e. consecutive and liaison), and their written counterpart are manifold. The factors most often referred to in literature are: substantial temporal pressure and limited short-term or working memory capacity (cf. Kirchhoff 1976; Gile 1995, 1997; Wei 2002; Zhong 2003; Gumul 2005). Moreover, owing to virtual simultaneity of the input reception and output production, an interpreter's receiver and sender roles overlap in time. Another major problem is the lack of revision phase – an interpreter's output is always the first and the only draft of the text. Numerous accounts also stress the potentially adverse effects of the linearity constraint (e.g. Hatim and Mason 1997, Setton 1999). Since the input is presented to the interpreter in segments short enough to be accommodated in the maximum time lag of no more than a few seconds, there is hardly any text available for co-processing. Only the most local information concerning the structure and context of the utterance is made accessible to the interpreter. As emphasized by Setton (1999, 10), in SI the decisions are made on the basis of units not only smaller than a text, but often even smaller than a proposition. Last but not least it is essential to highlight the transient nature of the text delivered orally and its consequences for the target audience. The subsequent segments of the target text in SI are made accessible to the recipients for a matter of seconds, after which time they are irrevocably gone, thereby depriving them of the possibility to go through the text again and trace cognitively demanding interconnections. The present paper aims at investigating how these constraints are perceived by interpreting trainees. The research method adopted are retrospective verbal protocols. The research has been conducted on the Polish-English language pair, in both directions of interpreting. The subjects in the study are advanced interpreting students, all of them native speakers of Polish with English as language B in their language combination. The experiment was conducted in a standard laboratory used for teaching simultaneous interpreting. The experimental setting made it possible to acquire data from retrospective verbal protocols and to obtain multiple renditions of the same texts under the same conditions.

 HARO SOLER, M<sup>a</sup> DEL MAR

Universidad de Granada

 **Àmbit / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Titel / Title** 

LA AUTOCONFIANZA DEL TRADUCTOR Y SU POSICIÓN EN LA FORMACIÓN EN TRADUCCIÓN

TRANSLATOR'S SELF-CONFIDENCE AND ITS POSITION IN TRANSLATOR TRAINING

 **Palabras clave/ Keywords**

Formación de traductores, competencia psicofisiológica, autoconfianza/ translator training, psychological competence, self-confidence

 **Resumen**

Ante la ausencia de estudios sistemáticos realizados sobre algunos de los componentes de la Competencia Traductora (CT), entre ellos la competencia psicofisiológica, resolvimos profundizar en el estudio de esta competencia y, más específicamente, de la autoconfianza del traductor. Para comenzar a abordar la investigación del objeto señalado establecimos los siguientes objetivos: 1) analizar la presencia de la autoconfianza en los principales modelos de CT, 2) recopilar la información que dichos modelos ofrecen sobre la autoconfianza y 3) conocer la percepción del estudiantado referente a la posición que ocupa la autoconfianza en la formación en Traducción.

Para cumplir con los dos primeros objetivos establecidos nos aproximamos a nuestro objeto de estudio desde una perspectiva teórica y revisamos los principales modelos de CT. Con el fin de satisfacer el tercer objetivo señalado, decidimos organizar grupos de discusión desarrollados en la FTI de Granada.

A través del análisis de los principales modelos de CT advertimos que existe una evolución que afecta a la presencia de la autoconfianza en ellos, evolución que se inicia con modelos que contemplan de forma aislada elementos psicológicos del traductor, entre los que se encuentra ya la autoconfianza; continúa con modelos que incluyen componentes que engloban elementos psicológicos entre los que no se encuentra la autoconfianza, y culmina con la localización de nuestro objeto de estudio dentro de un componente concreto de la CT.

A lo largo de esta evolución son cinco las propuestas de descripción de la CT que toman en consideración la autoconfianza del traductor: los modelos de Pym (1992, 2003), PACTE (1998, 2000, 2001, 2002a, 2003, 2005), Kelly (1999, 2002, 2005, 2007), González Davies y Scott-Tennent (2005) y Göpferich (2008, 2009). La localización de la autoconfianza en los modelos de PACTE (1998, 2000, 2001, 2002a, 2003, 2005), Kelly (1999, 2002, 2005, 2007) y Göpferich (2008, 2009) pone de manifiesto su naturaleza psicológica. Por el contrario, la incursión de la autoconfianza dentro de las habilidades de transferencia en la propuesta de González Davies y Scott-Tennent (2005) hace patente su significación en el proceso traductor. Del modelo de Pym (1992, 2003) se desprende igualmente que la autoconfianza es un factor clave en dicho proceso.

Los resultados obtenidos mediante los grupos de discusión aún no están disponibles, si bien nuestra experiencia estudiantil nos lleva a pensar que pondrán de manifiesto la escasa atención que se presta actualmente a la autoconfianza del traductor en la formación en Traducción.

 **Abstract**

Due to the lack of systematic studies on some of the subcompetences of translation competence (TC), such as the psychological subcompetence, we have decided to perform the study of the said subcompetence and, more particularly, of translator's self-confidence. We have established the following objectives: 1) to analyse the inclusion of translator's self-confidence in the main TC models, 2) to collect the information that these models offer on self-confidence, and 3) to discover the role given to self-confidence in translator training from the point of view of students. To meet objectives 1) and 2), we have adopted a theoretical perspective and have analysed the main TC models. For objective 3), we have decided to organise discussion groups at the Faculty of Translation and Interpreting in Granada.

When analysing the main TC models we discovered that there is an evolution related to the inclusion of self-confidence. This evolution starts with models that take into account a few isolated psychological elements, such as self-confidence; continues with models that distinguish TC components comprising psychological elements but where self-confidence is not included, and culminates with the placement of our object of study as part of a particular component of TC. Just five of all the models analysed include the translator's self-confidence: the models presented by Pym (1992, 2003), PACTE (1998, 2000, 2001, 2002a, 2003, 2005), Kelly (1999, 2002, 2005, 2007), González Davies and Scott-Tennent (2005) and Göpferich (2008, 2009). The presence of self-confidence in the models proposed by PACTE (1998, 2000, 2001, 2002a, 2003, 2005), Kelly (1999, 2002, 2005, 2007) and Göpferich (2008, 2009) shows the psychological nature of our object of study. On the other hand, the models proposed by Pym (1992, 2003) and by González Davies together with Scott-Tennent (2005) reflect the importance of self-confidence in the translation process. The results following the discussion groups are being processed, although our experience as students leads us to believe that they will show the almost inexistent attention paid to translator's self-confidence in translator training.

 **HORCAS RUFÍAN, SARA**

Universidad de Granada

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Titel / Title** 

TEORÍAS IMPLÍCITAS DE LA DOCENCIA SOBRE LA DIRECCIONALIDAD EN LA FORMACIÓN DE TRADUCTORES

*TEACHERS' IMPLICIT THEORIES OF DIRECTIONALITY IN TRANSLATOR TRAINING* **Palabras clave/ Keywords**

teorías implícitas; direccionalidad en traducción; formación de traductores / implicit theories; directionality in translation; translator training

 **Resumen**

**a) Objetivos del trabajo:** El presente trabajo tiene como objetivo principal conocer las creencias, representaciones y concepciones sobre la direccionalidad en traducción de los actores implicados en la formación de traductores. La consecución de este objetivo se lleva a cabo por medio del estudio de las teorías implícitas –concebidas como construcciones personales sobre experiencias que en su mayor parte son sociales y culturales– como filtro cultural a través del que los docentes construyen su identidad profesional y gobiernan su práctica docente.

**b) Descripción:** El estudio se lleva a cabo desde posiciones cercanas a la sociología, utilizando un diseño exploratorio secuencial de método mixto que persigue la triangulación de datos. Se parte del método de estudio de casos, que combina simultáneamente el análisis de documentos, la entrevista a informantes y la observación participante, para recurrir posteriormente a técnicas de recogida de datos mediante encuesta, previa finalización de la fase inicial cualitativa.

**c) Resultados y/o conclusiones:** Los resultados preliminares obtenidos en un estudio piloto apuntan a la necesidad de reflexionar sobre la organización académica de los elementos de traducción directa e inversa, con profesorado especializado, diferenciando objetivos y con enfoques metodológicos diferentes en aras de modelos recibidos no acomodables y no siempre ajustados a la realidad social. Nuestro trabajo pone de manifiesto que existe una clara necesidad de llevar a cabo estudios empíricos y de mayor envergadura que permitan evaluar la adecuación de las prácticas formativas actuales para profundizar en esta cuestión.

 **Abstract**

**a) Purpose:** This study aims to further the understanding of beliefs, representations and conceptions about directionality in translation of actors involved in translator training. To this end, the role of implicit theories –which arise from the individual's personal experiences and are mainly mediated by the individual's socio-cultural environment– is explored as a cultural bias through which translator trainers develop their professional identity and direct their teaching practice.

**b) Methods:** The research is conducted from a sociological perspective, using an exploratory sequential mixed-methods design in order to pursue data triangulation. Survey data collection techniques are employed after the completion of the initial qualitative phase, consisting of a case study that simultaneously combines document analysis, interviewing of informants, and participant observation.

**c) Findings and/or conclusions:** Preliminary results from a pilot study point to the need to review the academic organization of direct and inverse translation course units –entailing specialized translator trainers, specific learner objectives and different methodological approaches for each course unit–, based on received models which are not always suitable and do not match the social reality. The study shows a clear need to conduct large-scale empirical studies designed to assess the adequacy of current training as the basis for a deeper discussion of this issue.



 **ILHAMI, NAIMA**

Universidad de Granada

 **Ámbito / Àmbit / Topic**

Ámbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

 **Title** 

ESTUDIO DEL PERFIL DE INGRESO DEL ALUMNADO DE TRADUCCIÓN E INTERPRETACIÓN EN ESPAÑA: EL CASO DE LA LENGUA B ÁRABE

PROFILES OF STUDENT ENTERING TRANSLATION AND INTERPRETING PROGRAMMES AT SPANISH UNIVERSITIES: ARABIC AS MAJOR FOREIGN LANGUAGE

 **Palabras clave/ Keywords**

Perfil del alumnado, Traducción e Interpretación con Lengua B árabe, Diseño curricular/ Student profile, Arabic as major foreign language, Curriculum design

 **Resumen**

**a) objetivos del trabajo:** La mayoría de las investigaciones que se desarrollan en el ámbito de la formación de traductores se centran en factores relacionados con la traducción en sí o los programas formativos, y pocas veces el factor humano implicado es objeto de estudio. Dado que el alumnado es uno de los agentes relevantes para la optimización del diseño curricular de las titulaciones, el presente trabajo se centra en el estudio del perfil de ingreso del alumnado de Traducción e Interpretación con lengua B árabe en España. El conocimiento de dicho perfil permite la evaluación del grado de adecuación del diseño de la titulación a las necesidades formativas de los destinatarios de la formación, que permite a su vez una mejor adecuación de dicho diseño.

**b) descripción:** Cabe señalar que el plan de estudios adoptado, en el caso de la combinación lingüística árabe-español, se basó en el inicialmente desarrollado para la combinación español-inglés pese a las diferencias que esta combinación presenta con respecto a la que nos ocupa. El estudio que aquí presentamos es un estudio descriptivo interpretativo no experimental en el que se recogen datos tanto cuantitativos como cualitativos sobre aspectos relevantes para el diseño curricular en la combinación árabe-español tales las características personales del alumnado, sus conocimientos previos, sus expectativas y motivación, su cultura académica de origen entre otros. La metodología adoptada para la recogida y análisis de datos basa en las propias de las Ciencias Sociales.

**c) resultados y/o conclusiones:** Los resultados obtenidos constituyen, por una parte, una aportación relevante para la adecuación curricular del programa formativo, y por otra parte, una información de primera mano útil para el profesorado para establecer puntos de partida para el diseño y elaboración de las materias como para la impartición de las mismas.

 **Abstract**

**1-Objectives:** Most of the research undertaken in the field of translator training focuses on factors related to the translation itself or to training programs. Very rarely the human factor involved is under study. Since the students are probably the most relevant actors to be taken into account for curriculum design, this paper focuses on the study of the profile of those who have chosen Arabic as their main foreign language in Translation and Interpreting programs at Spanish universities. A deeper knowledge and assessment of the students' characteristics will allow the curriculum to be tailored to their needs.

**2-Description:** In Spain, the curriculum adopted for the linguistic combination Arabic-Spanish was the same as the one developed for English-Spanish without taking into account the differences among both B languages. This work is a descriptive, interpretative, non-experimental study that presents quantitative and qualitative data relevant for curriculum design such as the student's personal characteristics, previous knowledge, expectations, motivation and academic culture at the home institutions. For data collection and analysis, well-established methods in Social Sciences were adopted and employed.

**3- Results/Conclusions:** The results obtained in this study will be useful for adapting the training program curriculum to the students' needs and provide reliable first-hand information for teachers helping them to establish to design and develop adequate teaching strategies and suitable materials.

 **JIMENEZ CRESPO, MIGUEL A.**

Rutgers University

 **Àmbito / Àmbit / Topic**

Enseñanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters

 **Title** 

TRANSLATION COMPETENCE MODELS AND LOCALIZATION: CAN GENERAL TRANSLATION COMPETENCE MODELS BE ADAPTED FOR DIFFERENT PROFESSIONAL PROFILES?

 **Keywords**

Translation competence, localization, translation technologies

 **Abstract**

For over a decade, experimental research into translation competence models such as the PACTE (2001, 2003, 2005, 2009, 2011a, 2011b) or the Transcom (Göpferich 2009; Göpferich *et al* 2011) delved into the comprehensive set of skills that translation trainees acquire during the course of translation training programs. These models have been instrumental from an applied perspective in order to establish translation-training programs.

New technologies are slowly introducing new professional profiles that not only require translation competence from potential candidates, but also an ever-changing array of different skills. These are job profiles such as localization specialist, localization quality manager or translation crowdsourcing manager (Kelly et al. 2011). With an ever-expanding list of potential skills, some professional profiles prototypically include translation tasks while in others translation or the core strategic subcompetence is not. Some scholars such as Jiménez-Crespo (2013) have already used the results of the PACTE group in order to separate different professional profiles in the field and to structure training programs. This presentation delves into the question of whether generalist translation competence models can be used as foundations to build training programs in specialized translation profiles, as well as to separate training in which translation competence is central to others in which it is peripheral or even not necessary.

☞ **JOHNSON, PENELOPE; WAGSTAFFE, SALLY; MCKINNON, SIMON; BOLTON, PHILIP**  
Durham University

☞ **Àmbito / Àmbit / Topic**  
Ensenyanza de la traducción/ Ensenyament de la traducció/ Teaching translation

☞ **Title** ☞

FROM TECHNOPHOBE TO TECHNOPHILE: GETTING STUDENTS TO SEE THE BENEFITS O ELECTRONIC TOOLS (CORPORA, TERM BANKS AND TOOLS FOR TERM EXTRACTION AND CONCORDANCY) IN THE TRANSLATION CLASSROOM.

☞ **Keywords**  
Translation teaching, corpora, on-line resources



☞ **Abstract**  
The use of electronic resources is an essential part of the work of professional translators, however this is not fully reflected in most translation classrooms. Translation students - and often their teachers - avoid the use of electronic resources, mostly because they do not have either the time or the training necessary to familiarize themselves with them and think that their knowledge of both languages involved and a good dictionary technique is sufficient to produce an acceptable translation. The aim of this paper is to present several on-line tutorials, whose objective is to quickly, easily and painlessly familiarize students with several electronic resources available to translators in order to help them see the value of technology in relation to term extraction, using search engines and building corpora, to produce better, easier and more enjoyable translations and, at the same time, develop their employability skills and attributes. First, the presentation will provide a theoretical overview; then it will go on to discuss the problems students (and teachers) face in the translation classroom and why they do not engage with technological resources to solve these problems; a short section will identify a range of specific solutions to the issues students face in the classroom before setting out a way of introducing these to the students in a simple and easy manner. Finally, we will conclude with several questions, which, it is hoped, will prompt a discussion.

 **KARNEDI, M. A.**

Indonesia Open University

 **Ámbito / Àmbit / Topic**

Ámbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

 **Título / Title** 

A SHIFT FROM TASK-BASED APPROACHES TO PROJECT-BASED APPROACHES

 **Keywords**

Translation portfolio, task-based approaches, project-based approaches, student autonomy, open and distance learning

 **Abstract**


A variety of approaches to translator training have been adopted by translator trainers, or those institutions of higher education offering programmes in translator training. The approaches range from *early training approaches* to the *socio-constructive approaches*. Unlike translator training that is commonly offered by conventional universities particularly at postgraduate level, this paper aims to discuss how both the *task-based approaches* used during the period of instruction and the *project-based approaches* given at a final academic year are integrated within the context of curriculum design for an undergraduate programme of studies in translation employing open and distance learning systems, or in a situated learning environment. It further discusses the “washback effects” of translation portfolio as a final-year project. The data used for analysis come from student translators’ scientific papers associated with translation projects. A critical analysis of these issues is followed by a crucial discussion in relation to *increasing student autonomy*. The paper then concludes with an assertive view that translation portfolio based on a project-based approach proves to be more suitable for those students at the later stages having a strong background both in translation theories and research methods in translation studies, as opposed to those at the early stages normally exposed to controlled translation activities provided in the printed learning materials (i.e. task-based approaches). Above all, the two approaches are compatible and complimentary.


 **KING, HAYLEY**  
RMIT University

 **Àmbito / Àmbit / Topic**  
Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

WHY DO STUDENTS STUDY TRANSLATION?

 **Keywords**  
Translation qualification, translation profession, student aspirations

 **Abstract**  
Student expectations from a translation practise course give an insight into how they view the translation profession and their post-graduation aspirations. In Australia, certification of translators is a way of setting an industry benchmark for graduates entering the workforce. The National Accreditation Authority for Translators and Interpreters' (NAATI) examination is integrated into translation programs. Students are highly motivated to study such programs; as if successful they will be eligible to be recommended for certification by NAATI. In Europe, translator competence models pioneered by PACTE and later developed by Kelly and the EMT project focus on market demands of the translation industry and what skills employers expect of graduates; interpersonal competence is recognised by each model as a desirable graduate skill. In each context a close connection between the translation curriculum and the industry is made, but do students want to become translators? Why do they study translation and what are their aspirations once they graduate in a context where certification is not offered through completion of their degree?  
In this presentation, I will discuss how ethnographic research has revealed contradictions between a translation qualification, the profession, and the youth labour market. Preliminary results from a study that contrasts two translation practise courses, one that operates outside the influences of NAATI and one that operates within its constraints will be presented. Classroom observation, responses to a pre-module questionnaire and interviews with students are the basis for discussion. Student expectations of an undergraduate degree in Translation and Interpreting Studies, and of a specialised translation practise course in particular, reveal contradictions between what students value in such a course and what they hope to do once they graduate.

 **KLEINERT, CRISTINA VICTORIA**

Universidad Veracruzana

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación / Ensenyament de la interpretació / Teaching interpreting

 **Title** 

FORMACIÓN DE INTÉRPRETES EN LENGUAS INDÍGENAS: DECOLONIZANDO LA JUSTICIA EN MÉXICO

*INTERPRETING EDUCATION IN INDIGENOUS LANGUAGES IN MEXICO: DECOLONIZING JUSTICE*

 **Palabras clave/ Keywords**

Interpretación jurídica, formación multilingüe, didáctica de la interpretación/ Court interpreting didactics in Mexico, multilingual education

 **Resumen**

El objetivo de esta comunicación es compartir la experiencia de formación de intérpretes en lenguas indígenas en tres estados de la República Mexicana donde en grupos multilingües se acredita a los mismos para trabajar en los juzgados tanto en los juicios orales como en los convencionales. La investigación en curso es una etnografía doblemente reflexiva donde se articula el trabajo de docencia y acompañamiento a los intérpretes formados e instituciones de manera participativa y propositiva para construir experiencias de formación diversas que den respuestas a las demandas sociales. Daremos cuenta de la didáctica implementada durante los procesos de formación en aulas multilingües y los testimonios de las y los intérpretes al cabo de un año de concluido el Diplomado en relación con su desempeño posterior. Se han realizado observaciones en salas de juicios orales y se ha visitado a los intérpretes en sus comunidades de origen en la Sierra de Puebla, donde se observa una incipiente organización de los intérpretes que diversifican su desempeño tanto como mediadores e intérpretes, así como enlaces para difundir los derechos lingüísticos entre la población hablante de náhuatl y totonaco. Las conclusiones preliminares que observo, son que a través de la formación de intérpretes en México se han detonado procesos de fortalecimiento de la identidad étnica que se convierten a su vez en detonadores de procesos organizativos, de exigibilidad de derechos entre otros. Se necesita crear espacios de formación continua y expandir tanto el espectro como la duración de dichas experiencias educativas, fomentar la investigación en el campo de la traducción e interpretación en lenguas indígenas y ofrecer espacios de formación permanentes.

 **Abstract**

The main goal for this paper is to share an experience instructing interpreters of indigenous languages in three states of the Mexican Republic where in multilingual groups they are certified to work as court interpreters. The ongoing research is a double reflexive ethnography where we articulate teaching and accompanying interpreters who participated in the certification program as well as interacting with the institutions involved in constructing the education programs in order to recommend actions to answer social demands in the field. We will share the didactics implemented during the educational program in multilingual classrooms and the testimonies of the interpreters a year after the course ended in connection with their further interpreting practice. We have conducted observations in trails and have visited the interpreters in their home communities in the mountains of Puebla, where we observe an emerging organization of interpreters. They are not only working as interpreters and mediators, but also spreading the linguistic rights of the indigenous peoples amongst the speakers of Nahuatl and Totonac Languages. The conclusions we identify so far are that through the education experiences with interpreters in indigenous languages in Mexico other processes have been triggered as e.g. the strengthening of an ethnic identity and the awakening of the need to gather and organize themselves to spread the linguistic rights of indigenous peoples in Mexico and other attached rights. We need to create new spaces to offer continuous education in the field of translation and community interpreting in Mexico, promote research related with the area of the interpreting and translation in indigenous languages and offer permanent teaching programs to handle the request of professionals in the field.

 **KORPAL, PAWEŁ**

Adam Mickiewicz University in Poznan

 **Àmbit / Àmbit / Topic**

Ensenyanza de la interpretació/ Ensenyament de la interpretació/ Teaching interpreting

 **Title** 

VISUAL MATERIALS IN SIMULTANEOUS INTERPRETING: A POSSIBLE MISINFORMATION EFFECT?

 **Keywords**

Simultaneous interpreting, visual materials, misinformation effect

 **Abstract**

**Theoretical background:** Simultaneous interpreting (SI) is commonly believed to be one of the most cognitively demanding language tasks as it involves self-monitoring, memory skills, verbal fluency and concurrent listening and production (Gile 1995; Christoffels and de Groot 2005; Seeber 2011). A great many interpreters claim that visual input may facilitate the process of simultaneous interpretation. Access to visual materials containing information from the speech may reduce the cognitive overload experienced by the interpreter as some data do not have to be stored in the interpreter's working memory. Although this logic is convincing, there are some dangers connected with the common practice of using visual materials in interpreting. The task of an interpreter is to provide an accurate rendition of the original aural input in the target language. It might transpire that access to visual materials generates additional load on the part of the interpreter since he must constantly verify whether the information provided in the materials is reflected in the speaker's words.

**The main objective** of the experimental study is to investigate the notion of (over)reliance on visual materials in SI and its impact on interpreting quality.



**Description:** The mechanism of (over-)reliance on visual materials in simultaneous interpreting may be empirically tested by means of the so-called misinformation effect (Loftus 2002, 2003). Seven professional interpreters and seven interpreting trainees took part in the experiment. Their task was to interpret two speeches simultaneously. In both cases the participants were allowed to use visual materials in the form of PPT slides. The author introduced erroneous information (proper names, numerical data and definitions) into the visual materials which accompanied one of the speeches whereas the latter set of materials was left unchanged. In this way it was examined whether interpreters were able to confront erroneous information with the aural input and provide a correct interpretation or whether they relied too much on visual input. It was hypothesised in the study that when compared with interpreting trainees, professionals would provide a more accurate interpretation when dealing with erroneous information provided to them. The **results** of the study were analysed statistically by means of the IBM SPSS Statistics 22.0 software. They point to the problematic nature of the use of visual material in SI and may serve as an incentive to further-investigate the notion of misinformation effect in conference interpreting.

 **KUMPULAINEN, MINNA**

University of Eastern Finland

 **Ámbito / Àmbit / Topic**

Ámbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

 **Título / Title** 

THE NATURE OF EXPERT TRANSLATOR'S KNOWLEDGE – COGNITIVE POINT OF VIEW ON TRANSLATION COMPETENCE

 **Keywords**

Expertise, types of knowledge, translation expertise

 **Abstract**

In cognitive psychology, expertise has traditionally been considered as a combination of two types of knowledge: declarative (knowing what) and procedural (knowing how) (e.g. Anderson 1983). In any expert profession, declarative knowledge has proceduralized into a practical skill: an expert is able to put theoretical knowledge into practise. The union between the two types of knowledge has been emphasized also when modelling translation competence and translation expertise. In PACTE's (e.g. 2009) competence model, for example, the different subcompetences are considered to be predominantly either declarative or procedural type of knowledge. The most essential subcompetence, strategic competence, is procedural knowledge.

However, according to recent views on expertise, the traditional dichotomy is insufficient to explain the nature of expert knowledge (e.g. Tynjälä 2004: 176-177; Bereiter and Scardamalia 1993, Bereiter 2002). Bereiter (2002: 137-149) abandons the traditional concepts altogether, introducing six kinds of personal knowledge that are likely to be involved in competence in any domain; the higher the level of expertise, the more fully developed and well-rounded the knowledge and the more artificial the distinctions among its components or aspects. Bereiter distinguishes the following kinds of knowledge: 1) storable knowledge (which partly corresponds to declarative knowledge in the sense of being explicit), 2) implicit understanding (the aspects of knowledge that characterize intelligent relationships to things or situations in the world), 3) episodic knowledge (past experiences as contributors of knowledge), 4) impressionistic knowledge (a kind of emotional knowledge, based on feelings), 5) skill (consisting of a cognitive component, *knowing how*, and a subcognitive component, the performance itself) and 6) regulative knowledge (pertaining to awareness of yourself as a factor in the activity).

In this presentation I will ponder on the ways Bereiter's typology can contribute to the understanding of translation expertise, and to which extent it can explain the individual differences in the acquisition of translation competence and also in the competence levels of students upon entering the training programme. I will mirror the various aspects of knowledge on the actual translation event, striving to illustrate how they might merge in the translation process and add to its quality.



 **KUNILOVSKAYA, MARIA; ILYUSHCHENYA, TATYANA; KOVYAZINA MARINA**

Tyumen State University

 **Àmbito / Àmbit / Topic**

Ensenyanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters

 Title 

ERROR-TAGGING IN RUSSIAN LEARNER TRANSLATOR CORPUS AND ITS CLASSROOM APPLICATIONS

 **Keywords**

Multiple learner corpora, error-tagging, reviewing

 **Abstract**

**Objectives**

The purpose of this proposal is to describe the use of the multiple parallel corpus of student translations and its error-tagged part in teaching and evaluating translation. The research is based on the on-line Russian Learner Translator Corpus (Kutuzov et al. 2012) which is being developed as a joint project of translator trainers from Tyumen State University and computational linguists from the Higher School of Economics (Russia). The project sets out to create an available and reliable resource to be used in TS research and to inform translation pedagogy.

**Description**

As of December 2013 the Corpus size is about 1 mln tokens split almost equally among English and Russian texts regardless of whether source or target. The Corpus includes over 200 English sources and approx. 900 Russian translations, and over 30 Russian sources and approx. 600 English translations from 10 Russian universities.

The query tool supports lexical, lemma and POS search for both sources and targets and returns all occurrences of the query item in respective texts along with their targets/sources aligned at sentence level. While running such queries it is possible to narrow them down by specifying particular conditions of translations, types of trainees or source text genre. The Corpus has a translation error-tagged subcorpus which includes over 250 manually error-tagged translations.

The current routine use of error-annotated translations consists in 1) discussion and analysis of most common and individual mistakes marked by the teacher; 2) blind annotation of mistakes in peer translations and explaining them (including in Notes to each tag); 3) editing tagged translations (both one's own and peers'); 4) comparing multiple translations of the same text and explaining the advantages and disadvantages of the offered variants. Another way in which we utilize previous translations of the same source is getting students to look at somebody else's mistakes before translation to highlight potentially dangerous phrases and increase awareness of possible problems.

**Conclusion**

Most of these activities focus attention on the post-translation stage of self-reviewing which is important to produce quality translation and is often overlooked during training. It is also important that while discussing real-life mistakes and reviewing translations we facilitate the use of the national corpora of the working languages. The standardized error annotations and purpose-built facilities for the teacher help to process and visualize statistics which helps to see group and individual problem areas and progress at a glance.

 **KUNILOVSKAYA, MARIA; MORGOUN, NATALIA**

Tyumen State University

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

A CORPUS-BASED STUDY OF SENTENCE-SPLITTING IN ENGLISH-RUSSIAN LEARNER TRANSLATIONS

 **Palabras clave / Keywords**

Target text cohesion, translation techniques, sentence-splitting

 **Abstract**

**1 Objectives**

In our experience of translator training, one of the major problems is lack of textual cohesion in translations. Most mistakes in text structure are down to the tendency for students to ignore textual features of the source and to translate at best at sentence level. This article focuses on one of the sources of “cohesion mistakes” in translation, namely those that are associated with sentence-splitting in English-to-Russian translation. This paper aims to describe types of syntactic structures that undergo splitting, along with their semantic and pragmatic properties. It also contains an overview of typical semantic and pragmatic pitfalls of this shift and attempts to define conditions under which sentence-splitting is justified, as opposed to those, when it is potentially threatening to text cohesion and coherence.

**2 Description**

The research is based on the syntactic, semantic and pragmatic contextual analysis of over 400 English sentences that were split in their Russian translations, extracted from Russian Learner Translator Corpus (<http://www.rus-ltc.org/>). It is a 1-mln-token parallel corpus of student translations. The statistics for splitting sentences in the Corpus informs that this transformation is employed in translation of about 5 per cent of source sentence-segments.

We have carried out syntactic analysis of sentences which undergo splitting to find out that this technique is almost equally often employed to do away with structural complexity arising from coordination and subordination and described types of units that most often undergo splitting along with interlingual differences that make splitting justified.

We have analyzed semantic and discourse relations of the source and target segments in question to identify most common semantic and pragmatic conditions which provoke translation errors caused by splitting.

**3 Conclusions**

The analysis of our data shows that splitting does not only help to dispense with verbal constructions, some types of which are non-existent in Russian, and to adjust to other stylistic and interlingual typological differences, but it also helps to improve coherence and cohesion of the text streamlining its structure. On the whole our statistics shows that in 65 per cent of cases from our data sentence splitting has done no harm to overall translation quality.

Splitting can be potentially dangerous on three counts. It can be effected with disregard to semantic relations between propositions or misinterpretation of the former, including erroneous rendering of semantic connections between propositions by the means of the pragmatic level, for one. Secondly, the discourse structure damage to the target is also associated with anaphor resolution which can arise from careless splitting. And finally, there is the effect of a greater communicative value acquired by upgraded sentences which harms the natural flow of information in the text.

 **KUZNIK, ANNA**

Uniwersytet Wrocławski

 **Ámbito / Àmbit / Topic**

Ámbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

 **Title** 

EL SECTOR DE LOS SERVICIOS DE TRADUCCIÓN E INTERPRETACIÓN EN POLONIA. LOS FACTORES QUE LO ESTRUCTURAN Y SU POTENCIAL DE INNOVACIÓN

TRANSLATION AND INTERPRETING SERVICES SECTOR IN POLAND. DETERMINING FACTORS AND ITS POTENTIAL OF INNOVATION

 **Palabras clave/ Keywords**

Servicios de traducción e interpretación, innovación, formación de traductores e intérpretes/ Translation and interpreting services, innovation, training of translators and interpreters

 **Resumen**

Según los ya muy bien conocidos acuerdos pactados en Bolonia, la enseñanza europea superior tiene que cumplir con los principales cuatro objetivos que son los siguientes: (1) preparar los futuros profesionales a las demandas y necesidades del mercado laboral, (2) fomentar en los (jóvenes) ciudadanos una actitud activa para que puedan actuar en las sociedades democráticas, (3) contribuir al desarrollo personal de los estudiantes, y (4) contribuir al desarrollo del conocimiento avanzado en las sociedades y economías basadas en el conocimiento. En la comunicación me centraré en el primero y en el cuarto objetivo, refiriéndome a la situación del sector de los servicios de traducción e interpretación en Polonia.

Concretamente, en la primera parte de la comunicación, intentaré responder a la pregunta qué factores pueden influir en la configuración de los tipos de servicios de traducción e interpretación requeridos y de las combinaciones de lenguas más solicitadas en el mercado polaco en la actualidad. Me basaré en tres tipos de fuente de información: (1) resultados de la encuesta realizada por la Comisión Europea (UE Language Industry Survey 2011); (2) datos relativos a las inversiones extranjeras en Polonia a lo largo del año 2012; y (3) características de la joven mano de obra cualificada en el territorio polaco. En la segunda parte de mi comunicación, me centraré en el tema de la innovación en los servicios de traducción e interpretación. Presentaré varias propuestas de definición y clasificación de la innovación (Organisation for Economic Co-operation and Development 2005; European Commission 2013, entre otros) y daré ejemplos de la innovación en los ámbitos empresariales, sociales y de ayuda humanitaria. Posteriormente, intentaré responder a la pregunta sobre las posibles vías de innovación en los servicios de traducción e interpretación en general, y en el territorio de Polonia en particular. Esta reflexión será completada con una propuesta de incorporación de la actitud de innovación en la enseñanza de la traducción y de la interpretación.

 **Abstract**

According to the agreements reached in Bologna, the European Higher Education has to fulfil the following four main goals: (1) to prepare future professionals for the demands and needs of the labour market, (2) to encourage an active attitude in the (young) citizens in order to be able of taking part in democratic societies, (3) to contribute to the personal development of the students, and (4) to contribute to the development of an advanced knowledge in those societies and economies based on knowledge. In my paper I will focus on the first and fourth goals. I will refer to the situation in the sector of translation and interpreting services in Poland. In the first part of the paper I will intend to answer the question of which factors can have an influence on the configuration of the kinds of translation and interpreting services required as well as which language combinations are more required nowadays in the Polish market. I will base on three kinds of information sources: (1) results from the survey carried out by the European Commission (UE Language Industry Survey 2011); (2) data related to the foreign investments in Poland throughout 2012; and (3) characteristics of the young qualified labour force in the Polish territory.

In the second part of my paper I will focus on the subject of innovation in the translation and interpreting services. I will present several proposals of definition and classification of innovation (Organisation for Economic Co-operation and Development 2005; European Commission 2013, among others) and will provide examples of innovation in the business, social and humanitarian aid areas. After that, I will try to answer the question about possible ways of innovation in the translation and interpreting services in general, and in the Polish territory in particular. This reflection will be completed by a proposal of implementation of the attitude to innovation in the training of translators and interpreters.

 **KUZNIK, ANNA; OLALLA-SOLER, CHRISTIAN**

Uniwersytet Wrocławski &amp; Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**Enseñanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters **Title** USO DE RECURSOS ELECTRÓNICOS DE DOCUMENTACIÓN EN LA ADQUISICIÓN DE LA COMPETENCIA  
TRADUCTORA. PRIMEROS RESULTADOS DEL EXPERIMENTO DEL GRUPO PACTETHE USE OF ELECTRONIC RESOURCES FOR DOCUMENTATION PURPOSES IN THE ACQUISITION OF TRANSLATION  
COMPETENCE. FIRST RESULTS OF PACTE'S EXPERIMENT **Palabras clave/ Keywords**Adquisición de la competencia traductora, recursos electrónicos, consultas de documentación electrónica/ Acquisition of  
Translation Competence, Electronic Resources, Searches in Documentation Resources in Electronic Format **Resumen**

El objetivo de la comunicación es presentar los primeros resultados de la investigación empírico-experimental que el grupo PACTE está realizando sobre la adquisición de la competencia traductora en traducción escrita. La recopilación de datos se realizó en noviembre de 2011 con 130 estudiantes. Dicha investigación continúa la investigación anterior del mismo grupo en torno a la competencia traductora en traducción escrita en la cual se recogieron datos de una muestra de 59 profesionales de lenguas extranjeras (36 traductores y 27 profesores de lenguas extranjeras).

La comunicación se centrará en los resultados obtenidos para los indicadores de una de las variables dependientes de estudio, la variable "Uso de Recursos Instrumentales", y por lo tanto propios de la sub-competencia instrumental. Se tomarán en cuenta las cinco lenguas del experimento del grupo PACTE: el español y el catalán (como lenguas maternas), el inglés, el francés y el alemán (como lenguas extranjeras), y las dos direcciones: traducción directa y traducción inversa.

En la comunicación se presentarán:

- el diseño de la variable dependiente "Uso de Recursos Instrumentales": la definición, las hipótesis y los indicadores (cantidad de recursos electrónicos consultados durante la realización de una traducción, tiempo —total y en fases— dedicado a consultas, cantidad de consultas y variedad de consultas realizadas);
- el procedimiento, la herramienta y el instrumento de recogida de datos (Puntos Ricos estudiados, grabaciones de las pantallas de ordenadores de los sujetos con el software Camtasia, plantilla para los visionados);
- el modelo de análisis de datos aplicado (enfoque del análisis, etapas, categorías y escalas de medición);
- primeros resultados de la variable de estudio "Uso de Recursos Instrumentales".

En las conclusiones, se expondrá un primer intento de interpretación de estos resultados y de su relevancia en el proceso de adquisición de la competencia traductora, tomando como punto de referencia los resultados obtenidos de la misma variable en el estudio anterior sobre la competencia traductora con traductores profesionales y profesores de lenguas extranjeras.

 **Abstract**

The aim of this paper is to present the first results of PACTE's empirical-experimental research on the acquisition of translation competence in written translation. Data was collected from a total of 130 students in November 2011. This research continues the previous PACTE's study on translation competence in written translation carried out in 2005 when data was collected from a sample of 59 professionals of foreign languages (36 translators and 27 foreign language teachers). We will focus on the results obtained for a dependent variable "Use of Instrumental Resources", related to the instrumental sub-competence, and take into account five languages of PACTE's experiment: Spanish and Catalan (as mother tongues); and English, French and German (as foreign languages), both in direct and inverse translation.

In the paper we will deal with the following issues:

- Design of the dependent variable "Use of Instrumental Resources": definition, hypothesis and indicators (number of electronic resources consulted during the translation task, time spent on searches —total time and its distribution in stages—, number and variety of searches);
- Procedure, tool and instrument for data collecting (Rich Points studied, subjects' on-screen recordings with *Camtasia* software, templates for the analysis of the .avi files generated);
- Model for data analysis (global approach, steps, measurement categories and scales);
- First results of the variable "Use of Instrumental Resources".

In the conclusions, we will draft our interpretation of these results and of its relevance in the process of translation competence acquisition, in comparison to the results obtained from professional translators and foreign language teachers in the previous PACTE's study on translation competence.

☞ **LEUNG, DAWNING HOI CHING**

University College London

☞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

☞ Title ☞

AUDIO DESCRIBING FILMS: COURSE DESIGN AND TRAINING IN HONG KONG

☞ **Keywords**

Audio description, course design, training

☞ **Abstract**

Audio description (AD) can be considered “a means of translating the visual impression of an object into words” mainly for the blind and partially sighted viewers (de Coster and Muhleis, 2007:187). Through AD, visual and sound elements are described and translated into verbal elements, thus making audiovisual material accessible to viewers with a visual impairment. In films, for example, audio describers strive to depict the actors’ body language, facial expressions and movements/actions during silences in the dialogue.

As the number of viewers in this group is quite significant all over the world and as awareness of media accessibility is also increasing, the demand of AD has grown substantially in recent years. In order to meet demand, it is essential to design and develop appropriate courses to train future audio describers. Although some scholars have carried out research on the didactics of AD (Matamala and Orero, 2007; Yeung, 2007) and some universities have started developing courses and workshops to provide AD training, this is still a relatively unexplored area, especially in places such as Mainland China, Taiwan or Hong Kong.



After providing an overview of current AD training available around the world, this paper sets out to bridge this gap by exploring curriculum design in AD and offering some didactic proposals for the development of courses in this area. Some of the objectives are to define the competences needed in AD and to explore how they can be taught, drawing on the author’s experience in designing three AD modules for tertiary education at undergraduate level in Hong Kong. Special attention will be paid to the elements which need to be described in audiovisual programmes and to the need to familiarize students with different film genres, as well as with the specific needs of the visually impaired.

 **LOZANO SAÑUDO, BELÉN; DE LA CRUZ, GERLIND**

Universitat d'Alacant

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

ÜBERSETZEN IN DIE FREMDSPRACHE: FEHLERANALYSE UND ÜBUNGSFORMEN  
TRADUCCIÓN INVERSA: ANÁLISIS DE ERRORES Y ADQUISICIÓN DE COMPETENCIAS  
TRANSLATING INTO A FOREIGN LANGUAGE: ERRORS ANALYSIS AND SKILLS TRAINING

 **Stichwörter / Palabras clave / Keywords**

Übersetzen in die Fremdsprache, Fehleranalyse, Didaktisierung / Traducción general inversa, análisis de errores, aplicación didáctica. / Translating into a foreign language, errors analysis, skills training.

 **Zusammenfassung**

Übersetzen in die Fremdsprache? Ja, unbedingt. Ausgangstexte in der Muttersprache werden inhaltlich und sprachlich schneller erfasst, eignen sich bestens zur Herausbildung übersetzerischer Grundfertigkeiten (Nominalisieren vs. Verbalisieren, Komprimieren vs. Expandieren) und verdeutlichen die Notwendigkeit der Arbeit mit Paralleltexten. Ihre Übersetzung fördert den Erwerb der Fremdsprache, stimuliert die Studierenden und ergänzt die Übersetzung aus der Fremdsprache optimal. Beide Übersetzungsrichtungen bilden eine didaktische Einheit und sollten daher in den Curricula aller BA-Übersetzerstudiengänge fest verankert sein.

Die Untersuchung ist das Ergebnis langjähriger unterrichtspraktischer Erfahrungen in gemeinsprachlichen Übersetzungsübungen (spa-de) mit spanischen MuttersprachlerInnen an der Universität Alicante und an der Hochschule Magdeburg. Eingesetzt wurden vorwiegend touristische und Presstexte aus Print- und Online-Medien. Unzureichende Übersetzungsleistungen, die nur zum Teil aus Defiziten in der fremdsprachlichen Kompetenz resultieren, gaben den Anstoß für die Zielstellungen dieser Arbeit: die Vorstellung von Übungsformen zur Qualitätssteigerung von Übersetzungen in die Fremdsprache und die Anregung zur Diskussion und zum Erfahrungsaustausch.

Zunächst wurden an beiden Einrichtungen typische Übersetzungsfehler gesammelt, verglichen und mögliche Ursachen für die jeweilige Fehlentscheidung diskutiert/ermittelt. Danach erfolgte die Einordnung der Fehler in die von Nord erarbeiteten Fehlerkategorien, die erweitert wurden. Im Anschluss daran wurden Übungstypen entwickelt, die den Studierenden helfen sollen, Übersetzungsfallen aufzuspüren, mögliche Fehler gar nicht erst aufkommen zu lassen (die Autorinnen erinnern sich gern an Ch. Nords: Problem erkannt, Gefahr gebannt) und die eigene Übersetzungsleistung zu verbessern.

Dazu gehören u.a. Übungen:

- zum Global- und Detailverstehen des Ausgangstextes (AT)
- zur Gegenüberstellung von AT und Paralleltext(en) –Wie wird der gleiche Inhalt im fremdsprachigen Paralleltext wiedergegeben? - Sensibilisierung für stilistische, textsortenspezifische Konventionen, sprachliche Präferenzen im ZT
- zum Vereinfachen komplexer Satzstrukturen des AT (Umgang mit redundanten Relativsätzen, Partizipialkonstruktionen)
- zur kritischen Bewertung von Übersetzungsvorschlägen der Kommilitonen und Diskussion von Alternativlösungen

 **Resumen**

En la presente comunicación pondremos en común nuestras reflexiones en torno a los tipos de errores que con mayor frecuencia cometen nuestros alumnos de traducción inversa y las estrategias didácticas que aplicamos con el fin de ayudarlos a evitarlos. Así mismo apuntaremos cómo otras asignaturas del plan de estudios podrían incluir en sus programas enfoques metodológicos que permitieran a los estudiantes desarrollar las competencias que a nuestro entender deberían adquirir los discentes antes de abordar esta ardua labor.

En una primera fase del estudio adoptamos una aproximación meramente empírica y nos dedicamos a recopilar y clasificar los errores cometidos por nuestros alumnos en diferentes estadios del desarrollo del curso. Partiendo de los datos compilados presentamos nuestros criterios para la selección y secuenciación de los textos objeto de los encargos de traducción que encomendamos a nuestros alumnos, así como algunos ejemplos de ejercicios diseñados para desarrollar las competencias necesarias que les permitirán evitar los errores objeto de estudio.

Comparando los errores que los alumnos cometen al final del proceso didáctico con los del principio, determinamos en qué medida las prácticas realizadas durante el curso han sido efectivas. Para concluir invitamos a los asistentes a hacernos sugerencias con el fin de seguir mejorando como docentes y ofrecer a nuestros alumnos la mejor preparación posible para enfrentarse a su futuro profesional con ciertas garantías.

Al haber colaborado en este estudio una profesora que desarrolla su actividad profesional en una universidad alemana y

una que trabaja en una española, nos ha parecido así mismo interesante comparar si los errores que cometen los estudiantes en los primeros textos que abordan al comienzo de la asignatura de traducción inversa en las instituciones de ambos países difieren significativamente o no, con el fin de poder extraer las conclusiones pertinentes basándonos en los planes de estudios de ambas instituciones.

### Abstract

Translating into our first foreign language, does it make any sense? Of course it does. Source texts in our mother tongue are easier for us to master, both regarding the contents and the form, are better suited for the training of translation basic skills (nominalization vs. verbalization, implicitation vs. explicitation) and render the need to work with parallel texts evident. Their translation furthers foreign language acquisition, poses a challenge for our students and complements translation from our first foreign language ideally. Both translation directions form a didactic unit and should be included in the study plans of all Bachelors in Translation.

This study is the result of long years of practical didactic experience in general translation (spa-de) and constant exchange and cooperation between a Spanish instructor of the University of Alicante and a German instructor of the Hochschule Magdeburg. We have mainly worked with press, advertising and tourist texts, both from print media and from the Web. Poor translation performance, which is only partially ascribed to insufficient foreign language mastery, drove us to set ourselves the goals pursued in this research: designing exercises and activities aimed at ensuring quality in translation and the stimulation of discussion and experience exchange.

First of all we compiled typical errors made by students of both institutions, we then compared them and tried to point at the possible causes for the wrong decision making. In a second stage we classified the errors in the error categories drawn up by Prof. Dr. Nord, which we tried to expand. Subsequently we developed exercise types aimed at helping students detect translation traps and avoid mistakes [the authors of this paper still remember the wise words of Prof. Dr. Nord: "Problem erkannt, Gefahr gebannt" (a danger detected is a danger less)] and by doing so significantly improve their own translation performance.

Among these exercises and activities we would like to highlight those aimed at:

- a better detail and global understanding of the source text (ST)
- the selection, compilation and use of parallel texts: how are the same contents expressed in the same text types in both languages? - Stylistic and text specific conventions awareness, language preferences in the target text...
- the simplification of complex sentence structures in the ST (how to tackle with redundant relative clauses, participial constructions)
- a critical assessment of translation proposals from their classmates and discussion of alternative solutions

 **MADRID GONZÁLEZ, LETICIA**

Universidad de Salamanca

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación/ Ensenyament de la interpretació/ Teaching interpreting

 **Title** 

EL DIARIO DEL ALUMNO EN INTERPRETACIÓN CONSECUTIVA

*THE STUDENT'S DIARY IN CONSECUTIVE INTERPRETING*

 **Palabras clave/ Keywords**

Interpretación consecutiva, diario del alumno, introspección/ Consecutive interpreting, student's diary, introspection

 **Resumen**

El diario redactado por el alumno lleva tiempo siendo utilizado como herramienta complementaria de evaluación y reflexión, a todos los niveles formativos. Más concretamente, se ha recurrido a él tanto en traducción, para seguir el proceso en el desarrollo de las competencias traductoras, como en interpretación, como método de investigación para la obtención de datos.

En el caso que nos ocupa, hemos llevado a cabo un proyecto piloto con los alumnos que se inician en la interpretación consecutiva. Nuestro objetivo era lograr que éstos fueran más conscientes de su propio proceso de aprendizaje y encontrasen una mayor motivación en la asignatura, para lo que recurrimos a diversas herramientas de evaluación y seguimiento.

El uso del diario fue una de las innovaciones que más peso tuvo, por su doble fin: como herramienta didáctica a través de la cual los aprendices reflexionan sobre su aprendizaje y motivaciones, así como medidor para evaluar si el resto de las innovaciones estaban dando sus frutos.

A diferencia de otras investigaciones que han estudiado los diarios más estructurados, en nuestro caso el uso de los mismos estaba más enfocado a las sensaciones, a las impresiones de los alumnos, sin apenas pasar por el filtro del profesor.

Los resultados preliminares indican que el diario es un instrumento útil para profesores y alumnos dado que, pese a que es algo que se hace de manera cuasi-automática, al escribir realizamos un ejercicio que exige mayor precisión y nos obliga a concretar y a aclarar ideas, pues tratamos de que lo escrito refleje fielmente lo que pensamos y sentimos.

En definitiva, es una manera relativamente sencilla de conocerse e intentar buscar la raíz de los problemas observados, así como fijarse pequeños objetivos que pueden calibrarse junto con el resto de herramientas de evaluación.

 **Abstract**

For a long time now, the student's diary has been used as a complementary evaluation and self-assessment tool, at all educational levels. More specifically, it has been used in translation, as a follow up tool in the development process of translation competencies, and it has also been applied in interpreting, as a research method for the collection of data.

In this case, we have conducted a pilot study with students in their first year of consecutive interpreting at the University of Salamanca. Our goal was to make them more aware of their own learning process, as well as to give them several assessment and follow up tools, so that they would be more motivated towards this subject.

The use of the student's diary was one of the main innovations because of its twofold nature: first, as a didactic tool through which learners reflected on their learning process and motivations, and secondly, it worked as a way to assess whether the rest of the classroom innovations were being successful.

Unlike other researches that have studied more structured diaries, in our case this tool was more focused on introspection, both on the students' feelings and on their thoughts, without the teacher's filter, who only set some initial instructions.

Our initial results indicate that the student's diary is a useful mechanism for both teachers and learners. Although the task is carried out almost automatically, writing words down means being more precise, therefore achieving a faithful reflection of our minds.

In short, keeping a diary is a relatively easy task, allowing students to deepen into self-awareness and solving some of the most common problems related to the initial stages of consecutive interpreting.



 **MARCO BORILLO, JOSEP**

Universitat Jaume I

 **Àmbito / Àmbit / Topic**

Àmbits transversals de disseny curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

 **Title** 

EL PROYECTO REAL DE TRADUCCIÓN COMO ANTESALA DE LA INSERCIÓN PROFESIONAL PARA LOS APRENDICES DE TRADUCTOR LITERARIO

*THE REAL-WORLD TRANSLATION PROJECT AS THE PRELUDE FOR LITERARY TRANSLATOR TRAINEES TO BECOMING MEMBERS OF THE PROFESSIONAL COMMUNITY* **Palabras clave / Keywords**

Proyecto, prácticas en empresa, traducción literaria/ Project, work placement, literary translation

 **Resumen**

Aunque hoy en día muchos expertos en formación de traductores defienden los enfoques llamados *constructivistas*, no existe tanto consenso sobre los diseños y procedimientos concretos a emplear. Así, Hurtado (1999, 2001) se posiciona a favor de la tarea como unidad organizativa básica en el diseño de materiales, mientras que Kiraly (2000: 60) considera el “publishable translation project” como el acto básico de aprendizaje, y González Davies (2004) adopta una actitud más ecléctica en la que tareas y proyectos no son en absoluto incompatibles. Como se ha argumentado en una publicación anterior (Marco, 2004), parece razonable partir de tareas guiadas de alcance limitado, en las que el papel del profesor es aún central, para pasar luego a tareas más ambiciosas y finalmente a proyectos, donde el profesor ya no ocupa el centro del escenario.

Tanto en España como en otros países, los estudiantes de grado deben realizar prácticas en empresa antes de obtener el título. Podría decirse que las prácticas son el entorno ideal para que los estudiantes empiecen a sentirse miembros incipientes de la comunidad profesional a la aspiran a pertenecer. En el caso concreto del itinerario en traducción literaria del Grado en Traducción e Interpretación de la Universitat Jaume I, los estudiantes participan en un proyecto real de traducción que tiene como objetivo movilizar su competencia traductora de modo global. Dado que las editoriales no siempre están dispuestas a acoger a estudiantes en prácticas *in situ*, los estudiantes trabajan de manera autónoma, con el profesor como una especie de gestor de proyectos. El grupo de trabajo se reúne periódicamente para hablar de dificultades y opciones, y todos los estudiantes participan en un proceso de revisión entre pares. La traducción realizada mediante este sistema finalmente se publica en una editorial y en una colección concretas, por lo que el estudiante no puede dejar de tomar en consideración las expectativas tanto del editor como de los lectores. A modo de ilustración, se describirá un proyecto actualmente en marcha, consistente en traducir un libro sobre el dibujante de cómics norteamericano R. Crumb para la editorial madrileña Gallo Nero.

 **MASSEY, GARY; EHRENSBERGER-DOW, MAUREEN**

Zurich University of Applied Sciences

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

PREDICTING POTENTIAL WITH PRODUCTS AND PROCESSES: DIAGNOSTIC INDICATORS OF TRANSLATION PERFORMANCE AND LEARNING EFFECTS

 **Keywords**

Process-oriented training, diagnostics, competence indicators.

 **Abstract**

Since the 1980s, translation research has been developing and implementing tools and techniques to investigate the processes behind translation products, and the effects of those processes on the quality of target texts. Models of translation competence have been built and tested, key aspects of which have found their way into translator training profiles and translation service quality standards. A central role in acquiring translation competence is ascribed to reflecting on decisions and actions during the translation process, and various process research methods have been used in translator training itself to encourage self-reflection and to complement traditional product-oriented teaching and assessment. Alongside more established techniques to access and evaluate translation processes, such as written commentaries and dialogue protocols, those currently proposed and deployed with success include screen recording combined with various forms of retrospection, (self-)evaluation, and trainer-student dialogue for both didactic and diagnostic purposes (e.g. Angelone 2013; Enríquez Raído 2013).

For the past few years, all the compulsory aptitude tests for our institute's MA in Professional Translation have been recorded on-screen, introducing a process-oriented component to the assessment of, and feedback given on, the performance and potential shown by the candidates. Building on investigations of process-oriented diagnostic and training methods already implemented at our institute (cf. Massey & Ehrensberger-Dow 2013), a study was launched to identify predictors of performance among those taking, and indicators of learning effects among those retaking, the MA entrance test. This paper reports on the design, results, and implications of the study, whose ultimate objective is to enrich, expand, and refine traditional product-oriented performance assessments by generating readily applicable criteria to ascertain translation competence using screen-recorded process data.

 **MCDONOUGH DOLMAYA, JULIE**

York University

 **Àmbit / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 


DESIGNING WIKIPEDIA TRANSLATION PROJECTS

 **Keywords**

Project-based learning, Wikipedia, collaborative translation

 **Abstract**

Introducing authentic translations and real-life situations into the classroom while also establishing contact with professionals and bilinguals outside the classroom is one way of fostering a cooperative learning environment and reducing the sometimes-artificial nature of classroom learning (González Davies 2004: 13-17). This was the objective behind introducing a Wikipedia translation project into an introductory French-to-English translation course in two consecutive years. Wikipedia, the sixth-most-visited website in the world (cf. [www.alexa.com](http://www.alexa.com)), is available in more than 280 language versions, has its own style guides, and is edited by anywhere from a dozen to a hundred thousand active users working on the different language versions. Although articles on the same topic in the various Wikipedias do not have to correspond in terms of form, content or style, translation does take place, and translators are encouraged to tailor an article's content and style for their target audience and to omit "low quality or unverifiable" content from their translations (<http://en.wikipedia.org/wiki/Wikipedia:Translation>). These factors, along with the encyclopedia's core content policies of neutrality, verifiability and no original research ([http://en.wikipedia.org/wiki/Wikipedia:Core\\_content\\_policies](http://en.wikipedia.org/wiki/Wikipedia:Core_content_policies)), make Wikipedia an appealing platform for fostering cooperation and authenticity in the translation classroom, for helping translation students improve their documentation and critical thinking skills, and for empowering students by allowing them to select their own source texts. This presentation will therefore discuss how Wikipedia translation projects can be integrated into the translation classroom. It will discuss a collaborative Wikipedia translation project that was integrated into two undergraduate translation courses and review the results of a survey of the translation students who participated in the project. Finally, it will offer some conclusions about how such translation projects can be effectively designed, what criteria can be used to grade a Wikipedia translation, and what ethical issues should be considered before assigning similar authentic projects.


 **MERHY, LAYAL**  
Grenoble University


 **Àmbito / Àmbit / Topic**  
Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 Title 

ENSEIGNER LA TRADUCTION DU DISCOURS DE VULGARISATION SCIENTIFIQUE : QUELS DEFIS ?  
*TEACHING THE TRANSLATION OF POPULARIZED DISCOURSE: STRATEGIES AND CHALLENGES*

 **Mots-clés/ Keywords**  
Discours de vulgarisation scientifique médiatisé, pathémisation, traduction

 **Résumé**  
Dans le cadre du colloque didTRAD, nous nous proposons d'aborder l'enseignement de la traduction du discours de vulgarisation scientifique médiatisé. Nous nous intéressons particulièrement à la traduction des pathèmes discursifs qui assurent l'orientation émotionnelle du discours et permettent à ce dernier de véhiculer des émotions dans une visée de persuasion. Les stratégies de séduction adoptées dans les textes de vulgarisation scientifique ainsi que leur traduction/transmission dans une langue cible, sont mises en lumière à partir de l'étude des interactions émotivo-cognitives dans les discours véhiculés par les médias, par les ouvrages publiés en langue arabe et par Internet. Ces derniers semblent être assez spécifiques pour imposer à la traduction certaines exigences qu'il serait intéressant d'observer, surtout en ce qui concerne le transfert interlingual des images discursives dont essentiellement la métaphorisation. Nous résumons alors quelques pistes de réflexion à ce sujet et synthétisons nos propos à partir d'exemples qui concrétisent les difficultés de la traduction vers l'arabe. En vue d'une performance optimale, nous avons choisi d'étudier la traduction vers la langue arabe qui est notre langue maternelle. Nous connaissons donc d'une manière intuitive la langue et la culture arabes. Toutefois, les difficultés de la traduction interlinguale du discours de vulgarisation ne se limitent pas au transfert vers la langue arabe ; il importe donc de souligner toute une série d'obstacles aussi bien linguistiques que culturels qui méritent réflexion lors de la mise en place d'un enseignement de la traduction de ce discours. Pour illustrer nos propos, nous nous basons sur l'analyse globale d'un corpus multilingue français/anglais/arabe, composé de revues et d'articles de vulgarisation. Les textes étudiés portent sur le thème général de la génétique (biotechnologie, hérédité, biologie moléculaire, etc.) en raison de l'importance et du progrès continu de cette science jeune qui influence et modélise le quotidien (et l'avenir) des citoyens du monde.

 **Abstract**  
The principal aim of this paper is to understand in depth, in order to teach, the argumentative emotional features or "pathemes" that modulate scientific popularized discourses and that are heavily employed in order to attract the target audience as well as facilitate access to scientific knowledge. Rendering scientific content and research accessible, meaningful and relevant to readers through the use of popularization strategies as well as their translation / transmission into a target language are highlighted through the study of cognitive-emotive interactions in multilingual discourses (French, English and Arabic) published in the media, books and Internet. The use of such strategies in translated texts, the various methods employed in the translation of popularized discourses into Arabic and the terminology elaborated in the field of genetics are thoroughly identified, studied and analyzed. Understanding the use of pathemes and the characteristics of this discourse will enable us as teachers to transmit some useful and meaningful strategies to translation students.

 **MILETICH, MARKO**

The University of Texas at Arlington

 **Àmbito / Àmbit / Topic**

Enseñanza de la interpretación/ Ensenyament de la interpretació/ Teaching interpreting

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

INTEGRATING SERVICE LEARNING TO TRANSLATION AND INTERPRETING COURSES

 **Keywords**

Teaching, Community Interpreting, Public Service Translation

 **Abstract**

Service Learning has been shown to be an important pedagogical tool that benefits college level students, their instructors, participating educational institutions, as well as the Non-Profit and Community Outreach Programs where service-learning projects take place. Service learning helps students to better understand the relevance of their academic coursework, gain a sense of self-esteem (as they are aware of their contribution to their community), increase their awareness in social issues, gain experience and obtain possible contacts for future employment. In addition, the experiences learned during service learning projects provide a positive impression on Graduate School applications in the United States. Non-Profit and Community Outreach Programs benefit from these programs by getting help from students who are motivated, energetic and eager to contribute to their community. Faculty benefits from these programs by finding ways to innovate their teaching, and by developing new avenues for research. Educational institutions benefit from these programs by fulfilling the institution's mission of service and offering collaboration with a community, breaking away from the "ivory tower" image.

Service Learning programs require preparation. Any course developed for the purposes of service learning must make sure to enhance the academic coursework and promote education through experience with clear objectives and expectations. The performance aspect of the program must be carefully planned and evaluated. An extremely important part of service learning is the individual students' reflection on their experience. Private and public reflection is usually included in the evaluation of the student's performance. Reflection by faculty and program members is also important since, it serves to measure the effectiveness of the experience and correct any possible problems in the future.

Although most Service Learning projects are carried out by Sociology and Political Science Departments, the model could be very well incorporated for translation and community interpreting courses. This presentation will describe a Service Learning Project being developed for Community Interpreting/Public Service Translation Courses. Selected students will participate on a volunteer basis and will dedicate several hours a week to Proyecto Inmigrante, a non-profit agency dedicated to assist the immigration population in the Dallas-Ft. Worth area and its surrounding counties.

 MITCHELL-SCHUITEVOERDER, ROSEMARY

Durham University

 **Àmbit / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 Title 

THE ASSESSMENT OF COLLABORATIVE TRANSLATION PROJECTS: A PEDAGOGICAL CHALLENGE

 **Keywords**

Collaborative translation, quality assurance, academic assessment

 **Abstract**

This paper discusses the pedagogical challenge presented by collaborative translation projects, which aim to remove the perceived differences between academic assessment of a student's translation and quality assurance of a professional translation. Universities employ a variety of assessment procedures to measure the individual student's competences and skills. However, regardless which type of assessment is used, formative or summative, the ultimate grade is expected to give a fair assessment of the student's personal abilities, skills and competences. In comparison, a client expects a translation to be 100% accurate. Therefore, the translator will use a variety of tools and resources, either human or machine-assisted, and apply different forms of quality assurance, such as self-revision, computer-aided and peer revision. The student's collaborative translation project consists of a portfolio, which is created over a period of ten weeks. The translations are supported by computer-aided translation tools and they are subjected to carefully organised peer revision by voluntary project-managers. The trainer monitors (provides formative assessment) and comments on the individual student's activity reports in their blogs in the virtual learning environment. The student writes an essay with critical evaluations of the tools they have used and the activities they have performed, based on examples from their personal collaborative translation projects. The essay composes the summative assessment. Although the portfolio offers a good representation of a professional translator's practice the collaborative aspects of the individual translation projects disguise the student's individual skills and competences. Therefore, the portfolio does not meet the required academic assessment criteria. This paper gives examples from focus group discussions and interviews with students that the portfolio quality deteriorates when the student realizes it is not going to be part of the summative assessment. The pedagogical challenge is not only to replicate the real-world quality-assurance process in the classroom in such a way that it meets the summative requirements that can assess the level of the student, but also to help the student progress from surface learning and extrinsic motivation to deep learning and intrinsic motivation. If the student learns to take full responsibility and ownership of their personal translation processes, skills and competences, the future translator will benefit.

 **MOTTA, MANUELA**

Université de Genève

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación/ Ensenyament de la interpretació/ Teaching interpreting

 **Titre / Title** 

THE ROLE OF SCAFFOLDING AND METACOGNITION IN INTERPRETER TRAINING

 **Keywords**

Interpreter training, deliberate practice, meta-cognitive skills

 **Abstract**

Because interpreting is a complex cognitive activity, mastering the interpreting process requires subdividing the overall consecutive or simultaneous task in smaller sub-tasks to be acquired through practice. However, students are new to the interpreting task and cannot be expected to identify on their own which sub-tasks they need to focus on and what kind of practice to engage in. The role of teachers and tutors in this respect is essential to providing students with guidance and feedback. But, to reach a professional level of performance in interpreting, students need to engage in out-of-class deliberate practice, i.e. in a structured programme of training activities composed of well-defined tasks at an appropriate level of difficulty; they also need to develop the ability to self-assess and to set learning objectives with a view to progressing in the skill acquisition process (Motta 2011).

In other words, students not only need to acquire the skills needed to master the interpreting process, such as, for instance, memorising, anticipating or note-taking, and strategies, such as chunking or paraphrasing. They also need to develop meta-cognitive skills (i.e. the ability to regulate one's own cognitive processes) to develop a clear view of their learning objectives, plan the tasks, identify problem-solving strategies and evaluate their performance (Reeves & Reeves 1997).

From this point of view, teachers and tutors thus play an important role in scaffolding the learning activities, i.e. reducing the overall task to a manageable number of steps and providing hints that help learners figure out solutions on their own (Branford, Brown & Cocking 2000:104). For instance, teachers and tutors should make it clear to students that interpreting practice is not conducive to learning, unless they analyse their performance, identify problems and implement strategies to overcome them. Teachers and tutors should also provide some indication as to which strategies and exercises can be put into practice to deal with the issues students had identified for themselves.

In this presentation, we will discuss the role of meta-cognition and scaffolding in interpreter training as perceived by two intakes of students who participated in a research project (Motta 2013) designed to evaluate the blended learning environment implemented at the Interpreting Department (Faculty of Translation and Interpreting, University of Geneva) both in qualitative and quantitative terms. The results will be discussed in terms of their pragmatic pedagogical dimension and their contribution to our theoretical understanding of skill acquisition.

☞ **NORBERG, ULF**

Stockholm University

☞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

☞ **Titel / Title** ☞

DESIGNING A TRANSLATION COURSE AROUND TEXT TYPES

☞ **Keywords**

Translation commentary, course design, genre-specific textual conventions

☞ **Abstract**

The structure and organisation of BA programmes in translation Europe varies widely. At Stockholm University, Sweden, students are introduced to translation practice after having attained a high level of proficiency in the foreign language. Since the curriculum foresees only a limited number of contact hours, it is imperative to develop a pedagogical approach that can provide comprehensive insights into the profession so as to ensure efficient preparation for their future careers.

To optimally support the students' development of translation skills, a common method involves designing the course around text types, which also permits trainers to build progression into the syllabus. The texts used in the introductory course at Stockholm University are all authentic texts from a variety of subject fields and representing different text types.

The students are also introduced to theoretical aspects associated with the translation of each text type including generic conventions and norms, and are asked to produce translation commentaries in which they describe their approach, use of resources, any specific problems they encountered as well as their problem-solution strategies.

This presentation summarizes the results of an empirical study that was carried out during the autumn term of 2013. It examines the translations produced by two groups of students at the beginning and the end of the course, external reviewers' assessments of the translations as well as the students' commentaries. The first text belonged to the informative type, the second was a text mixing informative and vocative text types. Aspects that were analysed include compliance with genre-specific textual and linguistic conventions and adherence to professional translation norms, such as use of correct grammatical and stylistic patterns, semantic accuracy and audience design. The aim was to establish whether the discussion of theoretical problems helped students adopt a more (self-)critical stance and supported their development of translation skills.





 **OKTAY, ESER**  
Amasya University

 **Àmbito / Àmbit / Topic**  
Ensenyanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Títol / Title** 

PROPOSAL OF A SCALE OF TRANSLATION COMPETENCE AS AN EMPIRICAL DATA COLLECTION TOOL IN  
QUANTITATIVE RESEARCH IN TRANSLATION STUDIES

 **Keywords**  
Translation competence, Quantitative Research, Measuring scales

 **Abstract**  
Quantitative research methods and data collection tools in Social Sciences are extensively used in such areas as psychology and marketing. Translation studies is a discipline where research based on quantitative research methods needs to be done. Translation competence is one of the key concepts governing both translation education and translation sector. Program designs at the departments of Translation Studies at universities can be seen as a proposed model for students to acquire translation competence. One of the primary purposes of translation education is to measure and assess the acquisition of translation competence. This study proposes a scale of translation competence concerning student perceptions as an empirical data collection tool in quantitative research in Translation Studies, the reliability statistics of which was tested as ,951 with 448 participants. The scale consists of 50 statements and measures 8 sub-competencies.

 **OLALLA-SOLER, CHRISTIAN**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

Ámbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

 **Title** 

DOS AÑOS DE INVESTIGACIÓN EMPÍRICA EN LA ASOCIACIÓN ESPAÑOLA UNIVERSITARIA DE TRADUCTORES E INTÉRPRETES EN FORMACIÓN: HIPÓTESIS PRINCIPALES, RESULTADOS Y LÍNEAS DE FUTURO

TWO YEARS OF EMPIRICAL RESEARCH AT THE SPANISH TRANSLATION AND INTERPRETING STUDENTS ASSOCIATION: MAIN HYPOTHESES, RESULTS AND FUTURE LINES OF WORK

 **Palabras clave/ Keywords**

Investigación empírica, asociacionismo, estudiantes de Traducción e Interpretación

 **Resumen**

La Asociación Española Universitaria de Traductores e Intérpretes en Formación (en adelante AETI) fijó en sus objetivos servir de vínculo entre los estudiantes de Traducción e Interpretación y el asociacionismo, el mundo laboral y el académico. De ahí parten las tres líneas de trabajo que AETI ha desarrollado durante los dos años que lleva en activo.

Los dos años de trabajo como vínculo con el mundo académico tienen como colofón la realización y publicación de tres estudios empíricos basados en las ciencias sociales. Estos estudios son, por orden de realización: *La percepción de los estudiantes de Traducción e Interpretación sobre los estudios en Traducción e Interpretación de España. Un estudio empírico* (2012), *Traducción y tecnología: uso y percepción de las tecnologías de la traducción. El punto de vista de los estudiantes* (2013, en prensa), y *Más allá del aula: el papel de la Asociación Española Universitaria de Traductores e Intérpretes en Formación en el proceso de adquisición de competencias* (2013).

En la presente comunicación se presentará una selección de los resultados de los tres estudios que consideramos más relevantes con el fin de exponer una visión global del trabajo realizado desde AETI. Se debatirán también posibles líneas de futuro en las cuales la Asociación puede aportar datos interesantes para la comunidad académica.

Finalmente, esta comunicación también pretende servir como punto de encuentro entre AETI e investigadores en didáctica de la traducción y de la interpretación y encontrar nuevas vías de coordinación y de colaboración para futuras investigaciones más perfiladas y diseñadas con el objetivo de cubrir lagunas de información que por la naturaleza de la Asociación podría llegar a aportar con facilidad.

 **Abstract**

The Spanish Translation and Interpreting Students Association (hereafter AETI) set the aim of becoming a link between Translation and Interpreting students and associativity, the world of work and the academia. These are the three main lines of work in which AETI has focused on since its foundation in 2012.

The results of these two years of acting as a link with the academia have been the completion and publication of three empirical studies based on the methodology applied in the social sciences. In order of completion, these are: *The Translation and Interpreting Students' Perception of the Degree in Translation and Interpreting in Spain. An Empirical Study* (2012), *Translation and Technology: Use and Perception of Translation Technologies. The Students' Perspective* (2013, in press) and *Learning outside the Classroom: the Role of the Spanish Translation and Interpretation Students Association (AETI) in the Competence Acquisition Process* (2013).

A selection of the most relevant results of the three studies will be presented in order to offer an overall perspective of the work that AETI has been carrying out. Future perspectives and lines of work of the Association will also be discussed.

This presentation aims at becoming a meeting point between AETI and researchers into didactics of translation and interpreting. This will help to find new ways of collaboration for future studies in which AETI could be of help because of the nature of the Association and the easy accessibility to the students' point of view.

 **OLIVARES, MÓNICA; PENA, CARMEN**

Universidad de Alcalá

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

TRANSNET: UNA PROPUESTA METODOLÓGICA PARA LA FORMACIÓN EN VALORES EN LA TRADUCCIÓN ESPECIALIZADA CIENTIFICO-TÉCNICA (INGLÉS-ESPAÑOL)

TRANSNET: A METHODOLOGICAL PROPOSAL FOR THE EDUCACION IN VALUES IN SCIENTIFIC-TECHNICAL SPECIALIZED TRANSLATION (ENGLISH-SPANISH)

 **Keywords**

científico-técnica, TRANSNET, traducción / Scientific-technical, TRANSNET, translation

 **Resumen**

La mejora de la enseñanza de la traducción especializada científico-técnica es un tema de gran interés en el ámbito universitario de España. De hecho, recientemente se han presentado nuevas propuestas metodológicas que facilitan la adquisición de la competencia traductora. Propuestas que desarrollan esta competencia mediante el aprendizaje autónomo y el trabajo grupal (Espasa y González 2003; Galán 2009; Lobato 2013), y mejoran aquellas destrezas que los estudiantes necesitan para racionalizar su propio proceso de traducción (Sevilla, Sevilla y Callejas 2003; García 2001, 2007; Sevilla 2006). Sin embargo, apenas existen experiencias didácticas que aproximen a los estudiantes de traducción científico-técnica a los valores del mundo laboral desde la experiencia de los expertos. Es por ello que el proyecto de innovación docente TRANSNET (Translation Network) pretende fomentar la formación en valores a través de las preocupaciones, logros y vivencias de los profesionales. Con este fin, se realizó una revisión bibliográfica de blogs relacionados con la traducción científico-técnica, que cumplen con los criterios establecidos en el estudio. Los resultados obtenidos en la evaluación cualitativa de los datos de la investigación mostraron que existe un grupo de valores aplicables no solo al ámbito de la traducción científico-técnica, sino también a todas las áreas de la traducción. Se establecieron dos categorías: el valor interpersonal de solidaridad, de un lado, y los valores personales del esfuerzo y la competencia leal, de otro. TRANSNET, la propuesta metodológica que se presenta en esta comunicación, recoge y desarrolla estos valores con actividades dinámicas que formarán parte de su trabajo autónomo fuera de clase, tales como concursos y foros de discusión. De esta manera, los estudiantes también podrán recibir una formación en valores, que no suele tener cabida en el currículo de la traducción científico-técnica.

 **Abstract**

Improving the quality of scientific-technical translation courses is a key issue in Translation programmes in Spanish tertiary education. In fact, a variety of methodologies have been introduced over the past decade in order to facilitate students' translation competence acquisition. Different proposals have been put forward to develop this competence by means of independent learning and group work (Espasa and Gonzalez 2003; Galán 2009; Lobato 2013), and to improve those skills which help them rationalize their own translation process (Sevilla, Sevilla and Callejas 2003; García 2001, 2007; Sevilla 2006). However, there are not many didactic experiences that bring students of scientific-technical translation closer to the values of the working world through experts' experiences. This is the main objective of the teaching innovation project TRANSNET (Translation Network), which aims to promote values education through experts' professional views, achievements and concerns. To this end, a literature review of the blogs that meet the study selection criteria was carried out. The analysis of the qualitative evaluation data showed that there is a set of values applicable to scientific-technical translation, but also pertinent to all translation courses. These values fall into two categories: the interpersonal value of support and caring, on the one hand; and the personal values of achievement and fair competitiveness, on the other. TRANSNET, the methodological proposal detailed in the present paper, gathers and develops these values with dynamic activities –contests and discussion forums- which may be used in students' independent work time. Accordingly, students will also receive values education, which generally has no place in the scientific-technical translation curriculum.

 **OSTER, ULRIKE; RENAU, MARTA**

Universitat Jaume I

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación/ Ensenyament de la interpretació/ Teaching interpreting

 **Título / Title** 

UN MOOC DEDICADO A LA INTERPRETACIÓN SIMULTÁNEA: ¿MISIÓN (IM)POSIBLE?

MOOC FOR SIMULTANEOUS INTERPRETING – (IM)POSSIBLE?

 **Palabras clave/ Keywords**

Mooc, interpretación simultánea, enseñanza no presencial/ Mooc, simultaneous interpreting, e-learning

 **Resumen**

Los MOOC (*massive open online courses*) son un formato didáctico reciente por el que están apostando muchas universidades como un complemento a su oferta de formación reglada. No obstante, hay que hablar todavía de una implantación experimental, puesto que son grandes los retos tecnológicos y, sobre todo, didácticos que implica el hecho de que estos cursos sean, por definición, masivos y abiertos (los cursos más demandados pueden tener decenas de miles de alumnos inscritos) y se realicen exclusivamente en línea.

El **objetivo** del trabajo descrito en esta comunicación es aplicar el formato MOOC al aprendizaje de la interpretación simultánea, concretamente a la fase inicial de la misma. Ello supone un desafío metodológico y didáctico adicional, puesto que en la interpretación no se trata de la adquisición de conocimientos teóricos, como los que se ofrecen en la mayoría de MOOC disponibles en la actualidad, sino del desarrollo de habilidades prácticas.

**Describiremos** en primer lugar el planteamiento del curso [Interpretación simultánea inglés-español: ejercicios de preparación](#), ofrecido por la Universitat Jaume I durante los primeros meses del 2014. Se trata de un MOOC que pretende completar la oferta incipiente pero todavía limitada de materiales didácticos abiertos en línea con actividades guiadas de preparación a la interpretación simultánea y materiales audiovisuales seleccionados. El principal reto que ha guiado el diseño del curso ha sido evitar el mayor escollo que se ha detectado para el desarrollo de los MOOC, el de la falta de interactividad (causada por la aplicación de un modelo didáctico de transmisión unidireccional de conocimientos). Por ello, nuestro objetivo ha sido aprovechar al máximo los recursos de la plataforma didáctica (basada en *moodle*) con el fin de potenciar la interactividad, tanto entre alumnos como entre alumnos y profesores.

Se trata de un curso experimental con un planteamiento decididamente arriesgado y su posibilidad o imposibilidad de funcionamiento depende, en gran medida, de sus participantes. Es por ello que en la segunda parte, dedicada a analizar el funcionamiento del curso, les daremos voz a ellos y hablaremos de quiénes son las personas que forman el público de un curso de estas características, qué expectativas tienen, cómo reaccionan ante las actividades planteadas y cómo las valoran. En estos datos se basarán las **conclusiones** sobre la posibilidad de aplicación del formato de los MOOC a la enseñanza de la interpretación simultánea, sus limitaciones y ventajas, los problemas encontrados y las posibles soluciones.


 **Abstract**

MOOCs (*massive open online courses*) are a new didactic format supported by many universities as a complement to their formal study programs. Nevertheless, they are still at an experimental stage, since there are numerous technological and didactical challenges ahead, as these courses are by definition massive and open (the most popular courses may have tens of thousands of students enrolled) and online.

The **objective** of the work describe in this paper is to apply the MOOC format to learning simultaneous interpreting, namely in its initial stages. This implies an additional methodological and pedagogical challenge, since interpreting is not learnt through the acquisition of theoretical knowledge (which is the base of most MOOCs) but through the development of practical skills.

First of all, we will **describe** the approach of the course [English-Spanish simultaneous interpreting: first steps to training](#) offered by the Universitat Jaume I (Castellón, Spain) during the early months of 2014. This MOOC seeks to complete the incipient but still limited range of online open learning materials with guided activities and selected audiovisual materials for simultaneous interpreting. The main challenge while designing the course has been to avoid the biggest stumbling block detected in MOOCs: the lack of interactivity (caused by the application of a didactic model based on a unidirectional transmission of knowledge). Thus, our goal has been to maximize the potential of the resources of the learning platform (based on *moodle*) for enhancing interaction both among students and between students and teachers.

This is a pilot course with a risky approach and its success largely depends on its participants. This is why in the second part of our paper, devoted to analyzing the development of the course, we will give voice to them and talk about who is interested in such a course, which are their expectations, how do they react to the proposed activities and how they evaluate them. This will be the basis for our **conclusions** on the possibility of applying the MOOC format for teaching simultaneous interpreting, and on the advantages and disadvantages, the problems encountered and the possible solutions.

 **PACTE: A.BEEBY, L. CASTILLO, O.FOX, A. GALÁN, A.HURTADO ALBIR, A.KUZNIK, G. MASSANA, W. NEUNZIG, CH.OLALLA, P. RODRÍGUEZ, L. ROMERO (POR ORDEN ALFABÉTICO). INVESTIGADORA PRINCIPAL: A. HURTADO ALBIR**

Universitat Autònoma de Barcelona

 **Àmbito / Àmbit / Topic**

Ensenyament de la traducció/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

RESULTADOS DE LA INVESTIGACIÓN EXPERIMENTAL DE PACTE SOBRE LA ADQUISICIÓN DE LA COMPETENCIA TRADUCTORA. USO DE APOYO INTERNO Y APOYO EXTERNO EN LA TOMA DE DECISIONES AL TRADUCIR  
*RESULTS OF PACTE'S EXPERIMENTAL RESEARCH ON THE ACQUISITION OF TRANSLATION COMPETENCE – THE USE OF EXTERNAL AND INTERNAL SUPPORT IN DECISION-MAKING PROCESSES THAT TAKE PLACE WHEN TRANSLATING*

 **Palabras clave/ Keywords**

Adquisición de la competencia traductora. Toma de decisiones. Investigación experimental/ Acquisition of Translation Competence. Decision-Making. Experimental Research.

 **Resumen**

El objetivo de la comunicación es presentar resultados de la investigación empírico-experimental que el grupo PACTE está realizando sobre la Adquisición de la competencia traductora en traducción escrita. La recopilación de datos se realizó en noviembre de 2011 con 130 estudiantes.

En la comunicación se presentará:

- El diseño de la investigación: tipo de estudio, universo y muestra, variables de estudio, instrumentos de recogida y análisis de datos.

- Los resultados de la variable de estudio "Toma de decisiones": Decisiones adoptadas durante el proceso traductor, que requieren el uso de recursos cognitivos automatizados y no automatizados (apoyo interno) y de diferentes recursos de documentación (apoyo externo). Esta variable aporta datos sobre el funcionamiento de la subcompetencia estratégica y la subcompetencia instrumental. Los indicadores de esta variable son: 1) Secuencias de acciones (con cuatro categorías: apoyo interno, predominio de apoyo interno, predominio de apoyo externo, apoyo externo); 2) Tipo de apoyo interno (con dos categorías: automatizado, no automatizado).

Para recoger los datos se utilizó el programa informático *Camtasia*, que grabó en tiempo real todas las acciones realizadas por los sujetos mientras traducían dos textos (uno en traducción directa y otro en traducción inversa). Posteriormente, se realizaron visionados de estas grabaciones y los datos obtenidos se recogieron en plantillas para su ulterior análisis estadístico. Por otro lado, se han analizado las traducciones de los sujetos para determinar su grado de aceptabilidad.

En la comunicación se presentarán los resultados en cuanto a la evolución del uso de apoyo interno y apoyo externo al traducir según el grado de adquisición de la competencia traductora, y su relación con la aceptabilidad de las traducciones.

 **Abstract**

This paper presents results of PACTE's empirical-experimental research on the Acquisition of Translation Competence in written translation. Data was collected from a total of 130 students in November 2011.

The paper presents:

- The research design: type of study; universe and sample; study variables; instruments for data collection and análisis.

- The results obtained for the study variable "Decision-making", i.e., decision-making during the translation process that involves the use of automatized or non-automatized cognitive resources (internal support) and different documentation resources (external resources). This variable is related to strategic and instrumental sub-competences. Indicators of the variable "Decision-making" are: 1) Sequences of Actions (four categories: Internal Support, Predominantly Internal Support; Predominantly External Support; External Support); 2) Internal Support (two categories: Automatizad Internal Suport ; Non-Automatized Internal Support)

The software program *Camtasia* was used to obtain real-time recordings of all the actions carried out by subjects whilst translating two texts (one into their L1 and the other into their L2). These recordings were later viewed and the data obtained recorded in customized templates for statistical analysis. Subjects' translations were also analyzed to determine the degree of their acceptability.



The results we present focus on the evolution of the use of internal and external support during translation competence acquisition and its relationship to the acceptability of translations produced.

 **PALEOLOGOS, KONSTANTINOS; PRATSINIS, NIKOS**

Universidad de Aristóteles de Salónica

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** LA TRADUCCIÓN COLECTIVA EN PRESENCIA (Y CON LA PARTICIPACIÓN) DEL ESCRITOR COMO RECURSO  
FORMATIVO DE FUTUROS TRADUCTORES*COLLECTIVE TRANSLATION WITH THE AUTHOR'S PRESENCE (AND PARTICIPATION) AS A LEARNING RESOURCE  
FOR FUTURE TRANSLATORS* **Palabras clave/ Keywords**

Traducción colectiva, recurso formativo, presencia del autor/ Collective translation, learning resource, author's presence.

 **Resumen**

En los últimos años está ganando terreno la traducción colectiva de obras literarias con el fin de facilitar el mayor número posible de "lecturas" de la obra. Se ha investigado también la relevancia de la cooperación del traductor (o de los traductores) con el autor para evitar "lecturas incorrectas" de su obra a través de varios talleres de traducción que contaban con la presencia del autor – poeta en la mayoría de los casos. No obstante, no se ha estudiado bastante la relevancia del taller de traducción colectiva como recurso docente.

En nuestra comunicación pretendemos presentar la organización, la celebración y los resultados de un taller de traducción colectiva al griego de poemas del poeta mexicano Francisco Segovia (de su libro PARTIDAS) con la presencia y participación del autor, dos coordinadores/moderadores y veinte participantes, que tuvo lugar en Atenas, el 10 de octubre de 2013. Los poemas que se tradujeron habían sido previamente elegidos por el propio poeta en colaboración con los coordinadores. Los participantes, por su parte, habían sido elegidos por los coordinadores, a base de su CV, previa solicitud de los mismos y tenían la obligación de presentar en el taller su versión en griego de los poemas escogidos. El taller propiamente dicho tuvo una duración de tres horas y aunó las tres condiciones anteriormente señaladas, esto es, trabajo colectivo, contexto formativo y participación del autor. Además, todo el proceso fue rodado y, en un encuentro posterior, analizado junto con los participantes a fin de calcular el efecto sinérgico de las tres condiciones en cuanto a: la calidad de la traducción final, el rescate de la polisemia del original en la versión final de la traducción, el cambio de las posturas de los participantes a lo largo del proceso, el "peso" de la autointerpretación del autor en la versión final.

 **Abstract**

Recently collective translation of literary texts is gaining ground in order to provide the greatest possible number of "readings" of the text. The relevance of the cooperation between the translator (or the translators) and the author has also been studied, through various translation workshops with the presence of the author, poet in most cases, with the purpose to avoid "misreadings" of the writer's work. However, the importance of collective translation workshops as a teaching resource has not been studied enough yet.

In our presentation we shall present the organization, the celebration and the outcome of a collective translation workshop of poems written by the Mexican poet Francisco Segovia (from his book PARTIDAS), into Greek, with the presence and the participation of the author, two coordinators / moderators and twenty participants, held in Athens, on October 10, 2013. The poems translated were previously selected by the poet himself in collaboration with the coordinators. The group of participants, meanwhile, was selected by the coordinators upon their own request, taking into account their CV. All participants were asked to present at the workshop their personal version in Greek of the above mentioned poems. The workshop itself lasted three hours and fulfilled the three conditions outlined above, that is, collective work, learning context and participation of the author. Moreover, the whole process was filmed and, at a later meeting, discussed with the participants in order to estimate the synergistic effect of the three conditions in terms of: the quality of the final translation, the maintenance of the polysemy of the original in the final version of the translation, the change of vision of the participants throughout the process, the importance of the author's self-interpretation in the final version.

 **PARRA GALIANO, SILVIA**

Universidad de Granada

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Títol / Title** 

LA NORMA EUROPEA EN-15038:2006, LA REVISIÓN DE TRADUCCIONES Y SUS IMPLICACIONES PARA LA ENSEÑANZA Y APRENDIZAJE DE LA TRADUCCIÓN

THE EUROPEAN STANDARD EN 15038:2006, TRANSLATION REVISION AND ITS IMPLICATIONS FOR TEACHING AND LEARNING TRANSLATION

 **Palabras clave/ Keywords**

EN-15038:2006, revisión de traducciones, didáctica de la traducción/ EN 15038:2006, translation revision, translator training.

 **Resumen**

El propósito de este trabajo es mostrar las implicaciones que se derivan de la norma europea EN-15038:2006 para la enseñanza y aprendizaje de la traducción, así como frente al ejercicio de la profesión, en diversos sentidos.

Con este objetivo, en primer lugar, se abordarán los aspectos más relevantes y controvertidos de la norma que, en nuestra opinión, deben conocer los futuros traductores. Entre los más relevantes cabe destacar: el origen de la norma, su objetivo, ámbito de aplicación y contenido. Los aspectos más controvertidos están relacionados con: los potenciales usuarios y destinatarios de la norma, los proveedores de servicios de traducción (PST); el perfil profesional, con respecto a la cualificación y funciones, de algunos de los agentes que intervienen en el proceso de traducción; y el procedimiento para la obtención de la certificación de la Norma a través del correspondiente organismo de normalización. A continuación se expondrán las dudas e interrogantes que plantea el contenido de la EN-15038:2006 con respecto a la revisión de traducciones, por ser obligatoria en el marco de aplicación de la norma.

Por último, para responder a algunos de los interrogantes arriba mencionados, se indicarán diversas recomendaciones y posibles soluciones con una doble finalidad: 1) elegir el procedimiento para el aseguramiento de la calidad (AC) de la traducción más apropiado para cada caso y 2) evitar, en la medida de lo posible, los resultados de revisiones inapropiadas y procesos de revisión erróneos derivados, fundamentalmente, de las intervenciones de traductores y revisores en el texto de llegada (TL) y de otros factores relacionados con la gestión del proyecto de traducción. Para ello, se utilizarán los resultados de varios estudios empíricos (Brunette, Gagnon y Hine: 2005; Künzli: 2005, 2007; Allman: 2006; Robert: 2008, 2012; Conde: 2009; Horváth: 2009; Robert and Van Vaes: 2014) así como los de un estudio previo de la autora (Parra Galiano: 2010) sobre la revisión de traducciones a partir del análisis de la versión oficial en español (UNE-EN 15038:2006) de la Norma.

A modo de conclusión, se presentará una breve reflexión de carácter teórico sobre la práctica de la revisión de traducciones tanto en la didáctica de la traducción como en cuanto a su pertinencia, obligatoriedad y eficacia para el cumplimiento de la EN-15038:2006 para servicios de traducción.

 **Abstract**

The purpose of this paper is to show the implications arising from the European Standard EN 15038:2006 for Translation Services in various ways: for the teaching and learning of translation, as well as for professional practice.

With this aim, first, we will address the most important and controversial aspects of the European Standard with which, in our opinion, future translators should be familiar. Among the most important aspects are: the origin of the European Standard, its purpose and objectives, scope and content. The most controversial aspects are related to: the potential users and recipients of the Standard, translation service providers (TSP); the professional profile, with respect to qualifications and functions, of some of the actors involved in the translation process; and the procedure to obtain the Standard certification issued by the corresponding standardization body. Secondly, we will consider the doubts and questions related to the content of EN- 15038: 2006, especially, concerning translation revision, which is specified as a compulsory activity in the framework of the Standard.

Finally a number of recommendations and possible solutions will be indicated, in order to answer some of the above questions with a dual purpose: 1) choosing the best possible procedure to ensure translation quality assurance (QA) for each case and 2) avoiding, as far as possible, the results of inappropriate translations revision and defective revision processes, basically, arising from translators' and revisors' interventions in the target text (TT), but also from other factors related to translation project management. To this end, we will use the results of several empirical studies (Brunette, Gagnon y Hine: 2005; Künzli: 2005, 2007; Allman: 2006; Robert: 2008, 2012; Conde: 2009; Horváth: 2009; Robert and Van Vaes: 2014) as well as the results of a prior study by the author (Parra Galiano: 2010) of translation revision based on the analysis of the official Spanish version Standard (UNE -EN 15038:2006).

To conclude, a brief theoretical reflection on translation revision practices will be presented: firstly, regarding translation teaching and, secondly, regarding its appropriateness, compulsory nature, and effectiveness for translation services to comply with EN 15038:2006.

 **PAVANI, STEFANO**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

LA EVALUACIÓN SUMATIVA EN LA DIDÁCTICA DE LA TRADUCCIÓN ENTRE ESPAÑOL E ITALIANO. UNA PROPUESTA MULTIDIMENSIONAL

*SUMMATIVE ASSESSMENT IN SPANISH-ITALIAN TRANSLATION TEACHING. A MULTIDIMENSIONAL PROPOSAL* **Palabras clave/ Keywords**

Didáctica de la traducción, evaluación, diseño curricular/ Translation teaching, assessment, curriculum design.

 **Resumen**

La finalidad de esta comunicación es presentar una investigación sobre la evaluación sumativa en la didáctica de la traducción entre español e italiano en curso de realización. La hipótesis general de que parte nuestra investigación es que el sistema de evaluación sumativa tradicional (la traducción de un texto) que se suele utilizar en los centros de formación de traductores es un instrumento insuficiente ya que no recoge suficientes datos de la competencia del estudiante.

Dicho estudio se aborda desde una doble perspectiva: una descriptiva y otra empírico-experimental. Esta doble perspectiva se reflejará en la estructura de la comunicación: en la primera parte se presentarán los resultados de una encuesta dirigida a profesores de traducción de centros italianos y españoles sobre el tipo de pruebas que utilizan para evaluar a sus estudiantes y si se valen de baremos de corrección. En la segunda parte se expondrá una propuesta original de evaluación sumativa para estudiantes de traducción directa español-italiano que se validará empíricamente con un grupo de estudiantes del grado en Mediación Lingüística Intercultural de la Universidad de Bolonia. En la exposición se hará hincapié en la propuesta de instrumentos y tareas de evaluación, que pretenden ser multidimensionales, criteriadados y basados en la formación por competencias, que encajen en el marco del Espacio Europeo de Educación Superior. Dicha propuesta pretende recoger más información sobre el grado de adquisición de la competencia traductora del estudiante y no solo del producto de la traducción sino también del proceso seguido y de las estrategias utilizadas.

La propuesta planteada no sólo podrá ser utilizada en la didáctica de la traducción entre español e italiano, sino también en otras combinaciones de lenguas cercanas ya que dispondrá de un aparato teórico traductológico y pedagógico que permita su reproducibilidad.

 **Abstract**

The objective of this paper is to present an ongoing research project on summative assessment in translation teaching between Spanish and Italian. The general hypothesis of this research is that the traditional summative assessment system (the translation of a text) that is often used in translator training centers is not a completely reliable instrument and does not gather enough data about students' translator competence.

This research is approached from two perspectives: a descriptive one and an empirical one. This dual perspective is reflected in the structure of our paper: in the first part, we will discuss the results of a survey administered to a number of Italian-Spanish translation professors about the type of tests used to assess their students, their use of correction scales (if it is the case), etc. In the second part, we will describe a proposal of summative assessment for students of translation from Spanish into Italian, which will be empirically validated with a group of students of the B.A. in Linguistic Intercultural Mediation at the University of Bologna. In our presentation we will highlight a number of proposals of summative assessment tasks (commented translations, summarised translations, etc.) which are intended to be multidimensional, criterion-referenced and based on competences, in order to fit into the framework of the European Higher Education Area. Our original proposals aims at gathering more information about the degree of acquisition of students' translation competence. Not only do they focus on translation as a product, but also on the process followed and the strategies used by the trainees.

The assessment instruments presented in this presentation can be used in teaching translation between Spanish and Italian, as well as in other combinations of close languages as they have a solid traductological and pedagogical apparatus which allows their reproducibility.





 **PONTRANDOLFO, GIANLUCA**

Universidad de Trieste

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

APROXIMACIÓN GRADUAL A LA TRADUCCIÓN JURÍDICA: UN RECORRIDO DIDÁCTICO

GRADUAL APPROXIMATION TO LEGAL TRANSLATION: A TRAINING PATH

 **Palabras clave/ Keywords**

Aproximación gradual, didáctica de la traducción jurídica, enfoque textual/ Gradual approximation, legal translators' training, textual approach

 **Resumen**

La propuesta se enmarca dentro de la macro-área de la didáctica de la traducción especializada y, en particular, en la enseñanza de la traducción jurídica (cf. Borja Albi 2007). Para los traductores el derecho puede representar y muy a menudo representa un importante campo de especialización.

A partir de la consideración de que no existe una sola tipología de lenguaje jurídico, sino distintas, cada una de las cuales adquiere sus características a partir de sus realizaciones textuales, la presente propuesta intenta sentar los cimientos para la definición y organización de material didáctico para la enseñanza de la traducción jurídica.

Se pretende dotar al estudiante de las herramientas necesarias para analizar y traducir los principales géneros textuales jurídicos, con precisión y propiedad morfosintáctica, léxica, terminológica, fraseológica, semántica y pragmática.

La propuesta se basa en la aplicación del método de la aproximación gradual (Widdowson 1978: 91) a los textos jurídicos, según el enfoque de Garzone (2007: 211-216). El método consiste en la exploración de la diversificación vertical del discurso de especialidad jurídico, tomando como punto de partida los textos menos especializados y más divulgativos para llegar, paulatinamente, a los textos más especializados, típicos del discurso jurídico. La propuesta temática se articula en cuatro bloques, utilizables conjuntamente como bloques troncales de una asignatura entera o como unidades individuales: 1) entre traducción jurídica y traducción literaria: el caso de los 'legal thriller' (cf. Pontrandolfo 2012); 2) traducción de textos periodísticos sobre derecho; 3) traducción de textos jurídicos internacionales y europeos; 4) traducción de textos jurídicos nacionales (textos doctrinales, legislativos, administrativos, notariales y judiciales). Se hará hincapié en los recursos virtuales a disposición del estudiante y en las herramientas útiles para desarrollar su competencia traductora (bases de datos, diccionarios, corpus, plataformas, blogs, foros, etc.).

Organización de la comunicación: a) contextualización de la propuesta (justificación de su relevancia, perfil del estudiante, relación con el ámbito profesional); b) esbozo de los objetivos de aprendizaje; c) metodología y estrategias de aprendizaje; d) contenidos y actividades; e) materiales de estudio y recursos de apoyo; f) evaluación de los estudiantes.

 **Abstract**

The present paper is framed within the macroarea of specialised translation training and, more specifically, in the field of legal translators' training (cf. Borja Albi 2007). Law can indeed represent an important specialty for professional translators. Starting from the consideration that there is not one single type of legal language, but several ones differently shaped according to texts, the paper aims at defining and organising training material for novice legal translators.

The final aim of the proposal is to provide students with the necessary tools to analyse and translate a number of important legal genres, with morphosyntactic, lexical, terminological, phraseological, semantic and pragmatic accuracy.

The paper is based on the methodology of the gradual approximation proposed by Widdowson (1978: 91), applied to legal texts by Garzone (2007: 211-216). The method consists in the exploration of the vertical diversification of the legal discourse, starting from less specialised texts and more popular ones to gradually get to the most specialised ones, typical of legal discourse. The thematic proposal is structured in four content blocks, which can either be used as core modules of a single course or as single and independent modules: 1) between legal and literary translation: the case of 'legal thrillers' (see Pontrandolfo 2012); 2) translation of press/popular texts on legal matters; 3) translation of international and European legal texts; 4) translation of national legal texts (doctrinal, legislative, administrative, notary and judicial texts). Emphasis will be placed on computer tools which students may use, as well as useful material to develop their translation competence (databases, dictionaries, corpus, platforms, blogs, forums, etc.).



Organisation of the paper: a) background of the proposal (importance for the training of legal translators, students' profile, professional aspects); b) learning objectives; c) learning methodology and strategies; d) contents and activities; e) working material and supporting tools; f) students' evaluation.

 **QUINCI, CARLA**

Università degli Studi di Trieste

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

AN OPERATIONAL DEFINITION OF TRANSLATION COMPETENCE FOR TEACHING PURPOSES: A PROPOSAL

 **Keywords**

Translation competence, longitudinal studies, empirical research

 **Abstract**



Translation competence (TC) is one of the most debated issues in Translation Studies and, from the mid-1980s, has been the object of extensive research, with several (empirical) studies trying to shed light on its modelling and development (cf. Alves & Hurtado Albir, 2009). Mainstream research has adopted a process-oriented approach, which has led to a variety of competence- and skill-based definitions of TC, each listing different components. Departing from, but complementarily to, this approach, this paper proposes a norm-based approach to the definition of TC resulting from an empirical longitudinal study which is being carried out at the SSLMIT of the University of Trieste. The study involves the comparison of multiple translations of the same source texts (STs) produced over three years (2012-2014) by translators at different stages in the development of their TC, i.e. BA and MA students, observed against the translation of the same texts by a sample of professionals. Data are collected through six tests – performed at regular intervals – consisting in the translation of non-specialist articles from English into Italian followed by a questionnaire about the translation task. The analysis takes into account different textual features of the target texts (TTs) with the aim of identifying any possible trend shared by translators with approximately the same level of experience and/or expertise. The variables under scrutiny include: (a) a general quantitative description of the TTs, which considers frequency measures, variation, expansion, and omission indexes, lexical density and variation; (b) readability, as measured through the GULPEase index; (c) lexical analysis, which relates to vocabulary, nominalization, and active/passive voice shifts; and (d) syntactic analysis, which accounts for constituent reordering and syntactic variation, i.e. the number and type of split and merged sentences in the TT as compared to the ST. Translation errors (Mossop, 2007; Pym, 1992; Scarpa, 2008) and acceptability (PACTE Group, 2005) are considered as further, qualitative parameters. The identification of regular textual patterns in the translations by novices and professionals is expected to lead to an operational definition of TC based on the set of textual features which are typical of professionals and increasingly adopted by novices throughout the duration of the study. This operational definition of TC would provide a set of pragmatic indications serving as predictive developmental hypotheses for both translator training and assessment.

 **RECIO, ARIZA**

Universidad de Salamanca

 **Ámbito / Àmbit / Topic**

Enseñanza de lenguas para traductores e intérpretes/ Ensenyament de llengües per a traductors i intèrprets / Teaching language for translators and interpreters

 **Título / Title** 

COMPETENCIAS NECESARIAS EN LA ADQUISICIÓN DE LA LENGUA EXTRANJERA PARA T&I, BAJO EL PRISMA DEL MARCO DE REFERENCIA EN EL EEES

*NECESSARY COMPETENCES FOR THE SECOND LANGUAGE ACQUISITION IN TRANSLATION AND INTERPRETING ACCORDING TO THE EUROPEAN HIGHER EDUCATION AREA*

 **Palabras clave/ Keywords**

Competencias, Marco de Referencia, lengua extranjera para Traducción e Interpretación/ Competences, framework of reference, second language for Translation and Interpreting.

 **Resumen**

**Objetivos del trabajo:** Las competencias usuales en L2, al menos desde 2005, tratan de adecuarse al Espacio Europeo de Educación Superior.

Una de las tareas que nos proponemos abordar en la presente comunicación es desgranar en qué consisten exactamente estas competencias generales y poder así aplicarlas posteriormente en el tema que nos ocupa, a saber, las competencias imprescindibles y necesarias para la adquisición de la lengua extranjera para Traducción e Interpretación.

**Descripción:** Para ello nos plantearemos y comprobaremos las siguientes cuestiones: ¿Cuáles de estas competencias (¿todas, casi todas, algunas pero no todas? ¿Por qué?) se corresponderían con las competencias generales del Libro Blanco de Traducción e Interpretación? ¿Cuáles son las que deben concretarse más específicamente para las asignaturas de L2?

Si bien esta será nuestra tarea principal, también tendremos en cuenta los diversos exámenes oficiales que ya se basan en la medición de las competencias en el Marco Común Europeo, como lo son por ejemplo los *DELE*, los *BULATS* o los exámenes *Goethe*, *Cambridge*, etc.

**Conclusiones:** Consideramos que estos exámenes han ido avanzando en la materia al desarrollar unos exámenes que se adecuan al Marco Común Europeo. Sin embargo, esto sólo puede ser un punto de partida, ya que nuestro cometido es mucho más específico y, por el momento, aún no tiene perfiladas y desarrolladas las competencias que deben aparecer en la adquisición de una lengua extranjera para Traducción e Interpretación.

 **Abstract**

**Purposes:** From 2005 onwards, the competences for second language acquisition (L2) are called to adapt to the European Higher Education Area (EHEA).

In this presentation we aim at analyzing these general competences thoroughly so as to apply them subsequently to the topic of our study, that is, to those competences which are essential and necessary for the acquisition of the second language in Translation and Interpreting.

**Description:** In order to do so, the following questions will be set out and checked: Which of these competences (all, almost all, some but not all of them and for what reason?) would correspond to the general competences of the White Paper on Translation and Interpreting? Which ones should be specified in detail for L2 subjects?

Although this will be the main task of our study, we will also take into account the official examinations that are already based on the assessment of the competences from the CEFR, such as *DELE*, *BULATS*, *Goethe* or *Cambridge* exams.

**Conclusions:** We consider that these exams have developed models of assessment that adjust to the European Framework of Reference appropriately. This is only a starting point, since our main purpose is much more specific; however, the competences for the acquisition of the second language for Translation and Interpreting have not been outlined yet.

✎ **RODRÍGUEZ DE CÉSPEDES, BEGOÑA**

University of Portsmouth

✎ **Àmbit / Àmbit / Topic**

Ámbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

✎ **Título / Title** ✎

ENTREPRENEURIAL SKILLS AND PROFESSIONALISATION AS KEY TO A SUCCESSFUL POSTGRADUATE PROGRAMME IN TRANSLATION

✎ **Keywords**

Curricular trends, employability and CPD

✎ **Abstract**

This paper will explore some of the much needed **curricular trends** taking place across translation programmes in the UK to prepare students for the profession in terms of transferable skills.

Focusing on how we prepare our MA in Translation Studies students on both our campus and distance learning programmes to enter the profession, I will discuss curricular changes made in the last few years in order to keep up with advances in the profession and the competitive job market. Using input from a wide range of practitioners through the delivery of our units but also through seminars and conferences enables students to gain an insight into different translation areas. However, how do we help them transition into the profession? This is where we feel that **employability and enterprise** learning are fundamental skills for market training and I will illustrate different avenues to apply these to a translation programme syllabus.

In order to respond to recent requests from graduates, postgraduates and professionals willing to enhance their **CPD** (Continuous Professional Development) experience, we are planning to pilot a couple of courses on Professional Aspects of Translation and Specialised Translation in the academic year 2014-2015 offered to external participants. This will be the focus of the second part of my talk.

 **ROISS, SILVIA**

Universidad de Salamanca

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Title** 

VERBESSERUNGSMÖGLICHKEITEN DER TRANSLATORISCHEN KOMPETENZ (HIN-ÜBERSETZUNG SPANISCH-DEUTSCH) ANHAND EINES TEXTES AUS DEM ADMINISTRATIVEN BEREICH. ANWENDUNG DES MEHREBENENMODELLS VON CIAPUSCIO/KUGUEL (2002) AUF DIE FEHLERANALYSE  
*HOW TO IMPROVE TRANSLATION COMPETENCE IN THE FIELD OF ADMINISTRATIVE DOCUMENTS? THE APPLICATION OF THE MULTILEVEL MODEL OF CIAPUSCIO/KUGUEL TO ERROR ANALYSIS*

 **Stichwörter / Keywords**

Mehrebenenmodell, Fehleranalyse, translatorische Subkompetenz

 **Zusammenfassung**

a) **Ziel:** In diesem Artikel steht die Vermittlung von drei konkreten translatorischen Subkompetenzen im Vordergrund. Die kommunikativ-textuelle Subkompetenz, die thematische u die instrumentelle Subkompetenz.

b) **Beschreibung:** In einem ersten Schritt wird anhand von mikro- u. makrostrukturellen Fehlritten eines bilingualen Studenten mit sukzessivem Zweitspracherwerb, der keine übersetzerischen Vorkenntnisse besaß, ein Raster angefertigt, dessen Ziel es ist, Hin-Übersetzungsstudenten mit der Sprachrichtung Spanisch- Deutsch Strategien aufzuzeigen, die die Übersetzung von administrativen Texten erleichtern sollen. Zur Veranschaulichung dient die Textklasse "Geburtsanzeige". Bearbeitet werden aufbauend auf dem Mehrebenenmodell von Ciapuscio/Kuguel (2002) die funktionale, situationale, semantische und formal-garmmatikalische Ebene. Fehlerquellen, die dabei analysiert werden, sind: Wörtliche Übersetzung / Nichterkennen von textsortenspezifischen formelhaften Ausdrücken / Verwechslung einzelner Glieder bei Kollokationen / Nichtbeachtung der Pragmatik / fehlerhafte Dokumentation. Übungen zu diesen Fehlerquellen werden bereit gestellt und ein hinführender systematischer Fragenkatalog dient der Vertiefung.

c) **Resultate:** Am Ende wird aufzuzeigen sein, dass diese Ebenen wie Zahnräder ineinander greifen und die funktionale, semantische und situative Ebene einen direkten Einfluss auf den mikrostrukturellen Bereich haben.

 **Abstract**

a) **Objectives:** In this article, our main purpose is to propose a model in order to improve 3 specific translation sub-competences: communicative-textual, subject and instrumental subcompetence.

b) **Description:** Firstly, we analyze micro and macrostructural errors committed by a bilingual student who translated from Spanish into German without previous translation training. On that basis, a scheme is elaborated which aims at showing students strategies which facilitate the translation of administrative texts into German as a foreign language. As an example, the text type birth registration act is used. Based on the multilevel model of Ciapuscio/Kuguel (2002), the functional, situational, semantic and formal level will be treated and the following errors will be analyzed: literal translation, negligence of standardized expressions, false use of collocations, negligence of pragmatic aspects, ineffective use of information sources. Secondly, exercises will be provided, as well as a list of questions focusing on the errors mentioned above.


c) **Results:** Our main objective is to show that all textual levels intercommunicate, being the microstructure heavily influenced by functional, situational and semantic factors.

 **ROMÁN MÍNGUEZ, VERÓNICA**

Universidad Autónoma de Madrid

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Título / Title** 

LA ENSEÑANZA-APRENDIZAJE DE LA TRADUCCIÓN E INTERPRETACIÓN EN EL MUNDO DEL DERECHO: ÁREAS DE CONOCIMIENTO, ADQUISICIÓN DE COMPETENCIAS Y PREPARACIÓN DE ESTUDIANTES PARA EL MERCADO DE TRABAJO.

*TEACHING-LEARNING TRANSLATION AND INTERPRETING IN THE WORLD OF LAW: KNOWLEDGE AREAS, ACQUIRING COMPETENCIES AND PREPARING STUDENTS FOR THE LABOUR MARKET*

 **Palabras clave / Keywords**


traducción jurídica, docencia de la traducción, competencia traductora / legal translation, teaching translation, translation competence

 **Resumen**

Este trabajo se enmarca en la investigación aplicada de la traducción e interpretación especializada, y en concreto en el proceso de enseñanza-aprendizaje de la traducción e interpretación en el mundo del Derecho para la combinación lingüística inglés-español. El objetivo final de nuestra investigación es que los alumnos adquieran la competencia traductora necesaria que les permita realizar traducciones que satisfagan las exigencias del mercado profesional de la traducción. El contexto educativo de nuestro estudio es el de los alumnos de cuarto curso del grado en Traducción e Interpretación de la Universidad Autónoma de Madrid donde la autora de este trabajo imparte las asignaturas, entre otras, de Traducción Jurídica y Judicial (inglés-español) e Interpretación Judicial (inglés-español). A juzgar por nuestra experiencia profesional en el ámbito de la traducción, la traducción e interpretación en el área del Derecho es una de las actividades profesionales más demandadas en el mercado laboral. Por las características del lenguaje jurídico, este ámbito de especialidad entraña, sin embargo, una gran complejidad y dificultad. En esta contribución se hace referencia, en primer lugar, a las distintas actividades profesionales que se producen en el ámbito de la traducción e interpretación del área del Derecho. En segundo lugar, se pretende analizar, de acuerdo con la realidad profesional, y con el objetivo de acercar docencia y mercado laboral de la traducción e interpretación en el ámbito del Derecho, las distintas áreas de conocimiento sobre las que versan estas actividades y presentar, así mismo, una breve descripción de las diferentes subcompetencias traductorales que consideramos que el alumno debe adquirir en este amplio ámbito de especialidad. Para el logro de esas subcompetencias se propone la consecución de una serie de objetivos de enseñanza-aprendizaje y se presentan algunos materiales pedagógicos.

 **Abstract**

This work corresponds to applied research in specialized translation and interpreting and, in particular, teaching-learning process regarding translation and interpreting in the world of Law for the language pair of English-Spanish. The ultimate goal of our research is for students to achieve such translation competence as will permit them to satisfactorily carry out translation tasks, and to prepare them to meet the demands of the translation labour market. The educational context of our contribution is fourth-year undergraduate students in Translation and Interpreting at the Autonomous University of Madrid, where the author of this paper teaches the subjects, among others, of Legal and Judicial Translation (English-Spanish) and Court Interpreting (English-Spanish). Judging by our professional experience in the field of translation, legal translation and interpreting is one of the professional activities with the highest demand on the labour market. However, due to the characteristics of legal discourse, legal translation and interpreting as a speciality, is particularly difficult and complex. This paper refers first of all to the various professional activities that make up translation and interpreting in the world of Law. Secondly, and with the aim of uniting the teaching of translation and interpreting in the world of Law with the demands of the professional translation market in this specialized area, we analyze the different knowledge areas that correspond to each activity under real professional circumstances. This paper also looks at the different sub-competencies we believe students should acquire in order to work in this extensive specialized area. To acquire said sub-competencies, we propose a number of teaching-learning objectives and suggest the use of certain pedagogical material.

 **ROMERO,LUPE (COORDINADORA); CASAS-TOST,HELENA; GALÁN-MAÑAS,ANABEL; MOLINA, LUCÍA; RODRÍGUEZ-INÉS, PATRICIA; ROVIRA-ESTEVA, SARA; TORRES-HOSTENCH, OLGA**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

Enseñanza de lenguas para traductores e intérpretes/ Ensenyament de llengües per a traductors i intèrprets / Teaching language for translators and interpreters

 **Título / Title** 

NUEVAS HERRAMIENTAS EN LA FORMACIÓN DE TRADUCTORES E INTÉRPRETES: LA PLATAFORMA CLIPFLAIR  
NEW TOOLS IN TRANSLATOR AND INTERPRETER TRAINING: THE CLIPFLAIR PLATFORM

 **Palabras clave/ Keywords**

Formación para traductores e intérpretes, doblaje y subtitulación y material didáctico en línea/ Translator and interpreter training, dubbing and subtitling, online learning material.

 **Resumen**

El objetivo de esta comunicación es presentar las posibilidades pedagógicas de la plataforma web *Clipflair*, fruto de un proyecto europeo del programa *Lifelong Learning Programme* de la Unión Europea en el que participan 10 universidades de 8 países. *Clipflair* tiene por finalidad la creación de actividades didácticas para el aprendizaje de lenguas a partir de material audiovisual mediante la reformulación oral de un texto, como el doblaje o la audiodescripción (*revoicing*) y la inserción de un texto en la imagen, como los subtítulos (*captioning*). La plataforma ofrece una biblioteca de recursos didácticos en línea de libre acceso: una galería de actividades diseñadas, que también pueden ser adaptadas y otras dos galerías con clips e imágenes para confeccionar otras nuevas.

En concreto, vamos a presentar tres tipos de actividades que se ajustan al currículum de la formación para traductores e intérpretes: actividades de lengua para traductores, actividades para la enseñanza de la traducción y actividades para aprender interpretación. En las actividades diseñadas para la enseñanza de lenguas mostraremos la utilidad de *Clipflair* para trabajar las cuatro destrezas básicas (comprensión oral y escrita, y expresión oral y escrita), para trabajar con alfabetos distintos al alfabeto latino, como el árabe, el chino, el ruso, el japonés o el griego y para desarrollar la competencia cultural. En las actividades de traducción presentaremos ejemplos de actividades basadas en la subtitulación y doblaje y también en la identificación de problemas de registro social y geográfico. Las actividades para la enseñanza de la interpretación consistirán en la comprensión y la reformulación oral.

 **Abstract**

The aim of this presentation is to showcase the teaching potential of *Clipflair*, a web-based platform stemming from an EU Lifelong Learning Programme project in which ten universities from eight countries are participating. *Clipflair* is designed for the purpose of creating language learning activities based on audiovisual material and the oral reformulation of texts (e.g. dubbing and revoicing) or the insertion of texts into images (e.g. captioning). The platform features a library of open-access online learning resources, comprising a gallery of predesigned activities, which it is also possible to adapt, and two further galleries of clips and images for generating new activities.

Specifically, we will be presenting three kinds of activities that could be incorporated into a translator and interpreter training curriculum, namely language activities for translators, translation teaching activities and activities for learning to interpret. In terms of language teaching activities, we will demonstrate *Clipflair's* usefulness for enhancing the four basic skills (oral and written comprehension, and oral and written expression), for working with non-Latin alphabets (such as the Arabic, Chinese, Russian, Japanese and Greek alphabets or writing systems), and for developing cultural competence. As far as translation activities are concerned, we will present examples of exercises based on subtitling and dubbing, as well as on identifying problems related to social register and regional variation. Lastly, the activities for teaching interpreting we will be presenting revolve around oral reformulation and comprehension.

 **ROSA FARIAS, SANDRA**

Universidade do Estado da Bahia

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

AUDIODESCRIÇÃO E A POÉTICA DA LINGUAGEM CINEMATOGRAFICA: UM ESTUDO DE CASO DO FILME *ATRÁS DAS NUVENS*

AUDIO DESCRIPTION AND THE CINEMATIC LANGUAGE POETIC: A CASE STUDY OF THE FILM *BEHIND THE CLOUDS*

 **Palavras-chave/ Keywords**

Audiodescrição; Poética; Linguagem cinematográfica; *Atrás das Nuvens*; Deficiência visual/ Audio description; Poetic; Cinematic Language; *Behind the Clouds*; Visual impairment

 **Resumo**

Este estudo tem como objetivo analisar o alcance de duas versões de AD realizadas para o filme português *Atrás das Nuvens* (2007) de Jorge Queiroga, fixando o olhar na poética produzida pela Linguagem Cinematográfica – LC nesta obra. Também se dispõe a discutir a questão da objetividade, expressividade e poética passadas nas versões abordadas. A Audiodescrição, ou AD é um recurso que visa tornar acessível ao público deficiente visual conteúdos imagéticos produzidos no âmbito educacional e cultural. No Brasil, as ADs são realizadas ainda experimentalmente, a partir da experiência do convívio com deficientes visuais ou de um modelo fundamentado nas normas britânica (ITC, 2000), espanhola (UNE, 2005) e americana (ADC, 2008). Ao seguir tais modelos, as ADs apontam para um padrão internacional, o qual prioriza a objetividade, a clareza e a fidelidade à obra transcrita. Para fundamentar a tese, é feito um estudo de caso com base na pesquisa qualitativa, alicerçada na análise de um trecho desse filme e aportada por entrevista semiestruturada com um grupo de pessoas deficientes visuais. Teoricamente, a discussão foi mediada, principalmente, nos trabalhos de Diniz (2007); Franco (2010); Neves (2011); Gomes (2004); Deleuze (2005) e Minayo (2001). Identificou-se que a AD não pode ser realizada apenas como um serviço de tradução de forma mecânica, identificando imagens, no intuito de favorecer ao espectador deficiente visual a captação apenas de forma instantânea. Os resultados demonstraram ser possível realizar a AD a partir da força embutida na poética da LC e transmiti-la de forma expressiva, criativa e poética.

 **Abstract**

This study aims at analyzing the extent of two versions of AD performed for the Portuguese film *Behind the Clouds* (2007) by Jorge Queiroga, setting a glance at the poetic produced by the Cinematic Language – CL in this film. It is also opened to discuss the objectivity, expressiveness and poetic present in the addressed versions. The Audio Description or AD is a feature that aims at making accessible to the visually impaired audience imagery content, produced under the educational and cultural scope. In Brazil, the ADs are still performed experimentally, from the experience of living with visually impaired people or from a model based on the British (ITC, 2000), Spanish (UNE, 2005) and American (ADC, 2008) norms. By following such models, the ADs point to an international standard, which emphasizes objectivity, clarity and fidelity to the work transcribed. To support the thesis, a case study is made based on the qualitative research from an excerpt of this film and supported by a semi-structured interview with a group of visually impaired people. Theoretically, the discussion was mediated, mainly, on the works of Diniz (2007); Franco (2010); Neves (2011); Gomes (2004); Deleuze (2005); Minayo (2001); e Elias (2000). It was identified that the AD cannot be performed only as a translation service mechanically, identifying images, in order to encourage the visually impaired viewer uptake only instantaneously. The results proved to be possible to perform the AD from the force embedded in the poetic of the LC and transmit it in an expressive, creative and poetic way.



 **S. ROBERT, ISABELLE**

University of Antwerp

 **Àmbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Títol / Title** 

TRANSLATION REVISION PROCESS OF TRANSLATION REVISION TRAINEES: A PILOT STUDY

 **Keywords**

Translation revision, revision competence acquisition, process studies

 **Abstract**

In translation studies, all contributions on translation revision competence, although scarce, point in the direction of subcompetences specific to revision, as opposed to translation. Several authors and researchers consider fairness and the ability to explain changes to be particularly relevant for a reviser (Hansen 2009; Künzli 2006b; Mossop 1992, 2007).

Although revision competence seems to be different from translation competence, no specific research seems to have been dedicated yet to that aspect of the translation process in the broad sense of the word. The importance of revision has nevertheless been acknowledged on the translation market, in translation research, and in translation education.

In the translation business, revision has been a compulsory step of the translation process since 2006 for those translation services providers who want to work according to the EN 15038 European standard for translation services (European Committee for Standardization 2006). In translation research, revision has been the focus of attention of a few researchers such as Brunette (1997, 2002, 2003b, 2003a, 2007b, 2007a, 2007c; Brunette, Gagnon, and Hine 2005), Hernández-Morin (2009a, 2009b), Künzli (2005, 2006a, 2006b, 2006c, 2007a, 2007b, 2009), Parra Galiano (2005, 2006, 2007b, 2007a) and Robert (2008, 2011, 2012, 2013; Robert and Van Waes Forthcoming). In translation education, the need to train revisers has been addressed by Schjoldager, Wølch Rasmussen, and Thomsen (2008), Kruger (2008) and Biel (2011).

This paper reports on the results of a pilot study on the acquisition of the translation revision competence by translation trainees (Master students) taking an optional introductory revision course at the University of Antwerp (October-December 2013). The study, which followed a pre-test-treatment-post-test design, focused on the development of fairness and the ability to explain changes. It was hypothesized that, if trainees became indeed more tolerant and more able to justify their changes, they would proportionally, at the end of the course, 1) spend less time in the target text and more time in all available resources to make sure their changes were justified, and 2) make fewer changes. Data, collected through the keylogging software Inputlog (Leijten and Van Waes 2013), are being analysed and results will be presented at the conference.

 **SARIDAKIS, IOANNIS; SELLA, ELENI; KOSTOPOULOU, GEORGIA; BUCHELOS, THEODORE**

University of Athens

 **Àmbit / Àmbit / Topic**

Ensenyament de la tecnologia para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/ Teaching technologies for translators and interpreters

 **Title** 

CORPUS-BASED TRANSLATION RESEARCH: INTERPRETING & TRANSLATION DIDACTICS

 **Keywords**

Corpus-based Translation Studies; Interpreting; Interpreting and Translation Didactics

 **Abstract**

**Objectives**

Translation and Interpreting, i.e. two facets of a common underlying cross-linguistic and cross-cultural communicative activity (Harris 1981: 184; Ladmiral 1994: 12, see Kostopoulou 2012), are not equally developed as pertinent research sub-fields and, to date, scarcely enjoy an equal status in academic settings (cf. Pöchhacker 2010: 159). Moreover, while translation has benefited largely from the advent of the information age and the extensive empirical research of textual evidence through corpora (Baker 1996, cf. Saridakis 2010), with concomitant benefits for translation didactics, the particularities of oral discourse with regard to interpreting, remain a comparatively under-researched area of study (Straniero Sergio & Falbo 2012: 9). This is not surprising, given the difficulties in, and the particularities of, designing and exploring interpretation corpora (Straniero Sergio & Falbo 2012: 35ff), compared to the use of translation corpora, and of course the late academisation of the sub-field, compared to translation (Pöchhacker 2010: 160-161), and the resulting lower interest in researching interpreting norms.

**Description of paper**

Notwithstanding the above limitations, our paper posits that expanding the utility of a didactic translation corpus (Saridakis 2012), initially aimed to study the product and the process of trainee translators' performance, is well within the reach of the interpreting trainer/educator. More specifically, and having charted the map of the prevalent translational norms (standardisation and interference, *sensu* Toury 1995; see Saridakis 2012), it is shown that using a specially designed and meta-textually focused (Halliday 1978) didactic interpretation corpus, we can easily start exploring the trainee interpreters' lexicogrammatical options, in terms of field, tenor and mode, and combining such results with findings from an analogous translation training study (cf. Saridakis 2012). The integration of corpus methodologies between translation & interpreting, with regard also to the technicalities of developing and sustaining translation and interpreting corpora has been shown recently in Bernardini et al. (2013).

**Results and Conclusions**



Our paper shows that, using the above-mentioned methodology, the researcher (a) can make an informed account of the influence of the aspect of orality (cf. Sella-Mazi 2008) in the processes and mechanisms of standardisation and interference; and (b) can further systematise cognitive-pragmatic aspects of trainee interpreter competence and performance (Kohn & Kalina 1996, in Pöchhacker 2012:167; Chernov 2004), and therefore of interpreter training.

 **SCHÄPERS, ANDREA**

Universidad Pontificia Comillas

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

CÓMO SENSIBILIZAR A LOS ALUMNOS DE TRADUCCIÓN ANTE LA ESPECIFICIDAD CULTURAL DE UN TEXTO LITERARIO

*HOW TO SENSITIVE TRANSLATION STUDENTS TOWARDS CULTURAL SPECIFICITY OF A LITERARY TEXT* **Palabras clave/ Keywords**

Especificidad cultural – Marcadores culturales –Didáctica aplicada a la traducción literaria/ Cultural specificity – Cultural markers –Didactics applied to literary translation

 **Resumen**

- a) **Objetivos del trabajo:** Despertar la sensibilidad de los traductores en formación ante la traducción de los marcadores culturales contenidos en un texto literario.
- b) **Descripción:** En una obra literaria, el autor suele transmitir una imagen subjetiva de la época de la que le toca ser testigo. Esta imagen es, en parte, evocada por los marcadores culturales contenidos en la obra, que configuran la trama y dan color, y contribuyen con ello a constituir una identidad cultural determinada: una sociedad en un momento histórico y una ubicación geográfica concreta, unos usos y costumbres sociales y un patrimonio cultural muy específico. Cuando, desde un punto de vista traductológico, damos cuenta de las traducciones que se han realizado de esta obra literaria, constatamos que los traductores recurren necesariamente a una serie de intervenciones para traducir los elementos que explícita o implícitamente remiten a una cultura determinada. En la traducción, no existe la complicidad entre el autor y el lector, por lo que el traductor ha de intervenir para explicitar el contenido implícito o servirse de otros recursos para asegurar la comprensión por parte de su lector, siempre sopesando las limitaciones estéticas impuestas por el género literario. Nos interesa especialmente despertar la sensibilidad de los estudiantes de traducción ante la repercusión de las alteraciones y diferencias interpretativas observadas en las traducciones realizadas que se deben, en gran medida, a los marcadores culturales portadores de una carga connotativa.
- c) **Resultados/Conclusiones:** Con este fin, presentamos una propuesta metodológica para el estudio contrastivo de las referencias culturales contenidas en un texto original mediante el análisis de varias traducciones del mismo texto que contiene elementos culturales con valores connotativos muy marcados y tareas en el aula derivadas de esta actividad.

 **Abstract**



- a) **Aim of the study:** Raise sensitivity of translator trainees towards translating cultural markers in a literary text.
- b) **Description:** In a literary work, the author tends to transmit a subjective image of the time he witnesses. This image is partially evoked by the cultural markers within this text which shape the plot and give colour to the text and, in this way, help to constitute a certain cultural identity: a society in a concrete historical moment and geographical situation with its social customs and practices and a very particular cultural heritage. When, from a translation studies' point of view, we report on the translations made of this literary work, we realize that translators necessarily resort to a series of interventions in order to translate those elements that explicitly or implicitly refer to a specific culture. In translation we do not have this sort of complicity that characterizes the relationship between author and reader of the source text. For this reason, the translator has to intervene so that he explicates the implicit contents or makes use of other means in order to make sure the reader understands, while always reflecting on the aesthetic limitations imposed by the literary genre. We are especially interested in raising sensitivity of translation students towards the impact of differences and changes that can be observed in the translation due, to a large extent, to cultural markers with a connotative charge.
- c) **Results/Conclusions:** with this aim we present a methodological proposal for contrastive study of cultural references in class, by analysing various translations of the same source text with its highly marked cultural elements, as well as different classroom tasks arising from this activity.

 **SCHRIJVER, IRIS; VAN VAERENBERGH, LEONA; LEIJTEN, MARIËLLE; VAN WAES, LUUK**

University of Antwerp

 **Àmbito / Àmbit / Topic**

Ensenyanza de llengües para traductores e intérpretes/ Ensenyament de llengües per a traductors i intèrprets / Teaching language for translators and interpreters

 **Título / Title** 

WRITING TRAINING FOR TRANSLATION STUDENTS: DOES IT LEAD TO BETTER TRANSLATION PERFORMANCE?

 **Keywords**

Writing training, technical translation, experimental research

 **Abstract**

**Objectives**

In recent years, an increasing number of translation scholars have advocated to devote greater attention to writing in translation studies programmes. This call is motivated by translation students' insufficient mastery of text-productive skills as well as the professional reality that demands (technical) translators to increasingly take on tasks that go beyond translation proper. Although the importance of writing skills for translators seems self-evident, the effect of writing training on translation performance has not been object of extensive empirical research. This paper attempts to partially fill that void by presenting the results of a quasi-experimental study among undergraduate translation students at the University of Antwerp.

**Description**

For this study, a classical pretest-posttest experimental design was used, in which the experimental group was trained in writing instructive texts in their mother tongue (Dutch) and the control group received placebo training. Over the course of the experiment, the participants translated four Spanish user manuals into Dutch. These source texts were characterised by their low technical complexity and contained a number of 'rich points' that represented mainly textual translation problems. Keystroke logging, screen capturing, questionnaires, retrospective interviews, holistic and analytic translation assessment were used to obtain quantitative and qualitative data of the translation processes and products.

**Results**

Writing training led to more awareness, more detailed reflection and a better solution of macro-textual translation problems. It allowed translation students to implement a more global approach and to review the ST more critically in consideration of the needs and expectations of the TT readers. Writing training yielded a significant decrease in genre-specific translation errors, but a beneficial impact on overall translation quality could not be fully confirmed. Cognitive overload and source text interference seemed to prevent translation students to adequately attend to translation problems below sentence-level. These results will be discussed in detail and critically compared with the use of other pedagogical methods (e.g., contrastive text analysis) to review if and/or how writing training can be incorporated in translator training.

☞ **SCOCCHERA, GIOVANNA**

Università di Bologna in Forlì

☞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

☞ **Titre / Title** ☞

TEACHING LITERARY TRANSLATION REVISION: A BLEND OF TRADITION AND INNOVATION

☞ **Keywords**

Revision, translator training, revision tools and methods

☞ **Abstract**


As highlighted by recent data on the revision of editorial/literary translations in Italy, while being thought of as a key stage of any translation process, a valuable competence to be applied on one's own and others' translations, and a fundamental formative tool in both translation training and original writing instruction, revision rarely figures as a core subject in translator education and training curricula and its teaching is sparse or mainly left to a "trial and error" approach. Revising translations was once a regular practice within publishing companies, where newcomers to the profession had the opportunity to be mentored by senior staff and grow into competent revisers by working within a formative environment. Today, however, this is no longer the case, as more and more publishers have dismantled their in-house editorial offices to outsource most work stages of the editorial chain to external service providers. Paradoxically, though, despite having little or no revision-specific training opportunities either in education or professional contexts, novice translators are still often asked to work as revisers without having developed skills or acquired specific competence. Understanding revision as a multifaceted activity (comparative, ameliorative, formative, corrective, constructive and collaborative) and in an attempt to integrate all its dimensions in revision didactics, the paper illustrates a proposal of teaching contents, methods and tools where tradition and innovation are blended together. The traditional elements of translation analysis and criticism, identification of its dominants and stylistic features, and application of analytical-descriptive parameters is combined with innovative computer-based tools. Starting from a basic toolkit for revision teaching, the paper will critically explore new ICT tools in the field of collaborative translation, writing, editing and commenting with a view to applying them to revision didactics, assessing at the same time their strengths and weaknesses and their impact on the teacher/student and translator/reviser relationship.


 **SHAMY, MARWA**  
Heriot-Watt University

 **Àmbit / Àmbit / Topic**  
Ensenyanza de la interpretación/ Ensenyament de la interpretació/ Teaching interpreting

 **Title** 

LANGUAGE-SPECIFICITY IN SIMULTANEOUS INTERPRETING TEACHING

 **Keywords**  
Simultaneous interpreting teaching, language-specificity, retrospective protocols



 **Abstract**  
Solidifying the foundations of simultaneous interpreting pedagogy entails systematizing what transpires in the interpreting class rather than leaving it entirely to the discretion of the respective instructor. This systemization would have to take the specificities of the language-pair in question into consideration. The importance of language-pair specific approaches in SI studies stems from the characteristics of this particular form of language mediation. Simultaneous interpreters only have limited processing capacity (Gile, 1995/2009). It is essential for them to exhibit the automated strategic behaviour necessary to overcome language-specific problems and avoid processing capacity deficits.  
The present study seeks to gather empirical evidence on how language-pair specific problem triggers encumber students' performances. The study relies on theoretical knowledge of cognitive processes in SI and findings from contrastive-linguistic research. It focuses on interpreting from English to Arabic, but the approach is applicable to other language pairs. Seventeen advanced interpreting students were asked to interpret two speeches in which language-pair specific problem triggers were incorporated. The output will be analyzed to examine to what extent the incorporated difficulties impede their performances. Retrospective protocols are used as a complementary method to gain at least partial insight into the mental processes at play. The findings should indicate whether there is a lack of strategic competence on the part of the students which in turn would have practical implications for interpreting didactics. The results show that there is a need to address language-pair specific issues in class and devise targeted exercises which would enable interpreters-to-be to develop this core strategic competence. Devising such exercises and incorporating them into the syllabus would be a contribution to enhancing the process-oriented approach to teaching simultaneous interpreting.

 **SHULMAN-MORA, CAS; CARBONELL AGÜERO, LEIRE**

Monterey Institute of International Studies

 **Àmbit / Àmbit / Topic**

Ensenyanza de la interpretació/ Ensenyament de la interpretació/ Teaching interpreting

 **Título / Title** 

TEACHING LONG CONSECUTIVE: A ONE-WAY STREET?

 **Keywords**

Teaching Consecutive, Directionality, Feedback

 **Abstract**

**A) Objectives:**

This project was designed as an initial experiment to help improve student learning and outcomes by implementing bidirectional classes for the teaching of long consecutive at the Monterey Institute of International Studies (MIIS)

**B) Description:**

Spanish interpreting students at the Monterey Institute of International Studies (MIIS) have traditionally received instruction during all 4 semesters of their training in Consecutive Interpretation (CI) in two separate blocks consisting of two hours per week, per language direction. Thus, all students (with both SP/EN and EN/SP language combinations) worked in two distinct unidirectional classes, each taught by a native speaker of the target language.

While this pedagogical model has been the traditional one used for at least the last two decades at the Monterey Institute, the authors have long posited that a bidirectional teaching model would provide interpreting students with significant additional benefits.

The mechanics of the bidirectional class will be detailed in the presentation.

**C) Outcomes and Conclusions:**

Overall, the participating interpreting students reported they were much more engaged in the class and felt this model was far superior to the traditional unidirectional consecutive class. The specific outcomes will be detailed during the presentation, but can be broken down into the following categories:

More and better feedback


More joint preparation for class

Better communication of the message and fewer omissions

More time to interpret

Opportunity to practice logistical aspects of interpreting

The presentation will include more details about the design and implementation of the project, the outcomes as observed by students and by the instructors, student feedback on the sessions themselves and a video montage including highlights from the bidirectional classes.


 **STACHOWIAK, KATARZYNA**  
Adam Mickiewicz University in Poznań

 **Àmbito / Àmbit / Topic**  
Ensenyanza de la interpretación/ Ensenyament de la interpretació/ Teaching interpreting

 Title 

PROCESSING OF GRAPHIC MATERIALS IN SIMULTANEOUS INTERPRETERS

 **Keywords**  
Simultaneous interpreting, visual processing, interpreters' training

 **Abstract**

A. **OBJECTIVE:** The main goal of this study was to verify how simultaneous interpreters process visual, graphic materials, and how it influences the quality of their interpretation. Simultaneous interpreting is an activity most frequently associated with auditory perception and spoken language processing. This type of interpretation was shown to have different components, such as: listening, syntactic and semantic processing, deverbalsation, production, self-monitoring, and self-correction (Lederer 1981, Gile 1995, Sieber 2011). Meanwhile, visual processing is an important, yet, understudied aspect of simultaneous interpretation. Interpreters themselves report that visual materials, e.g. slides, facilitate their work and improves the final output. However, it remains unclear to what extent interpreters are fluent in extracting meaning from visual, especially graphic stimuli.

B. **DESCRIPTION:** Two groups: professional interpreters and interpreting trainees interpreted a spoken text accompanied with graphic materials: pictures of scenes and graphs including data the speaker talked about. The speech in the source text recording was made unclear in several places, so that some data were not present in the auditory mode. A qualitative analysis and the use of an Eye Link eye-tracker made it possible to verify to what extent graphic materials facilitate interpreting and improve its output, as well as: what is the cognitive load related to visual processing.

C. **RESULTS AND CONCLUSIONS:** While interpreting trainees performed poorly when the auditory stimuli were unclear, the quality of the professionals' interpretation was high irrespective of the quality of speech. Moreover, contrary to the trainees, professional interpreters excelled in efficient searching for information embedded in the visual materials. The results shed new light on the role of visual processing in simultaneous interpreting, as well provide implications for interpreters' training.



 **TORRES DEL REY, JESÚS; GARCÍA PALACIOS, JOAQUÍN**

Universidad de Salamanca

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Title** 

DE ALUMNOS APLICADOS A PROFESIONALES REFLEXIVOS: LA GESTIÓN INTEGRAL DE UN PROYECTO DE TRADUCCIÓN

*HELPING APPLIED STUDENTS GROW INTO REFLEXIVE PROFESSIONALS: A COMPREHENSIVE TRANSLATION PROJECT MANAGEMENT EXPERIENCE* **Palabras clave/ Keywords**

Enseñanza colaborativa de la traducción; gestión de proyectos; TAO (traducción asistida por ordenador)/ Collaborative translator training; project management; CAT (Computer-Aided Translation).

 **Resumen**

Al enfrentarse a un proceso de traducción complejo en el que confluyen todos los elementos y fuerzas que suelen concurrir en un proyecto real (texto original, cliente, condiciones y condicionantes de la traducción, ámbito especializado, formatos, grupo de trabajo, material disponible, herramientas, etc.), los alumnos han de ubicar su tarea en un entorno ineludible de interacción entre agentes (tanto humanos como máquinas), en el que importa no solo el producto que se quiere conseguir, sino también todo el recorrido que ha sido necesario seguir para llegar a la consecución de ese producto y otros derivados. El equilibrio entre un enfoque basado en los resultados y otro centrado en el proceso ha sido sin duda uno de los logros de la experiencia docente que constituye el núcleo sobre el que se fundamenta nuestra propuesta.

Partimos de unos objetivos claros para el alumno, como no podía ser de otra manera. Pero esta enseñanza colaborativa centrada en el proceso de aprendizaje, el trabajo en grupo y la división en roles previamente asignados, el descubrimiento a partir de nociones conceptuales e instrumentales básicas, el ensayo y error, la reflexión intragrupal y el continuo seguimiento y la tutoría de los docentes ha ido generando nuevos objetivos móviles en función de las circunstancias, el diálogo y la interacción entre agentes, todo ello con el propósito de orientar al alumno hacia una mejor definición de resultados deseables.

Los alumnos han conseguido aprender a dominar la incertidumbre sin perder la motivación, a discriminar lo esencial de lo instrumental, a identificar objetivos primarios y realizar un análisis de necesidades, fortalezas, debilidades y oportunidades, a buscar vías alternativas propias que les permitan ser autónomos y responsables ante la toma de decisiones.

La experiencia ha demostrado su validez después de tres cursos de experimentación en los que, sin renunciar a los objetivos básicos, se han ido ajustando las propuestas de los docentes para conseguir encontrar el mayor número posible de puntos de contacto con las respuestas propiciadas por el alumnado.

 **Abstract**

In the face of a complex translation process, including all factors and forces typically involved in a real-life project (source text, client, translation conditions and constraints, specialised knowledge, formatting, teams, available material, tools, and so on), students must inexorably integrate their task in an scenario of interaction among participating agents (both human and machine). In this context, the target product should not be the only thing that matters – it is also crucial to take into account the whole path that needs to be walked in order to achieve that and other derivative products. Striking a balance between a results-oriented and a process-oriented approach has undoubtedly been one of the main achievements of our teaching experience and the core component of our proposal.

We start by setting out clear objectives for our students, as can be expected. Our collaborative, learning-oriented methodology, which involves team work and a role-based division of labour, focuses on students' own discovery of knowledge and procedures, spurred by lecturers' presentations of basic conceptual and instrumental competences, trial and error, intra-team reflection, and continuous lecturer supervision and tutoring. All this transforms initial objectives into more fluid, richer objectives, which are contingent on circumstances, dialogue and interaction among agents, and provides students with orientation to enhance their own definition of desired outcomes.

Students manage to control uncertainty without losing motivation, to tell the essential from the accessory, to identify primary objectives, to perform useful analyses of needs, weaknesses, strengths and opportunities, and to search for their own alternative ways to become autonomous, responsible and accountable for their own decisions.

Our experience has proven successful since we started it three years ago. Over this period, we have experimented ceaselessly, without losing track of our core objectives, in order to adjust lecturers' learning proposal to make it meet the bulk of students' most constructive feedback and responses to this challenge.

 **TORRES DEL REY, JESÚS; MORADO VÁZQUEZ, LUCÍA; RODRÍGUEZ VÁZQUEZ, SILVIA; RODRÍGUEZ V. DE ALDANA, EMILIO (GRUPO COD.EX)**

Universidad de Salamanca & Université de Genève

 **Ámbito / Àmbit / Topic**

Enseñanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters

 Title 

LA FORMACIÓN DE LOCALIZADORES EN LOS ESTUDIOS DE TRADUCCIÓN: UN ENFOQUE COMUNICATIVO, OBJETUAL Y SOCIAL.

LOCALISATION TRAINING IN TRANSLATION STUDIES: A COMMUNICATIVE, SOCIAL AND OBJECT-ORIENTED APPROACH.

 **Palabras clave/ Keywords**

Localización, formación, ECOS (enfoque comunicativo, objetual y social)/ Localisation, Training, ECOS (Communicative, Social and Object-Oriented Approach)

 **Resumen**

La localización es uno de los campos de estudio más recientes de la traducción y, a menudo, resulta difícil definir las fronteras y los puntos de intersección entre ambas. En este sentido, la enseñanza de la localización suele abordarse tanto desde la informática como la traducción: dos disciplinas, a priori alejadas, que nosotros tratamos de entrelazar productivamente. En esta comunicación, abordaremos las principales dificultades docentes que presenta la localización desde el punto de vista metodológico y teórico, y presentaremos una propuesta de enfoque didáctico que venimos aplicando exitosamente en nuestras universidades, donde intensificamos tanto el componente técnico como el traductológico, y los interrelacionamos adoptando la perspectiva que denominamos ECOS (Enfoque Comunicativo, Objetual y Social).

De acuerdo con este enfoque, cuando se enfrenta al producto digital y el proceso de producción (ambos núcleos de la localización), el aprendiz de localizador ha de adoptar tres roles principales: el de mediador del valor comunicativo que genera dicho producto digital, en tanto que objeto cultural y extensión técnica de las capacidades físicas e intelectuales humanas (y, a su vez, producto de estas); el de partícipe (distribuidor) del diseño de los conceptos funcionales e informativos que asumen los objetos que debe localizar; y el de negociador de la posición y responsabilidad social tanto suya, en tanto profesional, como del producto tecnológico que transfiere.

Por ello, en nuestro modelo didáctico adquiere importancia, por un lado, la comprensión de determinados aspectos técnicos del objeto que localizar (separación lógico-textual, formatos, significado funcional de (re)presentación, vinculación, programación, patrones estructurales y dinamismo, entre otros). Por otro lado, también creemos conveniente un acercamiento profundo a las herramientas habituales del localizador, en la medida en que lo capacitan para contextualizar adecuadamente su labor, y lo ayudan en el intercambio y la transformación física de un producto, donde información textual, lógica y diseño están interrelacionados. Al mismo tiempo, se le proporcionan mecanismos analíticos para reafirmar su tarea como un proceso fundamentalmente traductor: de negociación de significados y funciones, de transferencia y comparación lingüística, y de mediación comunicativa e intercultural.

En esta propuesta mostraremos cómo hemos venido articulando nuestro enfoque a lo largo de un lustro, y cómo hemos desarrollado evolutivamente una serie de metodologías capacitadoras que permiten al alumno construir el conocimiento, las competencias y las diferentes posiciones socioprofesionales posibles, que le ayudarán a situarse en este ámbito de trabajo y a identificar su responsabilidad ante la sociedad.

 **Abstract**

Localisation is one of the most recent areas in the translation studies field and it is sometimes difficult to establish borders and find common ground between them. In this regard, localisation training is normally approached from the point of view of either translation or computer science. These two fields might be seen as remote from each other; however, in our proposal we bring them together in a productive and constructive manner.

In this paper, we aim at presenting the main difficulties that localisation training entails -both at the methodological and the theoretical level- within the translation curriculum. We will also discuss our own teaching model, which has successfully been implemented at our universities. In our proposal we stress the importance of both technical and translational components, and we combine them by adopting a communicative, social and object-oriented approach (ECOS in Spanish).

In our approach, localisation students must learn to play a three-fold role, vis-a-vis the digital product and the production process, as: mediators of the communicative value generated by the digital product as a cultural object and as a technical extension of human physical and intellectual abilities; stakeholders in the distribution of the localisable object's functional and informative values; and negotiators of their own (as professionals) and of their localisable technological product's social position and responsibility.

To this end, in our teaching model we highlight the importance of acquiring certain technical aspects of the localisable object -such as extraction of text from logic, formats, meaning (re)presentation, hyperlinks, programming, structural

patterns or dynamic text. On the other hand, we also believe that students should be highly competent in the use of the main localisation tool types that help them to contextualise their task, exchange and transform their product. At the same time, we provide our students with the analytical strategies needed to assert their role as a fundamentally translational one –negotiating meanings and functions, bridging texts and products across languages, communicating and mediating between cultures.

To sum up, in this proposal we will show how we have articulated our approach over the last few years, and how we have developed a series of empowering methodologies that allow our students to construct the knowledge, the competences and the different existing socio-professional profiles which would help them to find their own place in the localisation industry and to identify their social responsibility.

 **VALENTINE, EGAN**

Université du Québec à Trois-Rivières

 **Àmbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

COLLABORATIVE ONLINE TRANSLATION LEARNING

 **Keywords**

Collaborative translation teaching, online interaction, online translation teaching

 **Abstract**

Growing awareness of the role of collaboration in the translation classroom has resulted in approaches that promote student interaction and active group work in carrying out translation tasks. Kiraly (2000) observes that true collaborative learning goes beyond a simple division of labour which splits tasks into sub-tasks but rather constitutes joint accomplishment of a task with the dual learning goals of meaning-making for individual group members. In other words, “subjects build synchronously and interactively a joint solution to a problem” (Dillenbourg and Schneider, 1995).

Such learning situations can foster optimal individual and group learning, stimulate motivation by eliciting joint effort to attain joint outcomes, and generate social interaction.

Fifty-one students enrolled in a second-year online university course, working in self-selected groups of three, were given an assignment that involved translating a 150-word text from French to English. Each group was required to provide individual translations, then “meet” in a chat rooms set up for individual groups to compare and contrast individual renditions, and produce a final collaborative text. Discussions were recorded and both individual and group texts were submitted. Overall results show that the collaborative effort resulted in improved versions of the individual texts.

This paper discusses the design of the activity and the interaction between participants as they put heads together to produce a common text.

 **VAŠÍČKOVÁ, ALENA**

Masaryk University

 **Àmbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Title** 

FINDINGS FROM TEACHING LEGAL TRANSLATION TO GRADUATE STUDENTS

 **Keywords**

Translation, didactics, specialized language

 **Abstract**

The paper presents reflections on teaching legal translation in a specialized course for Master's degree students at Masaryk University in Brno, Czech Republic. Following the country's accession to the EU and the opening of the Czech market, the volumes of legal translations have been growing and so has been the demand for translators of legal texts. The main concern of the paper is to identify the most effective methods of teaching legal translation to ensure that students who have finished the course are able to deal with the main legal genres. The paper describes the shift from the initial plans as to the structure and content of the course to the actual format, required by the students' insufficient knowledge of law and their overall attitude to fact checking and research into the underlying legal concepts. In translation training, emphasis is usually placed on linguistic aspects but legal translation proved to be different as it requires solid factual and conceptual knowledge. In translating law, one transfers not only words but also the underlying concepts with their legal implications. The question that follows from this fact is to what extent the basics of law should be taught in translation classes and how to balance the amount of legal theory, translation practice and linguistic instruction. The paper also attempts to identify the core legal concepts that a translator must master in order to be able to convey the intended meaning and legal implications in the target text. Finally, the paper comments on the students' feedback on the course format and the balance of the individual above-mentioned components.

 **VILLANUEVA JORDÁN, IVÁN ALEJANDRO**

Universidad Peruana de Ciencias Aplicadas

 **Ámbito / Àmbit / Topic**

Ámbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

 **Title** 

ELABORACIÓN Y APLICACIÓN DE LA COMPETENCIA TRADUCTORA PARA EL DISEÑO CURRICULAR: UN ESTUDIO DE CASO

*DEVELOPING AND IMPLEMENTING THE TRANSLATION COMPETENCY IN CURRICULUM DESIGN: A CASE STUDY*

 **Palabras clave/ Keywords**

Competencia traductora, diseño curricular, formación docente/ Translation competency, curriculum design, teacher training

 **Resumen**

Esta comunicación tiene como objetivo presentar e interpretar las circunstancias y estrategias que tuvieron lugar durante la implementación de la competencia traductora como eje de una línea curricular en un programa universitario de reciente creación.

El presente estudio resulta de un contexto específico, en el que lo real y lo fenomenológico cuentan con límites difuminados. Por ello, la forma de dar cuenta de lo sucedido durante la elaboración de la competencia traductora inicia con la función que cumplieron los grupos de interés del mercado de la traducción (traductores independientes, propietarios de empresas de traducción) y los agentes relacionados con el ámbito universitario de la traducción (docentes de traducción y estudiantes de traducción por egresar) al brindar su valoración sobre los aciertos y desaciertos de la formación de traductores. Luego se abordarán las circunstancias materiales que condicionaron la propia aplicación de la competencia traductora, encontrándose en principio implicados los recursos humanos: sus expectativas, su conocimiento, sus experiencias.

A partir de este preámbulo, se presentarán las principales estrategias que se diseñaron para continuar con la aplicación de la competencia traductora en los cursos y talleres de la línea curricular. En este sentido, se recurrirán a los enfoques traductológicos funcionalistas y textuales que enmarcaron la elaboración de distintos recursos didácticos, como la propia estructura de la sesión de clases, los logros generales y específicos por unidad y por sesión, la elaboración de evaluaciones, para comprender la manera en que estas estrategias se relacionaron con la competencia traductora en cuestión.

Finalmente se presentará un balance de los resultados de la aplicación de la competencia traductora tras los dos primeros años de su implementación y se pondrán de relieve tres de los principales hallazgos de estas experiencias:

- La relación apropiada entre teoría y práctica para el desarrollo de los talleres de traducción
- La importancia de la colegiación de la competencia traductora y la metodología de enseñanza por parte de los docentes y los grupos de interés
- La necesidad de una mirada prospectiva en el diseño de competencias de aprendizaje

 **Abstract**

This study is the result of real and phenomenological aspects framed in a specific context whose boundaries are not clear cut. For this reason and in order to give account of the development of this competency, the role and feedback given by translation stakeholders (such as company owners, freelance translators, translation professors, and students about to major) in focus group environments will be reported. Also, the role of human resources will be analyzed since their previous knowledge, work expectations and experiences proved to be some of the main constraints for the application of the translation competency.

From this preamble on, the main strategies to actually apply the translation competency —lesson planning, designing of general and specific learning outcomes, development of assessment tools, team teaching, among others— will be presented and addressed with functional and textual arguments to reveal their appropriateness. Finally, a balance will be drawn concerning the fruit and other consequences after the first two years of implementation. Three of the main findings will then be highlighted:



- The appropriate relation between theory and practice for the development of translation courses
- The importance for the faculty to comprehend and know how to apply the translation competency and teaching methodology
- The prospective component in the design of learning competencies

 **WAY, CATHERINE**

Universidad de Granada

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** 

TRANSLATOR COMPETENCE AND BEYOND: NEW CHALLENGES FOR TRANSLATOR TRAINING

 **Keywords**

Translator Competence, Expertise, Training Trainers

 **Abstract**

Undoubtedly the principal translator competence (TC) models that have emerged over the last thirty to forty years, ranging from Wilss (1976, 1982) to the more recent models by PACTE (1998, 2000-2005), Kelly (1999, 2002a, 2005a, 2007), González and Scott-Tennent (2005), Katan (2008), EMT (2009) and Risku *et al.* (2010), have been the catalyst for a multitude of studies on different aspects of TC, including studies on Psychophysiological Competence - Way (2002, 2006, 2008), Haro Soler (2013); Thematic Competence - Valderrey (2004); Textual Competence etc - PACTE (2000, 2001, 2007, 2008, 2009 and 2011); Professional Competence - Arrés López (2011); or Interpersonal Competence - Huertas Barros (2013) to name just a few. These studies have also led to innovation in teaching practices in many cases.

Nevertheless, many translator trainers find, particularly in later stages of training, that when guiding translator trainees from understanding the different competences to combining them, in the leap to becoming novice translators, a difficult task. In opposition to what Kiraly (2013) calls “the dominant reductionist positivist paradigm in translation process research”, several researchers have been moving towards thinking outside the box in translator training by combining decision-making, Complexity Theory, Emotional Intelligence and the concept of emergence. Becoming a translator is evidently a complex process where developing expertise as a translator is, perhaps, the hardest step. The EMT Translator Trainer Profile mentions some of the areas, often situated in CT models under the umbrella of Psychophysiological Competence, within Instructional Competence: Ability to motivate students; Ability to encourage students to develop: precision, a focus on quality, curiosity, learning strategies, and their ability to analyse and to summarize; Ability to encourage students to develop a critical approach during the execution of tasks; Ability to stimulate reflective thinking (i.e. self-reflexivity). Nevertheless, these areas remain underresearched and translator trainers are often at a loss about how to include them in their classes.



By looking at recent research not only in Translation Studies, but also in other fields (Educational Sciences, Educational Psychology), we will outline steps towards further research in these areas and practical applications for translator training.

 **WEINBERG ALARCÓN, JIMENA**

Universidad Católica de Temuco

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

 **Título / Title** PLANIFICACIÓN EN LA PRODUCCIÓN DEL DISCURSO ESCRITO Y COHERENCIA DE UN TEXTO EXPOSITIVO  
TRADUCIDO

PLANNING OF WRITTEN DISCOURSE PRODUCTION AND COHERENCE OF A TRANSLATED EXPOSITORY TEXT

 **Palabras clave / Keywords**

Escritura, proceso traductor, planificación/ Writing, translation process, planning

 **Resumen**

El trabajo que se presenta surge como producto de un proceso de investigación que se inscribe en los campos de la didáctica de la traducción y los modelos cognitivos de escritura. Esta reflexión se centra en el proceso que lleva a cabo el traductor cuando elabora la traducción de un texto, el que resulta ser similar al que lleva a cabo el escritor cuando produce un escrito, y se propone determinar la relación que existe entre la planificación como subproceso cognitivo en la producción del discurso escrito y la coherencia macro y súper estructural de un texto expositivo traducido. Con el objetivo de dar cuenta de cómo interviene la planificación en la traducción, se trabajará en escritura con el modelo propuesto por Flower & Hayes (1981) y en traducción, con el modelo interpretativo o teoría del sentido, ambos modelos teóricos pertenecientes a una perspectiva teórica cognitiva. Los datos que sirven de base a esta investigación que se define como descriptiva, exploratoria y mixta, corresponden a textos traducidos por estudiantes de tercer año de Traducción Inglés-Español y a las respuestas que estos mismos estudiantes entregaron a un cuestionario acerca de la planificación. Los resultados de la investigación nos permitirán algunas reflexiones en el orden teórico, didáctico y social. En lo que respecta a la teoría, vincular la planificación a los modelos de traducción; en el orden didáctico, definir el enfoque de enseñanza de la traducción; y, por último, en términos sociales, se plantea el cómo abordar la traducción a partir de la percepción social del estudiante que ingresa a traducción.

 **Abstract**

This study is the result of a research developed within the field of translation didactics and the cognitive writing models. The focus is on the process carried out by the translator while translating a text, which is similar to that of a writer when writing. The aim of this research is to determine the relationship between planning, as a cognitive sub-process in the production of written discourse, and the macro and super structural coherence of a translated expository text. In order to explain how planning intervenes in translation, we use the model proposed by Flower & Hayes (1981) for writing and the interpretative model or Theory of Sense for translation; both theoretical models derive from a cognitive approach. This descriptive, explanatory and mixed research presents data from translated texts of third-year students of an English-Spanish Translation program and their answers given in a questionnaire about translation planning. The results will provide theoretical, didactic and social insights; in theoretical terms, we will be able to link planning with the translation models; regarding didactics, we will be able to define the translation teaching approach; and finally, from the social perspective, we will try to address translation from the point of view of the perception of students joining the Translation program.



☞ **YAU, WAI-PING**

Hong Kong Baptist University

☞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

☞ **Title** ☞

PEER INSTRUCTION IN THE CONTEXT OF TRANSLATOR TRAINING

☞ **Keywords**

Peer instruction, concept test, conceptual understanding

☞ **Abstract**

This presentation discusses the challenges, issues and opportunities involved in applying a pedagogical approach known as 'peer instruction' to the context of translator training. Peer instruction has been pioneered by Mazur (1997) in the context of teaching physics and later applied to subjects such as classics, politics, history and geography (Butchart, Handfield and Bigelow 2007). A key element of this pedagogy is the 'concept test' ('conceptest' as spelled by Mazur), i.e. a short question that is structured around a set of options (some of which should preferably reflect common misconceptions) and designed to gauge conceptual understanding and give immediate feedback. Peer instruction shares similar goals and visions with two important trends in translator training, i.e. the process-oriented approach (e.g. Gile 1995) and the social-constructionist approach (e.g. Kiraly 2000), to the extent that emphasis is put on engaging students in interactive activities that promotes active learning. In particular, peer instruction promises to enhance conceptual understanding, which is crucial to translator training. As Chesterman (2000) has argued, a translation student will not be able to become an expert without getting a firm grasp of concepts concerning role metaphors, strategies and norms. Focusing on an ongoing project to apply peer instruction to the teaching of translation at a Hong Kong university, this presentation discusses the key principles, techniques and technologies necessary for the design, development, implementation and management of a pedagogy of peer instruction.

 **ZEHNER, CHRISTIANE**

University of Hildesheim

 **Àmbit / Àmbit / Topic**Ensenyament de la tecnologia para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters **Title** SPECIFICS OF TRANSLATION MEMORY USE IN INTRA-LINGUAL TRANSLATION – NOTES ON A PROJECT-COURSE  
FOR STUDENTS LEARNING EASY GERMAN **Keywords**

Translation memory, intra-lingual translation, project-course

 **Abstract**

“Easy German” (de. “Leichte Sprache”) is a variety of German targeted at audiences with different types of reading difficulties. It is characterised by a simpler choice of words and simpler syntax compared to standard German. The demand for texts in Easy German has been growing recently as a result of legislation concerning the rights of people with disabilities, which makes accessibility mandatory for every text published by a public body. Given this general scenario, most texts in Easy German are based on originals in standard German. The process through which they are realised is best described as intra-lingual translation.

In my presentation, I will report on an authentic project involving a mixed group of graduates and advanced students working on translations into Easy German. My focus will be on how this new domain’s unique characteristics tally with translation memory (TM) use.

Firstly, TM is generally used to unify target text wording. This plays a primordial role for translations into Easy German, as an all-encompassing set of rules does not yet exist. Thus, solutions to translation problems can be perpetuated and rules specified through a bottom-up approach using a translation memory.

Secondly, Easy German translation rules extend beyond – or rather: beneath – the level of syntagms to include terms. This is due to the fact that Easy German vocabulary is not a strictly limited set of words. More often than not, “hard” words are kept and a paraphrase is added. This is done in order for readers of easy texts to eventually make the (partial) transition to the mainstream language community.

In short: the TM is a primordial (if not the only) source of translation solutions, it is used as a way of implementing an incomplete and imperfect set of rules, and its application stretches into the domain of a term base in standard, inter-lingual translation.

For the translator, applying a translation memory in a standard German - Easy German scenario demands outside-the-box thinking. Specific strategies of translation memory use are developed, answering such questions as: How can we handle term translations that are actually contextualised, example-based paraphrases?

In my presentation, I will explain the specifics of translating into an “easy” but not functionally restricted variety of a language and outline how they collide with standard functions of translation memories. I will then present new strategies of TM use and explain how these contribute to solving language pair specific translation problems.

**Autocomunicaciones**  
***Autocomunicaciones***  
∞ Auto-presentations ∞

*de • from*  
**115** ∞ **119** *a • to*

∞ **BROS, KAROLINA**  
Universidad de Varsovia

∞ **Ámbito / Àmbit / Topic**  
Enseñanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters

∞ Title ∞



STUDENTS ON THE COMPUTER-BASED TRANSLATION MARKET: HOW TO RESHAPE TRANSLATION STUDIES


∞ **Keywords**  
Translation studies, CATs, curricula


∞ **Abstract**  
Nowadays it is hard to imagine a translator without a computer and Internet resources. The market is increasingly specialised, requiring not only proficient language and translation skills, but also advanced IT and localisation tools knowledge. At the same time, it is expected that university graduates enter the market with proper training, practical skills and technological background. Unfortunately, the current university structure often inhibits such a result. Due to the recent transformation of the translation business, universities providing translation training at the BA, MA and post-graduate levels are faced with an enormous challenge. To satisfy customers' needs, translators need competitive advantage, technical and linguistic skills, perfect command of their native language and knowledge of specialised vocabulary and specific scientific fields. Meanwhile, universities are struggling with limited timetables, ECTS points and brimful curricula, trying to keep abreast with the times while not abandoning their mission. The Bologna process has made the task of reconciling the two needs even harder. Specialised education often remains a mere aspiration rather than a harmonic process as students of all backgrounds study translation at the MA level. With uneven theoretical insight, it is difficult to offer a consistent learning path encompassing translation theory and practice, vocabulary building and ICT courses in a two-year programme. Although Polish universities have been trying to make a step forward in this domain, there is still a considerable mismatch between the university offer and the prerequisites graduates have to fulfill in order to find a job. This problem has been raised by several researchers from Europe and beyond. Jaatinen & Jääskeläinen's project concludes that basic IT and CAT tools training should be integrated in translation programmes. Similar studies are provided by other researchers (e.g. Fulford & Granell-Zafra 2005, Archer 2002). Some of them resulted in important changes in university curricula. Interesting initiatives have been proposed in the field of distance / cloud-based learning (e.g. translation agency simulations). Yet some of the problems remain unanswered. The aim of this paper is to look at the European university offer, point to the lessons learned and provoke a general debate on the need for a comprehensive, transnational methodological approach that would fully correspond to the changing market reality and the possibilities of modern European universities. The research is supported by the author's own survey of student needs and expectations vis à vis Polish university curricula, with a possible extension to other CEE countries.


 **BURDEUS DOMINGO, NOELIA**  
Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**  
Enseñanza de la interpretación/ Ensenyament de la interpretació/ Teaching interpreting

 Title 
LA COMUNICACIÓN A TRES EN LOS SERVICIOS PÚBLICOS DEL ÁMBITO SANITARIO: ¿CÓMO TRABAJAR CON UN INTÉRPRETE?
<i>THREE-WAY COMMUNICATION IN PUBLIC HEALTHCARE SETTINGS: HOW TO WORK WITH AN INTERPRETER?</i>

 **Palabras clave/ Keywords**  
Interpretación en los servicios públicos, profesionales de la salud, formación/ Public Service Interpreting (PSI), healthcare providers, training

 **Resumen**  
Los servicios de interpretación se están abriendo paso entre los servicios públicos de nuestro país. Dadas las características de las sociedades actuales, cada vez más multiculturales, las situaciones de incomunicación en el ámbito de la salud pública se han generalizado. Esto hace que los servicios de interpretación sean cada vez más necesarios para una correcta atención al usuario inmigrante que no domina las lenguas autóctonas. No obstante, para un uso óptimo de dichos servicios, que garantice una correcta personalización de los servicios sanitarios, es necesario que los profesionales de la salud se familiaricen con esta práctica emergente.  
En esta comunicación, presentaré una serie de reflexiones extraídas de un estudio en curso que compara los servicios de interpretación en los servicios públicos ofertados en contexto sanitario barcelonés y montrealés.  
Dicho estudio toma en consideración las experiencias vividas por todos los eslabones de la comunicación mediada. Se basa en las vivencias de intérpretes o mediadores, usuarios, profesionales y gestores de estos servicios para dar una descripción de ambas realidades. En él se observa que el desconocimiento de los profesionales de la salud acerca de la interpretación en los servicios públicos impide que se les saque el máximo beneficio. Dicho problema se podría solucionar formando a los profesionales de la salud en multiculturalidad y en cómo actuar en una visita médica a tres. De este modo, optimizarían las intervenciones con usuarios inmigrantes que no dominan las lenguas del país o la región de acogida.  
Concluiré mi comunicación proponiendo el contenido que debería incluir un curso de formación para profesionales de la salud que ayude a perfeccionar la calidad de sus intervenciones con un intérprete.

 **Abstract**  
Interpreting services are making their way into public services in our country. Given the features of current societies, which are increasingly multicultural, lack of communication situations have been generalized in public healthcare settings. This makes interpreting services increasingly necessary to assist immigrant users who do not master local languages. However, for an optimal use of these services, which guarantees a correct healthcare service customization, healthcare providers need to get familiarized with this emergent practice.  
In my communication, I will present some thoughts extracted from an in progress study that compares the realities of public service interpreting in healthcare centers of the cities of Barcelona and Montreal.  
This study takes into account the experiences lived by all the participants of the mediated communication. Based on the experiences of interpreters or mediators, users, professionals and managers of interpreting services, this study describes the services provided in both cities. It is observed that professionals' lack of knowledge regarding public service interpreting makes it difficult to get the most from the existing services. This problem could be solved by training healthcare providers in the field of multiculturalism and in how to work through an interpreter. That would optimize the interventions with immigrant users who do not master the languages of their host country or region.  
To conclude my communication, I will propose the content that any training course for healthcare providers should include to help them optimize the quality of their interventions through an interpreter.

# Autocomunicaciones

## Autocomunicacions ∞ Auto-presentations

Por orden alfabético · Per ordre alfabètic · In alphabetical order

∞ **DAEYOUNG, KIM**

Korea University

∞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción/ Ensenyament de la traducció/ Teaching translation

∞ Title ∞

ANALYSE DE DEUX OUTILS PÉDAGOGIQUES UTILES AU COURS DE TRADUCTION EN CORÉE

ANALYSIS OF TWO USEFUL EDUCATIONAL TOOLS IN TRANSLATION COURSE IN KOREA

∞ **Keywords**

Outils pédagogiques, CRIPD (Compte rendu intégré des problèmes et décisions), évaluation croisée/ Useful educational tools, IPDR (Integrated Problem and Decision Reporting), Cross-checking

∞ **Résumé**

L'objectif de cette étude d'analyser des outils pédagogiques utiles au cours de traduction dans les universités et les écoles professionnelles en Corée. Pour cela, d'abord, nous avons fait une enquête (à partir d'entretiens, de QCM et de l'observation de cours de traduction) en 2009 sur les pratiques actuelles de l'enseignement de la traduction dans les universités et les écoles professionnelles en Corée, en s'appuyant sur la majorité des réponses des enseignants et des étudiants, nous nous sommes rendu compte que les outils (procédés) pédagogiques comme le recours aux CRIPD (Compte rendu intégré des problèmes et décisions), toutes formes d'évaluation par les pairs, comme par exemple l'évaluation croisée (*cross-checking*<sup>1</sup>) en binôme d'étudiants ont une forme de pertinence, les stratégies grâce auxquelles les étudiants arrivent à dépasser les blocages face aux difficultés et accroissent la motivation des étudiants et les rendre plus actifs. D'après la majorité des étudiants interrogés, le CRIPD est un moyen de prendre à la fois connaissance du processus et du résultat de la traduction effectuée par chacun des étudiants, de connaître par quel cheminement les problèmes rencontrés ont été résolus, de repérer les erreurs potentielles et les difficultés des étudiants, d'entraîner la recherche documentaire. Le cas échéant, les étudiants peuvent ainsi acquérir certaines connaissances qui leur manquent, ce qui leur évitera éventuellement de partir de prémisses erronées ou de raisonner de façon biaisée. Surtout, tous les étudiants interrogés sont demandeurs d'une *thérapie continue*, fondée sur l'évaluation du processus de traduction au moyen du CRIPD dans la situation réelle de la manque d'évaluation orientée processus et d'évaluation diagnostique de la traduction. Par ailleurs, les étudiants se sont majoritairement prononcés en faveur de l'évaluation croisée en binôme d'étudiants, qui non seulement leur permet d'avoir plus de retours sur leur propre traduction, mais leur facilite le partage des bonnes traductions des autres. En se basant sur ce résultat, nous avons appliqué ces deux outils (le CRIPD et l'évaluation croisée en binôme) dans un cours de traduction pendant deux semestres à l'université Korea en 2013. Et après, nous avons vérifié que ces deux outils sont très utiles par le biais du résultat d'un questionnaire de satisfaction destinée aux étudiants. Dans cette étude, nous discuterons sur les atouts et les dévantages de ces deux procédés pédagogiques d'une manière concrète.

∞ **Abstract**

The aim of this study is to analyze two useful educational tools in translation course for both undergraduate and graduate level students in Korea. Initially, three main methods including interviews, MCQ (Multiple-Choice Questions), and class observation were used for evaluating overall practices in translation courses in 2009. Based on the responses from the majority of teachers and students, we have concluded that IPDR (Integrated Problem and Decision Reporting) and Peer review, including cross-checking program, were the most efficient strategies to motivate students to overcome their difficulties by leading them to actively participate to the class.

According to the surveyed students, IPDR plays a pivotal role in gaining precise knowledge both in the process and at the end of this practice. By frequently checking the problem-solving process and frankly indicating their difficulties, students could easily notice their potential errors and avoid being led to incorrect conclusions based on the false premises. Furthermore, they could be more accustomed to document researching process by evaluating the validity of information gained from this process. Therefore, these students demand for the continuous therapy using IPDR, the feedback system which evaluates the process of the translation as well as the result of it, especially in this current situation which lacks process-oriented assessment and diagnostic assessment of translation.

Moreover, students were mostly in favor of cross-checking which is done in pairs. This method not only allows students to get more feedbacks by checking errors made from others, but also deepens their insights by letting them share the well-done translations.

Based on these results, these tools (IPDR and Cross-checking) were applied in the course of translation for two semesters at the University of Korea in 2013. At the end of this course, the usefulness of these two methods is verified through the satisfaction indicated in the student questionnaire. In this respect, this study will focus on the strengths and weaknesses of these two methods.

<sup>1</sup> C'est-à-dire de se critiquer l'un l'autre en ce qui concerne leurs traductions.

↻ **FOX, OLIVIA**

Universitat Autònoma de Barcelona

↻ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

↻ **Title** ↻

EVERY GOOD BOY DESERVES FUDGE

↻ **Keywords**

Mneumonics, inverse translation, memory

↻ **Abstract**

What do Pamela Anderson, spaghetti bolognaise, catspaws and muscles have to do with translation? The title to this presentation may provide a clue. Together with FACE, for example, the mneumonic Every Good Boy Deserves Fudge (EGBDF) provides novice musicians with the means to memorizing the notes in a scale of music.

Mneumonics have been used in many fields to help learners at all levels of education to memorise information. How can they help Students and Professors Enjoy Good Translations? This presentation describes the use of neumonics in inverse translation class and how students put them to good use.

### ∞ LÓPEZ GARCÍA, VERÓNICA

Universitat Autònoma de Barcelona

### ∞ Àmbito / Àmbit / Topic

Enseñanza de la tecnología para traductores e intérpretes/ Ensenyament de la tecnologia per a traductors i intèrprets/  
Teaching technologies for translators and interpreters

#### ∞ Title ∞

PRE-TRANSLATION OF TV SERIES: DIDACTIC UNIT WITH CORPUS ANALYSERS

### ∞ Keywords

TV series, corpus analysers, pre-translation training

### ∞ Abstract

One of the key questions when translating TV series is the identification of the different characters' idiolect. The idiolect is crucial when creating a character in the original version and should be as important when translating it. However, urgent deadlines and heavy workloads make most translators start translating as soon as they receive a series, or their episodes of a series, without spending any time analysing the product beforehand. As manager of an audiovisual department at a translation agency, I had to work out a method for identifying those idiolects and choosing an appropriate translation in a semi-automatic way that could ensure fast deliveries and consistent translations to the client and, at the same time, help translators accelerate their task.

After using this method successfully for some time, my experience training translators made me think that teaching this method to translation students could help them develop several very useful competences and strategies:

- Understanding through a very hands-on activity the importance of analysing the source text before starting the translation.
- Learning uses of the word processor that go far beyond those of a typewriter.
- Team work on a professional project.
- Using corpus analysers not only to analyse parallel texts for the target text (in the documentation stage), but also to analyse the source text (in pre-translation stages).

The didactic unit would include the following tasks:

**Task 1:** Creation of a macro in the word processor that permits each character's dialogue to be extracted automatically.

**Task 2:** Uploading in the corpus analyser all the dialogues of one of the characters throughout the whole of the season (or series).

**Task 3:** Uploading a *stop-word list* with very frequent words we're not interested in analysing (articles, conjunctions, etc.).

**Task 4:** Obtaining the linguistic profile of the character: most frequent words (in context), special expressions, collocations, etc.

**Task 5:** Drawing conclusions about the character's idiolect: very formal, very informal, with dialecticisms, with slang, with terminology of a specialised field, etc.

**Task 6:** Suggesting translations for different features of the idiolect.

This method can have other applications in other audiovisual genres, such as scientific documentaries, where we can very easily get a list of the specialised terminology to create a glossary for all of the translators involved in the series and also for the client's approval, if necessary.

Literary translation could also benefit from this method, as each of the characters' idiolect is as important in literature as it is in audiovisual (or even more, as, in literature, unlike films and TV series, language is the only way to create a character's personality).



**Pósters • Pòsters**

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**ARRIZABALAGA, MARÍA INÉS**

Universidad Nacional de Córdoba

**Ámbito / Àmbit / Topic**

Enseñanza de lenguas para traductores e intérpretes/ Ensenyament de llengües per a traductors/ Teaching language for translators and interpreters

**Título / Title**

“LENGUA INGLESA APLICADA A LA TRADUCCIÓN”. EL CASO PIONERO EN ARGENTINA  
 “ENGLISH LANGUAGE APPLIED TO TRANSLATION”. THE PIONEERING CASE IN ARGENTINA

**Palabras clave/ Keywords**

Modelos, Metalenguaje, Traductología/ Models, Metalanguage, Translation Studies

**Resumen**

Este trabajo tiene como objetivos i) sistematizar propuestas de empleo de la traducción como estrategia de aprendizaje de inglés como lengua extranjera, ii) mostrar la recolección de términos de especialidad acuñados como metalenguaje para el tratamiento del inglés con fines específicos para traductores en un programa de formación de traductores que incluye la asignatura “Lengua Inglesa Aplicada a la Traducción”, un hecho pionero en la Argentina. En la Facultad de Lenguas de la Universidad Nacional del Comahue se aprobó en el 2011 el plan 499/2011 de la carrera de Traductor Público Nacional para la formación de grado de traductores de castellano > inglés. En el contexto de la didáctica de la traducción, este plan inaugura en el país el novedoso espacio de “Lengua Inglesa Aplicada a la Traducción”. A efectos de formar recursos humanos que deberán atravesar una selección por oposición de antecedentes y, luego, un concurso público que los legitime en los cargos docentes, las autoridades de la Facultad dispusieron el dictado del “Curso preparatorio Lengua Inglesa Aplicada a la Traducción”. En este curso se programó i) la implementación de un modelo diferencial de la enseñanza de lengua que responda al “modelo del conocimiento”, ii) el planteamiento de contenidos, ejercitaciones y modalidades de evaluación coherentes con ese modelo, iii) la revisión bibliográfica con el fin de documentar a los asistentes para que éstos seleccionen categorías para la nominación de temas, objetos y problemáticas en un ámbito novel en la Argentina. Este curso preparatorio se dictó entre mayo y noviembre de 2013 con modalidad virtual, a través de la plataforma Moodle.

Los hallazgos provienen de la producción de los asistentes al curso. Su análisis permite concluir, en primer lugar, i) que los asistentes con formación de grado de profesores de inglés como lengua extranjera proponen ejercicios de sensibilización y reconocimiento de versiones traducidas, ii) que entre los asistentes con formación de grado como traductores predominan propuestas, por un lado, de reconocimiento de técnicas de la traducción en las versiones traducidas y, por otro, de producción de textos en lengua extranjera, lo que apuntala la práctica de traducción inversa y aglutina los esfuerzos por ejercitar la escritura como parte de la competencia traductora en las asignaturas de traducción de textos de especialidad. En segundo lugar, el metalenguaje acuñado colaborativamente revela un cuerpo de términos que contemplan tanto “el perfil humano” del futuro traductor, como el entrenamiento de un traductólogo en potencia.

**Abstract**

This presentation has two aims, namely i) to describe the use of translation as a strategy for learning English as a foreign language, ii) to show a set of terms coined as a metalanguage for dealing with English with specific purposes for translator trainees in a translator program including the subject “English Language Applied to Translation,” which is brand-new in Argentina. Back in 2011 in the School of Languages at National University of Comahue the 499/2011 plan was created for the graduate degree of Certified Translator of Spanish > English. In the field of didactics of translation, this plan introduces the subject “English Language Applied to Translation” as a countywide novelty. With a view to training future teachers who will have to undergo a selection process in order to secure a permanent position, the School authorities launched the “Preparatory Course English Language Applied to Translation.” Several tasks were programmed for this course, i) the implementation of a differential model for language teaching in accordance with the “knowledge model,” ii) the planning of contents, exercises and assessment types, which prove coherent with that model, iii) a literature review to help candidates enrolled in the preparatory course select categories to refer to topics, objects and research problems within a novel field in Argentina. This course was taught from May to November 2013 as a distance education course using Moodle.

The findings are part of the production of the candidates enrolled in this preparatory course. After analyzing the findings, we can conclude, in the first place i) that those holding a degree as teachers of English as a foreign language propose awareness and recognition exercises using translations, ii) that those holding a degree as translators propose, on the one hand, recognition exercises of translation techniques and, on the other, the production of texts in the foreign language. This not only contributes to the practice of indirect translation, but it also cooperates with training students to develop writing skills as part of the translation competence tested in the different translation subjects. Secondly, the analysis of the metalanguage coined in a collaborative way shows concern both for “the human side” of the translator trainee, and the training of a potential translation scholar.

∞ **GARDY, PHILIPPE**

Université Laval

∞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

## ∞ Title ∞

MÉTHODE PRATIQUE DE SÉLECTION DES TEXTES EN ENSEIGNEMENT DE LA TRADUCTION SPÉCIALISÉE

TEXT SELECTION IN SPECIALIZED TRANSLATION TRAINING: A PRACTICAL METHOD

∞ **Mots-clés/ Keywords**

Pédagogie de la traduction, technopédagogie, sélection des textes/ Translator training, technopedagogy, text selection

∞ **Résumé**a) **Objectif :**

L'objectif de cet article est de présenter le processus complet – et concret – utilisé pour la sélection des textes dans le cadre d'un cours de traduction économique et financière.

b) **Problématique :**

L'importance du choix des matériels à partir desquels les apprenants développeront leurs connaissances et leurs compétences apparaît d'emblée comme une évidence. Cependant, House (1980) décrit ainsi le déroulement d'un cours de traduction :

The teacher of the course, a native speaker of the target language, passes out a text (the reason for selection of this text is usually not explained, because it is often a literary essay that the teacher has just "found" by accident) [...]. The text is then prepared, either orally or in written form, for the following sessions and then the whole group goes through the text sentence by sentence, which each sentence being read by a different student.

Selon Kelly (2005), cette méthode traditionnelle (dont celle de sélection aléatoire des textes), qu'elle juge déprimante, est toujours en vigueur dans certains cours. Elle est cependant d'avis que cette sélection, tant pour les évaluations formatives (cours) que sommatives (examens), devrait être basée sur des critères liés aux caractéristiques des apprenants et aux objectifs visés. Nord (2005) rappelle par ailleurs que les textes ne doivent pas être choisis intuitivement ou en fonction de critères rigides et que l'enseignant devrait privilégier l'emploi de matériels « réels » et non de textes élaborés spécifiquement dans un objectif didactique.

Cependant, si l'on ne peut qu'adhérer à ces principes théoriques, nous n'avons trouvé nulle part de méthode pratique de sélection des textes. Pourtant, le développement constant de la numérisation des sources d'information rend possible l'utilisation d'outils de recherche en vue d'une sélection objective et approfondie des textes soumis aux étudiants.

c) **Résultats :**

Le recours à des outils technopédagogiques (télévotants) et technologiques (fonctions de recherche avancée des navigateurs Internet, par exemple) permet d'estimer le niveau de connaissances des étudiants dans le domaine économique et financier et partant, de leur proposer des textes adaptés tant sur le fond (niveau de difficulté, intérêt et pertinence des sujets abordés) que sur la forme (phraséologie propre à ce type de traduction).

∞ **Abstract**a) **Objective:**

The objective of this paper is to present practical guidelines for the selection process of texts used during a financial and economic translation course.

b) **Issues:**

The importance of text selection should in our opinion meet a general agreement among translation trainers, since those texts are a basis on which students will build their knowledge and skills. However, House's (1980) description of this process reflects a different reality:

The teacher of the course, a native speaker of the target language, passes out a text (the reason for selection of this text is not explained, because it is often a literary essay that the teacher has just "found" by accident) [...]. The text is then prepared either orally or in written form, for the following sessions and then the whole group goes through the text sentence by sentence, which each sentence being read by a different student.

According to Kelly (2005), this depressing traditional method, including the randomized text selection, is still being used, while she considers that this process should be based on criteria linked to the student profiles and the expected outcomes. Nord (2005) states that text selection should not rely on intuition or rigid principles, and that "real life" practice-relevant texts should be used instead of didactical materials.

Even if these theoretical principles should in our opinion meet a general agreement among translation trainers, very little has been done on the practical process of text selection. However, the fast-growing availability of digital

of information now enables an unbiased and detailed selection procedure.

c) **Results :**

The use of techno-pedagogical tools (wireless student response system) and computer technology (web browsers' advanced search features for instance) offer a fair estimate of the students' level of knowledge and skills in a specialized domain and allow the trainer to propose texts that will be suitable both in content (difficulty level, interest and relevance of tackled topics) and form (distinctive phraseology).

∞ **GAWEŁ, KATARZYNA**

University of Silesia

∞ **Àmbito / Àmbit / Topic**

Enseñanza de la interpretación / Ensenyament de la interpretació / Teaching interpreting

∞ **Título / Title** ∞

TEACHING AND PRACTISING SKILLS IN SIGHT TRANSLATION: A SELECTION OF DRILLS AND EXERCISES

∞ **Keywords**

Sight translation, prima vista, skills training

∞ **Abstract**

The paper deals with the issue of the place of *sight translation* (here understood as *prima vista translation*) in the didactics of translation and interpreting. Though it plays a vital role in conference and community interpreting (being fairly often used in such environments as the court, hospitals and other medical facilities, business meetings, welfare institutions, etc.), sight translation (STR) is often considered “a poor cousin of other interpreting modes” (Čeňková 2010: 322). Interpreter training programmes often reflect such attitude. STR is usually treated as an introductory step in simultaneous interpreting (SI) and is included in SI curriculum. It seems justified, as STR certainly does share certain features and necessary skills with SI. Such approach, however, completely ignores visual part of STR – an area which deserves special attention, proper, specially designed training and a didactic base.

As Agrifoglio (2004: 48) notices: “readers and listeners do not concentrate on the same elements. While listeners are bound to pay attention to the gist of the message, readers tend to recall the actual words of a text,” thus the printed words often tend to be an obstacle in the process of STR rather than a useful material which could reduce the need for short term memory processing (Shreve et al. 2010). It suggests that in STR didactics particular emphasis should be placed on a) dealing with visual input and the disruption it triggers and b) reformulation which allows to preserve meaning of the source text rather than exact words and structures.

The paper advocates the call for a separate place for STR in translation and interpreting programmes due to its specificity and distinctiveness from other modes of interpreting. The idea has been explored for example by Viaggio (1995), Chmiel and Mazur (2013) and Błaszowska (2012).

A set of exercises and drills based on techniques useful in teaching and practicing STR is suggested. The paper presents well established and well known techniques (such as chunking, parsing, reading comprehension, paraphrasing, condensing, expanding, completing phrases, analyzing, skimming, scanning, extensive reading), as well as proposes less popular ones (leap reading, perceptiveness and concentration exercises, vision span expansion, screening). The techniques are divided according to the type of effort (cf. Gile 1997) they involve and train. The full set of techniques is designed to address the majority of isolated skills necessary in STR and to comprehensively train a sight translator-to-be.

∞ **PARADOWSKA, URSZULA**

State Higher Vocational School

∞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

∞ **Título / Title ∞**

<p style="text-align: center;">THE DEVELOPMENT OF WEB SEARCHING SKILLS OF UNDERGRADUATE ENGLISH TO POLISH TRANSLATION STUDENTS</p>
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∞ **Keywords**

Web searching skills, information competence, translator training

∞ **Abstract****Objectives**

With the rapid development of the Internet and a strong reliance on computer and electronic tools in the translation process, it is generally acknowledged by translation trainers that information competence needs to be incorporated in translator education (Enriquez Raido 2014; Gambier 2009; Gouadec 2007: 91).

In addition to the four key elements of translation competence – the knowledge of the languages and cultures, domain-specific knowledge and transfer competence (Gerding-Salas 2000) – the multicomponent models of translation competence developed by PACTE and EMT, among others, highlight the need for developing information competence in translator education (Enriquez Raido 2011). Their theoretical considerations are followed by empirical studies such as the InfoliTrans model (Pinto Molina and Sales Salvador 2008).

**Description**

This paper explores the development of web searching skills of a total of 10 undergraduate English to Polish translation students who enrolled in a three-semester translation course at a higher education institution in western Poland. The students represent a fairly homogeneous sample with an even representation of males and females, similar age, web expertise, domain knowledge, and language proficiency.

The author analyses the students' translation-related information behaviour before and after a 4-month intervention carried out in the third and last semester of their undergraduate translation course. During the intervention, the students received a theoretical background and practice in online information seeking, which focused on translation stages, expert search behaviour, increasing domain knowledge, web-based resources, Google search operators, MS keyboard shortcuts, and ways of storing search results.

The research question the author addresses is whether and how the increased web searching skills developed by the students affect the search process, their search success, and search satisfaction.

**Results and conclusions**

The author expects the results to show improvement in web searching performance and to provide a clearer insight into the importance of expert search behaviour components for search success. The main method of the study is a multiple-case study research. Qualitative and quantitative sub-methods include four questionnaires designed in and administered via Google Forms and direct observation using screen-capture video tool Camtasia Studio.

∞ **ROCCO, GORANKA**

Università di Trieste

∞ **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

## ∞ Title ∞

ANWENDUNGSMÖGLICHKEITEN DES HOLISTISCHEN MODELLS DER KONTRASTIVEN TEXTOLOGIE (HMKT) IN DER  
SENSIBILISIERUNG DER STUDIERENDEN UND ANGEHENDEN ÜBERSETZER FÜR KONTRASTIVE ANALYSE DER  
TEXTMERKMALE

APPLICATION POSSIBILITIES OF THE HOLISTIC MODEL OF CONTRASTIVE TEXTOLOGY IN SENSIBILIZING STUDENTS  
AND PROSPECTIVE TRANSLATORS FOR CONTRASTIVE ANALYSIS OF TEXT FEATURES

∞ **Keywords**

Contrastive textology, corporate communication, text characteristics

∞ **Abstract**

The study presented in the poster examines how a new methodological approach, called the Holistic Model of Contrastive Textology, can be applied to courses in professional translation.

The Holistic Model of Contrastive Textology (which has been previously developed, presented and applied to various texts of corporate communication in the monograph G. Rocco 2013: „Textsorten der Unternehmenspräsentation aus kontrastiv-textologischer Perspektive. Eine Untersuchung der Aktionärsbriefe und Einstiegseiten der deutschen und italienischen Banken“/Peter Lang) aims to amplify the methodological instruments of the contrastive textology adapting them to the new, changed conditions of production and reception of texts. The Model allows multidimensional analysis of texts: It takes into consideration pragmatic-communicative, thematic, structural, morpho-syntactic, lexical, phraseological, as well as semiotic aspects of texts. Furthermore, it investigates the levels of standardization and of diffusion of the analyzed text types in different languages and the question of the impact of cultural standards on verbal and visual text characteristics.

The central question is how the Holistic Model can be used to sensibilise students for contrastive analysis of text features and how it can improve their capacity to understand and produce texts in both languages. Two main learning activities are explored: a comparison of authentic texts in two or more languages and a comparison between source and target texts. The focus is on texts of corporate communication and on journalistic texts.

∞ **SANTAFÉ ASO, ISABEL**

University of Exeter

∞ **Àmbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

∞ **Title** ∞

STUDENT TRANSLATION AGENCY: BRIDGING PROFESSIONAL PRACTICE, COLLABORATIVE WORK AND EMPLOYABILITY SKILLS AT AN UNDERGRADUATE LEVEL. A CASE STUDY.

∞ **Keywords**

collaborative, employability, transferable skills

∞ **Abstract**

At the University of Exeter (UK) Dr Richard Mansell, the Director of the MA in Translation and I have successfully co-led this academic year (2013-2014) an extracurricular project where final year students from the Modern Languages Department had the opportunity to create their own translation businesses in teams. The 40 students who participated were put into 5 different groups corresponding to 5 different source languages and each student was assigned a role: each group had one project manager and several translators, revisers and proof-readers. To encourage creativity, peer learning as well as students' autonomy, our students had the freedom to choose the source texts and to build their own business, which implied: choosing a name, planning a marketing strategy, researching the industry and creating high-quality translations.

This activity goes beyond the most traditional definition of translation as the transference of words into the target language by highlighting the extra-linguistic components and skills related to the translator's competence that are essential in a professional context but often overlooked in the translation class. Thus, this initiative has been supported by training sessions on CAT tools, mentoring guidance from both translation lectures and MA translation students as well as by a roundtable session with local professional translators, members of the Institute of Translation and Interpreting. The exercise culminated with some group presentations judged by local professional translators, who gave positive feedback to each group on their work.

This project is an example of how to bridge education with the professional world. Students not only gain insight into professional practice and build professional employability skills such as team-work, organisation and time-planning, but also are motivated and gain a valuable experience that they can use in their future job applications.

My poster will introduce, explain and illustrate this project and provide a critical reflection on points of good practice and benefits as well as areas of improvement based on the students' feedback and our own experience organising and coordinating the project.





∞ PECHA KUCHA ∞



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

COMUNICACIONES RÁPIDAS | *COMUNICACIONS RÀPIDES* | SHORT PRESENTATIONS

 **EISENREICH, KERSTIN**

Universidad de Ciencias Aplicadas de Magdeburgo

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Título / Title** VERBESSERUNG DER QUALITÄT DER ZIELTEXTPRODUKTION DURCH PARAPHRASIERUNGSÜBUNGEN IM  
ÜBERSETZUNGSUNTERRICHTBETTERING THE QUALITY OF TARGET TEXT PRODUCTION BY PRACTICE IN PARAPHRASING IN TRANSLATION  
LESSONS **Stichwörter / Keywords**

Didaktik, Fachübersetzen, Paraphrasierung/ Didactics, specialized translation, paraphrasing

 **Zusammenfassung**

Bei der Ausbildung künftiger Fachübersetzer nehmen praktische Übersetzungsübungen zur Vermittlung der Übersetzungsfertigkeiten breiten Raum ein. Die Qualität der Übersetzungsergebnisse selbst in höheren Semestern ist jedoch oft nicht zufriedenstellend. Insbesondere die adressatengerechte Herstellung des Zieltextes unter funktionalem Gesichtspunkt erweist sich als größte Herausforderung. Eine der vielfältigen Ursachen hierfür ist das unzureichende Textverständnis, sowohl sprachlich, und hier insbesondere beim Übersetzen aus der Fremdsprache in die Muttersprache, als auch sachlich, d. h. Wissensdefizite im Fachgebiet. Dieser Vortrag soll zeigen, wie mit Hilfe der Paraphrasierung als einer Form der Übersetzungsübungen die Studierenden befähigt werden können, den Ausgangstext besser zu verstehen und dadurch bessere Zieltexte zu produzieren.

Beim Einsatz dieser Methode wurden verschiedene Textsorten mit unterschiedlichem Schwierigkeitsgrad verwendet. Übersetzt wurde aus der Fremdsprache in die Muttersprache. Die eigentlichen Paraphrasierungsübungen erfolgten sowohl intralingual als auch interlingual und umfassten eine konkrete Aufgabenstellung mit geplantem Übungsablauf. Die interlingualen Varianten basierten zum einen auf dem Hören und zum anderen auf dem Lesen des Ausgangstextes. Intralingual lag der Ausgangstext ebenfalls schriftlich vor. Der Fokus der Paraphrasierung bei interlingualen Varianten lag dabei auf der stichwortartigen Wiedergabe der wesentlichen Informationen in der Ausgangssprache und der Reverbalisierung dieser in einem vollständigen Text in der Zielsprache. Bei der intralingualen Variante sollte der Textinhalt mit eigenen Worten in der Ausgangssprache formuliert und anschließend der Zieltext ohne Verwendung des Ausgangstextoriginals produziert werden. Die Paraphrasierung war damit nicht das Ziel sondern vielmehr der Weg für die Anfertigung einer Übersetzung auf der Grundlage eines konkreten Übersetzungsauftrages.

Die Ergebnisse der Untersuchungen fielen sehr unterschiedlich aus und lassen den Schluss zu, dass Studierende, die die Fremdsprache sehr gut beherrschen, in der Regel besser abschnitten, da sie den Ausgangstext besser verstanden hatten. Aber auch innerhalb der Studierenden mit sehr guten Verstehensfertigkeiten waren die Ergebnisse unterschiedlich, je nachdem, welche Fertigkeit (Hören oder Lesen) besser beherrscht wird. Hinzu kommt allerdings die Ausprägung der Fertigkeit „Übersetzen“, ein deutlicher Hinweis darauf, dass die Beherrschung von zwei Sprachen, und sei diese noch so gut, nicht automatisch zum Übersetzen befähigt. Außerdem gaben einige Studierende zu, dass es ihnen äußerst schwer fällt, einen Ausgangstext mit eigenen Worten wiederzugeben bzw. die wichtigsten Informationen und deren Zusammenhänge in Stichworte zu fassen. Diese Defizite bringen die Studierenden aus der schulischen Vorbildung mit und müssen ausgeglichen werden. Die Methodenvielfalt des Übersetzungsunterrichts, zu der Paraphrasierungsübungen gehören, ist damit zugleich eine lohnenswerte Herausforderung, die übersetzerische Kompetenz der Studierenden zu stärken und die Qualität der Übersetzungen zu verbessern.

 **Abstract**

Although practical exercises in translation for acquiring translation skills have a wide scope in the training of specialized translators, the quality of the translation results is often unsatisfactory, even in higher semesters. The production of suitable target texts for the addressee from the functional point of view proves to be the greatest challenge. Some of the reasons for this inadequate text understanding can be linguistic, when translating from a foreign language into the native one, but also technical, i.e. when lacking specialist's knowledge. This lecture will show how to improve the students' understanding of a source text using paraphrasing as a translation exercise. The method has been employed on a range of texts with various degrees of difficulty from the foreign into the native language. The actual paraphrase exercises were done not only intralingually but also interlingually. They consisted of a concretely specified task with a planned translation procedure. The interlingual variants were based on both, listening and reading the source text. The interlingual variants likewise involved reading.

In both cases, inter- and intralingual translation, the first step of the paraphrasing exercise was the reproduction of the

source text in key words. While subsequent reverbalization in form of a complete text in the target language was carried out for the interlingual texts, for the intralingual cases the second step comprised the reproduction of the target text without the use of the original source text. Paraphrasing was thus no end in itself but a way to translate a text on the basis of a concrete translation request.

The results of the investigations imply that students with a very good knowledge of the foreign language generally tend to capture the source text better. But even within this cohort of talented students the results differed, depending on which skill – listening or reading – was mastered better.

Here, it should also be mentioned that the skill 'translation' does not arise automatically from a mastery of two languages.



Some of the students who found it extremely hard to put a source text into their own words or to grasp the most essential items of information and their interrelations in terms of key words. This deficit is often caused by the school education and has to be evened out. Making use of the wide range of methods available in teaching translation, including paraphrasing, is a worthwhile challenge for strengthening the translation capabilities of the students.

 **GADD, ANNA**

The University of Western Australia

 **Àmbito / Àmbit / Topic**

Ensenyanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Títol / Title** 

'PARLA COME MANGI': ORALITY AND INFORMALITY IN APPLIED TRANSLATION TUTORIALS FROM ENGLISH INTO ITALIAN

 **Keywords**

Orality and Informality; Dynamic Equivalence; Translation of Grammar Errors

 **Abstract**

In a series of tutorials of applied translation from English into Italian, I focused on marks of orality and informality in literary texts.

The planned objectives of my tutorials were for my students to comprehend the importance of reproducing marks of orality and informality in their target texts, as well as maintaining the same effect achieved in the source text. A central aim was for them to understand that different languages codify orality and informality in different ways and, therefore, some slight changes can occur in translation in order to achieve the same effect achieved in the source text.

Peter Carey's *True History of the Kelly Gang* and Mark Twain's *The Adventures of Huckleberry Finn* proved to be good source texts for this purpose, due to the sociolects spoken by their respective first person narrators, which encompass grammar errors, low levels of formality and elements of orality.

A three-fold method was used: visualization, inverse translation, literature on orality and informality in the target language. In order to compare all translations anonymously I used the Socrative online platform, which allowed for the assessment of each target text as a whole.

Inverse translation assisted in the teaching of different levels of formality. Extensive literature on orality, informality and grammar errors in the target language was provided to the students. This encouraged mother-tongue Italian errors instead of literal translations of English errors. It also encouraged dynamic equivalence in the target texts.



Students understood the importance of mirroring marks of orality and informality in translation and discovered alternatives to convey these in Italian. The tutorials also generated discussions on the different social and regional variations of the two languages involved which increased the students' knowledge of applied translation and comparative linguistics.

 **KÓZEL, NATALIA**

Universidad Federal del Sur

 **Ámbito / Àmbit / Topic**

Ámbitos transversales de diseño curricular/ Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

 **Título / Title** DEPORTE COMO MEDIO PARA DESARROLLAR LAS COMPETENCIAS PROFESIONALES DE FUTURO  
TRADUCTOR/INTÉRPRETE

SPORT AS MEANS TO PROFESSIONAL SKILLS DEVELOPMENT OF THE FUTURE TRANSLATOR/INTERPRETER

 **Palabras clave/ Keywords**

Especialidad deportiva, equipamiento deportivo, traducción especializada/ Kind of sport, sports equipment, specialized translations

 **Resumen****a) Los objetivos de nuestro trabajo son:**

- Desarrollar la capacidad de comprender, aprender y traducir la gran cantidad de la información nueva en el área de deportes.
- Desarrollar la capacidad de reaccionar rápidamente a los acontecimientos alrededor.
- Desarrollar destreza de trabajar en equipo/grupo.
- Desarrollar destreza de traducir oralmente y por escrito los textos que muestran relación entre deporte y negocios, economía y comunicación, tecnología y medicina deportiva, etc.
- Ampliar el horizonte del futuro traductor/intérprete.
- Motivar a los desmotivados a ejercer un mínimo de ejercicios físicos.

**b) Descripción:**

El Plan de Estudios de la Traducción e Interpretación vigente en el sistema de la educación superior ruso incluye tradicionalmente cuatro especializaciones obligatorias: Traducción jurídico-administrativa, Traducción económico-financiera, Traducción técnico-científica y Traducción socio-política. Acontece, cada vez con mayor frecuencia, que durante la preparación para los grandes eventos deportivos internacionales, el grupo organizador de la ciudad/la región enfrenta con dificultades de contratar a un traductor/intérprete que domine a la perfección las lenguas de trabajo y sea especialista en la correspondiente modalidad o especialidad deportiva. Tienen pocas posibilidades para obtener lo deseado, porque hay pocas personas que lo satisfagan. Hay también una práctica de reclutar a título provisional a los ex- atletas que han residido durante algún tiempo en el extranjero, pero la mayoría de ellos no tienen habilidad de expresarse con efusión. Hemos decidido introducir la asignatura "Traducción Deportiva" para un semestre con una clase semanal de dos horas de manera experimental. Además de las clases tradicionales y trabajo autónomo de los estudiantes están previstos los contactos con los más famosos atletas y entrenadores de la región, acceso a los "centros", como estadios de los equipos locales, escuelas de deportes para niños, entrevistas con los funcionarios deportivos, visitas a las tiendas de artículos deportivos, etc.

El contenido de material educativo se divide en tres módulos grandes:

1. Personalidades. 2. Documentos. 3. Equipos y materiales.

**c) Conclusión:**

Esperamos que estudio de esta disciplina permita a cada estudiante desarrollar todo tipo de competencias necesarias para su futuro trabajo de traductor o intérprete a saber, la lingüística, la operacional (dominio de la tecnología de la traducción) y la sociocultural, etc.

 **Abstract****a) Objectives of our work are the following:**

- To develop the ability to understand, learn, and translate the large amount of new information in the sport area.
- To develop the ability to react quickly to events around.
- To develop team/group working skills.
- To develop translation and interpretation skills for the texts connecting sports and business, economics and communication, technology and sports medicine, etc.
- To expand future translator/interpreter horizons.
- To motivate the unmotivated students to participate in minimal physical training activities.

**b) Description:**

The Translation and Interpretation degree course scheme of Russian higher educational system traditionally includes four compulsory specializations: Legal and Administrative Translation, Financial and Economic Translation, Technical and Scientific Translation and Social and Political translation. Nowadays in increasing frequency the organizing groups of the city

/ region preparing major international sporting events run into difficulties with seasonal employment contract translators and interpreters who can speak languages fluently and be specialist in particular kind of sport. They have little chance to get what they want, because only few people will be capable of doing it. There is also a provisional recruiting practice of former athletes lived for some time abroad, but most of them don't possess luminous eloquence. We decided to introduce the course of "Sports Translating and Interpreting" optionally for a half-year, with a double class once-per-week. Traditional classes and students' autonomous work are accompanied by the most famous athletes and coaches of the region assistance in access to the potential "working area", we mean visits to the local teams stadiums, children's physical culture schools, interviews with sports officials at their offices, visits to sporting goods shops, etc.

The training material is divided into three conditional modules: 1. People. 2. Documents. 3. Equipment and materials.

**c) Results or/and conclusions:**



We suppose that results obtained after new practice help the students develop all kinds of competencies necessary for future translator/interpreter: the language one, the operational one (translation technology knowledge) and the social and cultural one.

 **LIU, SHIYANG**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Título / Title** 

AN ANALYSIS OF THE TRANSLATION SECTION OF THE TEST FOR SPANISH MAJORS (EEE) IN CHINA AND THE TRANSLATION TEACHING

 **Keywords**

Translation errors, translation competence, teaching methods

 **Abstract**

The Test for Spanish Majors (Examen para Estudiantes de Especialidad de Español) is the most important examination for the university students of Spanish Major and of Spanish-Chinese translation Major in China. The objective of the work is to get a panoramic view of the translation mistakes of the examination participants, evaluate the translation competence of the students of Spanish Major, and also intend to reflect on the current Spanish translation teaching strategies in China and the space of improvement.

In this work, first of all, we analyze the students' translation work in the Spanish-Chinese Translation Section of the Test based on the corpus of the answer sheet of the EEE, making a statistical analysis of their translation mistakes. According to the results and statistics that have been got, the second part evaluates the students' translation competence. Finally, we'll give a reflection and discussion about the translation teaching strategies, the current problems of the translation teaching and some suggestions to solve the problems.

According to the analysis, the translation mistakes, arranged by the order from more to less, include misunderstanding of cultural references, under-translation, sentence dislocation, over-translation, spelling mistakes, etc. Moreover, the kinds of mistakes found in different answer sheet are also different. After analyzing and comparing the data, we can draw the conclusion that the most relevant problem that the translation work reveals is the lack of knowledge about the source context and culture. In addition, the students don't have sufficient ability to transfer from an original syntactical structure to that of the target language. At last, some students, especially the students with low scores, don't have sufficient linguistic competence to understand the original text and express it in the target language. Considering the shortage of the cultural competence, transfer competence and linguistic competence, we think that the current Spanish-Chinese translation teaching in China should not only focus on the teaching of translation strategies and the foreign language, but also should pay attention to the knowledge of the source culture and the dominance of the first language of the translator. Moreover, more linguistic contrastive analysis should be made between Spanish and Chinese, in order to help the students reflect on the differences between the two languages and the transfer strategies they should use to achieve the dynamic equivalence between the two texts.

 **PYM, ANTHONY; TORRES SIMÓN, ESTHER**

Universitat Rovira i Virgili

 **Àmbito / Àmbit / Topic**

Ensenyanza de la traducció / Ensenyament de la traducció / Teaching translation

 **Título / Title** 

WHAT HAPPENS WHEN YOU TEACH WESTERN TRANSLATION MODELS TO CHINESE STUDENTS AND CHINESE TRANSLATION MODELS TO WESTERN STUDENTS

 **Keywords**

Translation teaching, translation solution types, English-Chinese

 **Abstract**

In the first four of those years, the students were introduced to the seven main Vinay and Darbelnet categories, illustrated with examples from textbooks. The students were asked to apply the categories to the solutions they had found in one of their previous 200-word translations into their A language (or L1), attaching comments to the text to label the solutions. The students were then invited to answer several questions on how easy the categories were to apply:

Is it easy to distinguish between the solution types? If not, why not?

How do you think the categories could be improved?

In the fourth year, exactly the same procedure was carried out, but the Solution types came not from Vinay and Darbelnet but from Loh Dian-yang (1958), exactly the same year as Vinay and Darbelnet. Loh names solution types that are remarkably similar to Vinay and Darbelnet's but are presumably more appropriate to translation between English and Chinese. His main categories were taught with English-Chinese examples from his textbook. In this case, the final questions were a little different:

Which of Loh's categories should be changed?

What categories should be added?

First, we wanted to test if Vinay & Darbelnet's categorization was clear for students, that is, if they considered it easy or difficult. Second, we wanted to see if students answered differently according to their language combinations. We wanted to test if literal translation was the default solution in all combinations and to what extent the Vinay and Darbelnet categories apply to non-Romance languages. The introduction of Loh's categories in the fourth year further tested this link between categorizations and language combinations.

The results will be revealed.





 **RUBIO LEIGH DE JESS, SILVIA**

Universidad Ricardo Palma

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Título / Title** 

ENTORNO PERSONAL PARA TRADUCIR

PERSONAL LEARNING ENVIRONMENT

 **Palabras clave/ Keywords**

Actividad, reflexión, herramienta/ Activity, reflexion, tool

 **Resumen****Objetivos del trabajo:**

- Realizar una actividad reflexiva acerca del propio proceso traductor

**Descripción:**

EL ENTORNO PERSONAL PARA TRADUCIR

El entorno personal para traducir es una actividad replicable, reflexiva, perfectible y a la vez entretenida.

Aparte de ser una actividad es también una herramienta para que los traductores en formación se enfrenten a una imagen de su propia concepción del proceso de traducción.

Al ser elaborado por el propio traductor en formación, se trata de una ejecución reflexiva de todos aquellos elementos (fases, herramientas, recursos) que utiliza aún de manera poco consciente o sistematizada.

Permite que el estudiante concrete los primeros pasos que ha venido dando en el camino que lo conducirá de manera efectiva y funcional.

Esta actividad se realiza en tres etapas, a saber:

- PRIMERA ETAPA. Cuestionario y respuestas
- SEGUNDA ETAPA. Organización y diagramación
- TERCERA ETAPA. Puesta en común y préstamo

Al tratarse de una actividad dentro del curso de Traductología 2, que lleva la teoría de la mano con la práctica, esta actividad se realiza al finalizar el curso, de manera que los alumnos estén ya posibilitados de realizar una reflexión sobre la base de sus primeras experiencias en la traducción de textos.

Finalmente, se trata también de una actividad entretenida o lúdica, donde los alumnos ponen en práctica su creatividad mediante el uso de materiales como post-its de colores, papelógrafos y plumones.

**Resultados y/o conclusiones:**

Los estudiantes del curso de Traductología 2, que une la teoría con la práctica, son capaces al final de visualizar de manera concreta los pasos que siguen y las herramientas que emplean durante su proceso de traducción, y al compararlo en la etapa final con aquellos de otros compañeros, se dan cuenta de los aspectos que pueden mejorar y de aquellos que pueden significar para ellos un punto a su favor.

 **Abstract****Objective:**

- Performing a reflecting activity on students' own translation process

**Description:**

PERSONAL LEARNING ENVIRONMENT

The personal learning environment is a replicable, reflective, perfectible and entertaining activity.

Besides being an activity, it is also a tool for trainee translators to face their own conception of the translation process.

Since it is the trainee translator himself who elaborates on it, it becomes a reflective activity of all those elements (stages, tools, resources) he uses even if a bit unconsciously or unsystematically.

This activity allows the student to concrete his first steps in the way that will lead him effectively and functionally.

This activity takes place in three stages:

- First stage: questionnaire and answers
- Second stage: organization and diagram
- Third stage: sharing and lending

Since this is an activity of the Translation Theory 2 course, where theory goes hand in hand with practice, it takes place by the end of the course, so that students are now able to reflect on the basis of their first experiences in text translation.

Finally, it is an amusing activity, where students make use of their creativity using materials such as color post-its, markers and cardboard.

**Results and/or conclusions:**

PECHA

KUCHA

# Comunicaciones rápidas

*Comunicacions ràpides* ☞ Short presentations

Por orden alfabético · *Per ordre alfabètic* · In alphabetical order



Students of the Translation Theory 2 course, which joins theory with practice, are able to visualize concretely the steps they follow and the tools they use for their own translation process and by contrasting and comparing it in the final stage with that of their peers, they realize the aspects they need to improve and those which represent their strengths.

 **SERÓN ORDÓÑEZ, INMACULADA**

Universidad Pablo de Olavide

 **Ámbito / Àmbit / Topic**

Enseñanza de la traducción / Ensenyament de la traducció / Teaching translation

 **Título / Title** EL APRENDIZAJE BASADO EN PROYECTOS REALES EN LA CLASE DE TRADUCCIÓN: UNA EXPERIENCIA PIONERA  
CON TED*LEARNING BASED ON REAL PROJECTS IN THE TRANSLATION CLASSROOM: A PIONEERING INITIATIVE WITH TED* **Palabras clave/ Keywords**

Aprendizaje basado en proyectos, enseñanza de la traducción, TED/ Project-based learning, translation teaching, TED

 **Resumen**

Esta comunicación pretende dar a conocer una experiencia docente que consistió en la aplicación de técnicas de aprendizaje basado en proyectos a la enseñanza de la traducción. Dicha experiencia se desarrolló en el año académico 2012-2013 en la Universidad Pablo de Olavide (Sevilla), con la participación activa de TED Conferences, LLC.

Su objetivo era formar a alumnos de los últimos cursos del Grado en Traducción e Interpretación en competencias clave del traductor profesional como son la capacidad de aprender de forma autónoma, de trabajar en equipo, de tomar decisiones y resolver problemas, y de adaptarse a situaciones nuevas.

Con este fin, los alumnos participaron en un proyecto piloto de localización del sitio web [www.ted.com](http://www.ted.com). Al inicio de la asignatura Traducción de Software y Páginas Web, se les dotó de conocimientos esenciales sobre la traducción en el ámbito de la localización. Seguidamente, se les presentaron el proyecto y la herramienta TAO con la que trabajarían (Smartling), así como las principales fuentes de referencia. A continuación, se formaron los grupos de trabajo y comenzó la participación de los alumnos en el proyecto, que fue tutelada por la profesora (y ponente). Cada grupo debía traducir una parte del sitio web y contribuir a la creación de un glosario común específico de TED, todo ello en cooperación con los demás grupos, a fin de que el resultado conjunto fuera coherente y de calidad. Como en cualquier proyecto real, las dudas que correspondiera resolver al cliente debían enviarse a este.

En la presente comunicación, además de describir la iniciativa, se mencionarán: los principales problemas con los que se enfrentó y formas de evitarlos o solucionarlos; los procedimientos de evaluación del alumnado y su rendimiento académico, comparado con el obtenido en cursos anteriores (en los que se aplicaron, bien una metodología docente más tradicional, o bien una basada en un proyecto real de localización de un programa informático); y, por último, ventajas y desventajas de esta novedosa metodología.

 **Abstract**

In this presentation, I aim to share a teaching experience which consisted in applying project-based learning techniques to translator training. This experience took place in the 2012-13 academic year at the Universidad Pablo de Olavide (Seville), with active involvement of TED Conferences, LLC.

Its goal was to train students in the final years of their Degree in Translation and Interpreting in key professional translator competences such as the ability to learn autonomously, to work as a team, to make decisions and solve problems, and to adapt to new situations.

With this goal in mind, students took part in a pilot localisation project consisting in localising the website [www.ted.com](http://www.ted.com). At the beginning of the subject Traducción de Software y Páginas Web, they were provided with fundamental knowledge on translation in the field of localisation. Then, they were introduced both to the project and to the CAT tool they would work in (Smartling), as well as to the main reference sources. Next, work groups were formed and the students started work, which they completed under the teacher's (and speaker's) supervision. Each group had to translate a part of the website and also help create a common TED-specific term list. All of this had to be carried out in cooperation with the other groups, so that the joint result would be consistent and of quality. As in any real project, the queries to be solved by the client had to be submitted to the client.

In this presentation, in addition to describing the initiative, I will mention: the main problems faced and ways to avoid or solve them; the student assessment procedures and the results obtained in comparison with those of previous years (in which either a more traditional teaching methodology, or one based on a real localisation project consisting in localising a computer program, was applied); and, lastly, advantages and disadvantages of this novel methodology.

