

didTRAD·PACTE 2016

**III Congreso Internacional sobre
Investigación en Didáctica de la Traducción**

**III Congr s Internacional sobre Investigaci 
en Did ctica de la Traducci **

**Third International Conference on Research
into Didactics of Translation**

Grupo | Grup | PACTE | Group

7-8 julio | juliol | July 2016

UAB

Universitat Aut noma de Barcelona

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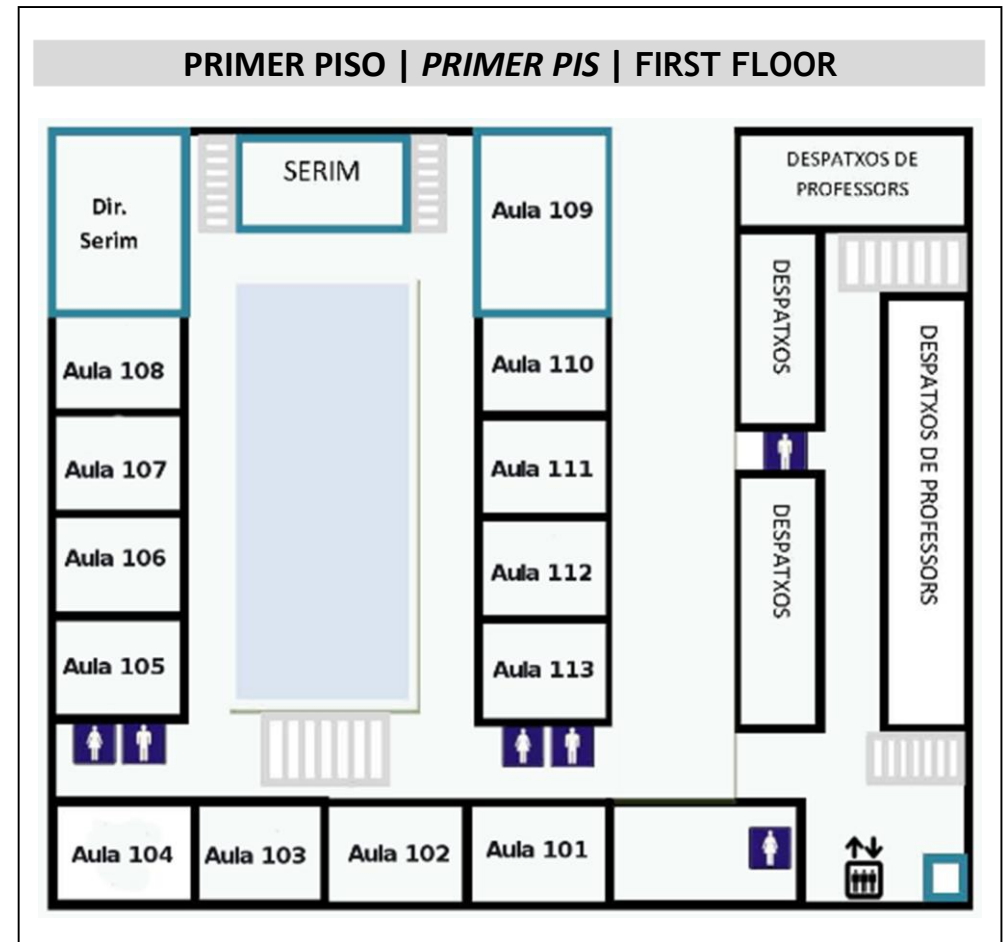
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- ✳ Entrada | Entrance
- ★ Sesión plenaria | *Sessió plenària* | Plenary Session
- ❖ Pausa café | *Pausa cafè* | Coffee Break
- ⌂ Aula multimedia | *Aula multimèdia* | Computer Lab
- 📖 Exposición de libros | *Exposició de llibres* | Book exhibition

PROGRAMA

PROGRAMME

didTRAD

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PACTE

Departament de Traducció i d'Interpretació



07/07/2016

07/07/2016					
08:30 – 09:00h	Recepción <i>Recepció</i> Registration				
09:00 – 09:30h	Inauguración <i>Inauguració</i> Opening				Aula • Room 4
	Dra. Pilar Sánchez-Gijón <i>Directora • Head</i> DEPARTAMENT DE TRADUCCIÓ I D'INTERPRETACIÓ I D'ESTUDIS DE L'ÀSIA ORIENTAL		Dr. Armand Sánchez <i>Vicerector d'Investigació</i> UNIVERSITAT AUTÒNOMA DE BARCELONA		Dra. Amparo Hurtado Albir <i>Investigadora principal • Principal Researcher</i> GRUPO <i>GRUP</i> PACTE GROUP
Interpretación simultánea / Interpretació simultània / Simultaneous interpretation: CATALÀ > ESPAÑOL/ENGLISH CATALÀ > ESPAÑOL					
09:30 – 10:30h	Conferencia plenaria <i>Conferència plenària</i> Plenary Session				Aula • Room 4
	Dra. Catherine Way – “Burning boats or building bridges? Integrating action research in translator training” • Moderador Chair: A. Beeby				
Interpretación simultánea / Interpretació simultània / Simultaneous interpretation: ENGLISH > ESPAÑOL					
10:30 – 11:00h	Pausa café <i>Pausa cafè</i> Coffee break				
11:00 – 12:15h	[LT] Aula-Room 101	[DC] Aula-Room 102	[ET] Aula-Room 103	[ET] Aula-Room 104	[INT] Aula-Room 4
Sesió 1 <i>Sessió 1</i> Session 1	L. Romero Moderador Chair	E. Huertas Barros Moderador Chair	R. Tonin Moderador Chair	M. Presas Moderador Chair	MESA REDONDA [1h30] TAULA RODONA ROUNDTABLE
	La traducción pedagógica en la enseñanza del español como lengua extranjera a estudiantes japoneses L. Asquerino Egoscóabal	The bigger picture: Co-emergence in and beyond the curriculum G. Massey; D. Kiraly	La competencia estratégica en la formación de traductores: un estudio empírico-descriptivo A. Gregorio Cano	Talleres abreviados de especialización para traductores recién egresados o traductores profesionales: una propuesta de formación continua con un enfoque metodológico de enseñanza en equipo o team-teaching C. Araya Medel	Feedback and psychology in interpreting M. Vargas-Urpi [Moderadora Moderator]
	Análisis sobre manuales para aprender a leer en chino M. C. Espín García	Translator training professionalisation and knowledge transfer in the language services sector. The five-year experience of the Institute of Romance Studies, University of Wrocław (2011-2015) A. Kuznik	El estándar MUST: la didactización de las estrategias de traducción G.-W. van Egdom; F. van Santen	Iniciación a la traducción: estrategias didácticas en un curso a distancia A. Joan Casademont	M. Arumí Ribas; M. Behr; L. Domínguez Araújo; M. M. Fernández Pérez
[∅]	[∅]	Nivel de rendimiento y estrategias utilizadas por los estudiantes de traducción en la detección, comprensión y traducción de neologismos R. Luna García	Teaching the same class? Not so. Two respective versions of an introductory translation course for English and Spanish as a foreign language teacher trainees K. Zimányi	Interpretación simultánea / Interpretació simultània / Simultaneous interpretation ENGLISH > ESPAÑOL / ESPAÑOL > ENGLISH	

07/07/2016 CONT.

12:15 – 13:30h	[LT] Aula-Room 101	[ET] Aula-Room 102	[ET · INT] Aula-Room 103	[DC] Aula-Room 104
Sesión 2 <i>Sessió 2</i> Session 2	A. Beeby Moderador Chair	A. Martín Moderador Chair	C. Way Moderador Chair	D. Kiraly Moderador Chair
	Error Analysis in Consecutive Retour Interpreting A. Gorton	Crowdsourcing and collaborative online communities in translation training: assessing initiatives based on feedback M. Á. Jiménez-Crespo	A Comparative Study on Assessment Practices in Translation Teaching in the UK E. Huertas Barros; J. Vine	Addressing employability responsibilities in the curriculum B. Rodríguez de Céspedes
	Communicative Translation in a foreign-language classroom: classification of activities N. Ayvazyan	Collaborative projects in EFL's translation classroom: can they help promote strategic sub-competence? S. Insai	Integrating e-tutors and e-peers in interpreter training K. G. Seeber; C. Delgado Luchner; E. Zubiaurre Wagner	The dark side of employability in translator and interpreter training: do ethics matter? C. Olalla-Soler
	Teaching foreign languages in Translation and Interpreting studies: The case of listening comprehension E. Cerezo Herrero	Wikitrads: Implementing Authentic Experiential Work in the Inverse Translation Classroom R. Martínez-Carrasco	Evaluación formativa en la traducción jurídica del español al árabe: propuesta de una herramienta versátil y sistemática N. Ilhami	The Ethics of Service Learning: Visibility and Volunteerism for Interpreters in Training M. Wallace
13:30 – 15:00h	Pausa comida <i>Pausa dinar</i> Lunch break			

07/07/2016 CONT.

13:30 – 15:00h	Pausa comida <i>Pausa dinar</i> Lunch break			
15:00 – 16:15h	[LT] Aula-Room 101	[DC · ET] Aula-Room 102	[DC] Aula-Room 103	[INT] Aula-Room 5
Sesión 3 <i>Sessió 3</i> Session 3	G. Grauwinkel, A. Hurtado Moderador Chair	A. Kuznik Moderador Chair	A. Galán-Mañas Moderador Chair	MESA REDONDA [3 h] TAULA RODONA ROUNDTABLE
	Die bedeutende Rolle des Muttersprachenunterrichts für das erfolgreiche Übersetzen T. Žigon; M. Zlatnar Moe; T. Mikolič Južnič	Terminología en un programa de pregrado de traducción e interpretación en Perú: diseño curricular y experiencia docente C. L. Franco Hip	Training Arab Translators. From Language-Focused to Multi-Competence Curriculum Model: The Journey that Has to be Made A. G. Al Sharafi	De la investigación al aula de interpretación en los servicios públicos. Implicaciones de los resultados de la investigación en ISP para la formación M. Arumí Ribas [Moderadora Moderator]
	La especificidad de la enseñanza/aprendizaje del francés en una carrera de traducción: de Francés Lengua Extranjera (FLE) a Francés Lengua Segunda (FLS) J. M. Mogroviejo	Contingencias didácticas en la formación profesional de traductores L. I. Villegas Salas	The makings of a diploma course in translation in Central Mexico K. Zimányi; C. Sulzer; J. O'Shea	M. Arrasate; C. Bestué; A. Gil-Bardají; A. Johnson; M. Orozco; M. Vargas-Urpí
	Outils de pédagogie de la traduction exploitables dans le perfectionnement linguistique J. Kim	Retrato de la Traducción en Brasil: el caso de la UFSC, estudios superiores M. Otou	A Translation Course Designed to Help Students Enhance Practicing Translators' Traits: A Case Study in Taiwan Y.-L. Chung	
16:15 – 16:45h	Pausa café <i>Pausa caffè</i> Coffee break			

07/07/2016 CONT.

16:15 – 16:45h	Pausa café <i>Pausa cafè</i> Coffee break			
16:45 – 18:00h	[ET] Aula-Room 101	[ET] Aula-Room 102	[ET] Aula-Room 103	[INT] Aula-Room 5
Sesión 4 <i>Sessió 4</i> Session 4	G. Massey Moderador Chair	F. Prieto Ramos Moderador Chair	M. Presas Moderador Chair	MESA REDONDA [cont.] TAULA RODONA ROUNDTABLE
	The Annotated Translation as a Test Format in Graduate Literary Translator Training C. Koster	La confianza del estudiantado de traducción en su capacidad para traducir textos jurídicos M. d. M. Haro Soler	Fraseodidáctica en la formación de traductores: un caso práctico M. Buendía Castro; E. Huertas Barros	De la investigación al aula de interpretación en los servicios públicos. Implicaciones de los resultados de la investigación en ISP para la formación M. Arumí Ribas [Moderadora Moderator]
	The role of self-assessment in balancing the distribution of power and control in translator training P. Pietrzak	La explicación: una propuesta de representación de la equivalencia en traducción jurídica C. Zanotti	La meta-reflexión en el proceso de enseñanza/aprendizaje de traducción: una propuesta de unidad didáctica basada en la hipótesis de la retraducción y en datos procesuales de seguimiento de ojos y registro de teclado y ratón G. Malta	M. Arrasate; C. Bestué; A. Gil-Bardají; A. Johnson; M. Orozco; M. Vargas-Urpí
	Theory and practice in professional EMT Masters E. Torres Simón; A. Pym	La lexicografía bilingüe para la formación de traductores especializados: un estudio de caso del traductor jurídico rumano I. Cornea	Traducción y adaptación de “Aprender a traducir del francés al español” a la lengua portuguesa T. de Assis Barreto	
17:45 – 18:45h	Pòsters • Pòsters • Posters			
Sesión 5 <i>Sessió 5</i> Session 5	Encuentro con los autores de los pósters <i>Trobada amb els autors dels pòsters</i> Meeting with the authors of the posters			Aula 1 Aula 1 Room 1

08/07/2016

09:15 – 10:30h	[TC] Aula-Room 101	[ET] Aula-Room 102	[ET] Aula-Room 103	[INT] Aula-Room 5
	P. Sánchez-Gijón Moderador Chair	C. Olalla-Soler Moderador Chair	C. Way Moderador Chair	M. Vargas-Urpi Moderador Chair
Sesión 6 <i>Sessió 6</i> Session 6	Unveiling accessibility challenges in the use of translation technologies: implications for teaching visually-impaired translation trainees S. Rodríguez Vázquez; R. Python; F. Mileto	Análisis microgenético de la traducción de un cuento clásico M. d. P. Ortiz Lovillo	Incorporating an ergonomic perspective into translation programs M. Ehrensberger-Dow; A. Hunziker Heeb; P. Jud	Learning outputs revised for individual differences in the course of Consecutive Interpreting N. Yetkin Karakoç
	Machine translation: Motivation or intimidation for language learners and novice translators? M. Sahin	Literarisches Übersetzen in einem mehrsprachigen Kontext K. Kaindl	Modelling and measuring generic academic competencies in translation studies S. Hansen-Schirra; S. Hofmann; B. Danieli	What motivates students to learn interpreting? — A study of university students in Hong Kong J. Pan
	Why should web accessibility best practices be taught in the localisation classroom? Insights from an empirical study S. Rodríguez Vázquez	[Ø]	Bringing the Industry into the classroom – The Translation Agency Simulator S. Hofmann; D. Kiraly	[Ø]
10:30 – 11:00h	Pausa café <i>Pausa caffè</i> Coffee break			

08/07/2016 CONT.

11:00 – 12:15h	[TC] Aula-Room 101	[ET] Aula-Room 102	[ET] Aula-Room 103	[ET] Aula-Room 104	[ET] Aula-Room 4
Sesión 7 <i>Sessió 7</i> Session 7	M. A. Jiménez Crespo Moderador Chair	G. Bazzocchi Moderador Chair	C. Mangiron Moderador Chair	M. Arumí Moderador Chair	MESA REDONDA [3 h] TAULA RODONA ROUND TABLE
	A project-driven approach to translator training--- a case of the MTI CAT course at BNU, China Z. Zhang	La traducción colectiva de un álbum ilustrado: de la propuesta editorial a la publicación de la obra en italiano R. Tonin	Enseñar a subtítular: la toma de conciencia del proceso y la autogestión de recursos I. Villanueva Jordán	Técnicas y estrategias de mediación de los mediadores interlingüístico e intercultural en Italia: un estudio de caso V. Tonioli	Establecimiento de niveles de competencias en traducción / Establishing translation competence levels L. Romero, A. Galán-Mañas [moderadoras moderators]
	Uso de corpus en el aula de traducción: ¿la comida pre-hecha o cocinada en el momento? G. Pontrandolfo; S. Piccioni	Traducir, publicar y enseñar a traducir en la era digital: primeras impresiones de un estudio sobre el proceso de traducción al español de «Tou» (頭) de Dorothy Tse (謝曉虹) M. Marin-Lacarta; M. Vargas-Urpi	La formación de profesionales de la accesibilidad audiovisual I. de Higes Andino B. Cerezo Merchán	Das Zuhören: Das Stiefkind des Dolmetschertrainings A. Viljanmaa	E. Adot; Á. García Santa-Cecilia; A. Hurtado Albir; C. Koster; D. Tomozeiu; D. Toudic
	Herramientas didácticas para la enseñanza universitaria de la Traducción e Interpretación online I. Tello Fons; E. Valero Doménech	Taller de traducción literaria colectiva de doble dirección: español>griego, griego>español K. Paleologos	[Ø]	[Ø]	Interpretación simultánea Interpretació simultània Simultaneous interpretation ENGLISH > ESPAÑOL / ESPAÑOL > ENGLISH

08/07/2016 & CONT.

12:15 – 13:30h	[ET] Aula-Room 101	[ET · DC] Aula-Room 102	[ET] Aula-Room 103	Aula-Room 4
Sesión 8 <i>Sessió 8</i> Session 8	A. Kuznik Moderador Chair	C. Bestué Moderador Chair	A. Gregorio Cano Moderador Chair	MESA REDONDA [cont.] TAULA RODONA ROUND TABLE
	Uma proposta de exploração pedagógica com base em corpus das competências profissionais do tradutor T. Serpa; D. C. de Camargo	La traducción de textos socioeconómicos: formación académica para la práctica profesional M. Enríquez-Aranda	Teaching game localisation: translation competence and curriculum design C. Mangiron	Establecimiento de niveles de competencias en traducción / Establishing translation competence levels L. Romero, A. Galán-Mañas [moderadoras moderators]
	Corpora as CAT tools: reports on a series of experiments with translation students R. Looek	Se-Constructions: Modeling the Language Style in Scientific Abstracts M. Rodríguez-Castro; C. Godev	Challenges of Humour Translation in the Interlingual Audiovisual Translation Classes M. Wiśniowska	E. Adot; Á. García Santa-Cecilia; A. Hurtado Albir; C. Koster; D. Tomozeiu; D. Toudic
	Didáctica de la traducción al euskera. Una aproximación basada en corpus Z. Sanz Villar; N. Zubillaga Gomez; E. Manterola Agirrezabalaga	[∅]	La aplicación de la traducción audiovisual como herramienta para la docencia de la lengua inglesa B. Cerezo Merchán; J. J. Martínez Sierra	Interpretación simultánea Interpretació simultània Simultaneous interpretation ENGLISH > ESPAÑOL / ESPAÑOL > ENGLISH
13:30 – 15:00h	Pausa comida Pausa dinar Lunch break			

ÁMBITOS | ÀMBITS | TOPICS

[ET] Enseñanza de la traducción | *Ensenyament de la traducció* | Teaching translation

[TC] Enseñanza de la tecnología | *Ensenyament de la tecnologia* | Teaching technology

[LT] Enseñanza de lenguas para traductores e intérpretes

Ensenyament de llengües per a traductors i intèrprets | Teaching languages for translators e interpreters

[INT] Enseñanza de la interpretación | *Ensenyament de la interpretació* | Teaching interpreting

[∅] Espacio sin comunicación | *Espai sense comunicació* | Free slot

[DC] Diseño curricular en la formación de traductores e intérpretes

Disseny curricular en la formació de traductors i intèrprets | Curricular design for translator and interpreter training

08/07/2016 ☞ CONT.

13:30 – 15:00h	Pausa comida <i>Pausa dinar</i> Lunch break			
15:00 – 16:15h	[ET] Aula-Room 101	[DC] Aula-Room 102	[DC] Aula-Room 103	[INT] Aula-Room 5
Sesió 9 <i>Sessió 9</i> Session 9	B. Cerezo Moderador Chair	A. Beeby Moderador Chair	E. Huertas Barros Moderador Chair	J. Minett Moderador Chair
	Playing games to develop translation competence: A pilot project J. McDonough Dolmaya	Revisión crítica del planteamiento curricular de las materias teóricas desde la visión del alumnado. Puentes entre la Traductología y el aula R. Agost Canós; P. Ordóñez-López	Rúbrica para evaluar la competencia traductora durante la práctica profesional en egresados de pregrado: más allá del reduccionismo de la nota numérica, una apuesta por una mirada analítica sobre el desempeño del estudiante en práctica C. Araya Medel	Evaluating interpreting trainees' performance in a consecutive interpreting test with reference to affective factors M. Walczyński
	Aplicación didáctica de textos culturalmente marcados en la clase de traducción directa del español al italiano G. Bazzocchi; S. Pavani	La evolución del metalenguaje en estudiantes de Traducción: un estudio de casos A. Gregorio Cano	The interrelatedness of translation competence and writing competence: an empirical study I. Schrijver; F. van Santen; M. Chauliac; M. Leijten; I. Robert	Coping with the challenges of the United Nations Language Competitive Examination: an intensive module L. Ruiz Rosendo; M. Diur
	Ein Modell für den Einsatz authentischer Aufträge in der Übersetzerausbildung D. Krenzler-Behm	Mixing Theory and Practice – The Teachers' Perspective on Training Translators E. Vottonen	The competent reviser: a short-term case study on revision teaching contents and methods and the effect of revision-specific training on revision competence acquisition G. Scocchera	[Ø]
16:15 – 17:00h	Clausura y entrega de premios <i>Clausura i lliurament de premis</i> Closing session and awards Aula-Room 4			
Jardí japonés <i>Jardí japonès</i> Japanese garden	Mejor póster <i>Millor pòster</i> Best poster			
	Café de despedida <i>Cafè de comiat</i> Farewell Coffee			
21:00h	Cena del Congreso Sopar del Congrès Conference Dinner			

ÀMBITOS | ÀMBITS | TOPICS

[ET] Enseñanza de la traducción | *Ensenyament de la traducció* | Teaching translation[TC] Enseñanza de la tecnología | *Ensenyament de la tecnologia* | Teaching technology

[LT] Enseñanza de lenguas para traductores e intérpretes

Ensenyament de llengües per a traductors i intèrprets | Teaching languages for translators e interpreters[INT] Enseñanza de la interpretación | *Ensenyament de la interpretació* | Teaching interpreting[Ø] Espacio sin comunicación | *Espai sense comunicació* | Free slot

[DC] Diseño curricular en la formación de traductores e intérpretes

Disseny curricular en la formació de traductors i intèrprets | Curricular design for translator and interpreter training



Pòsters | Posters



















Aula 1 | Aula 1 | Room 1



En la clausura del congreso (Aula 4) se entregará el premio al mejor **PÓSTER**. Puedes usar el voto que encontrarás con la documentación general del congreso y depositarlo en la urna dispuesta en el aula 1. Se podrá votar hasta el 8 de julio a las 14:00h. ¡Contamos con tu participación!

En la cloenda del congrés (Aula 4) es lliurarà el premi al millor **PÒSTER**. Podeu utilitzar el vot que trobareu amb la documentació general del congrés i dipositar-lo en l'urna ubicada a l'aula 1. Es podrà votar fins el 8 de julio a les 14:00h. Comptem amb la vostra participació!

The prize for the best **POSTER** will be awarded at the close of the conference (Room 4). You can vote using the voting slip included in the conference documentation provided and leave it in the ballot box in Room 1. The deadline for voting is 2pm on July8. Thanks for taking part!

 TÍTULO	AUTOR	ÁMBITO	
Títol Title	Autor Author	Àmbit Topic	
 The role of the graphic representations in linguistic mediation and training of specialized translators	A. Aguilar-Amat; B. Mesa-Lao	[ET]	
 Práctica de lexicografía en la enseñanza del lenguaje de especialidad (español jurídico)	A. Berendová	[LT]	
 Reflexões sobre a proposta de formação do intérprete de língua brasileira de sinais na Universidade Federal de Goiás - Brasil	J. G. Faria; D. M. Barbosa	[INT]	
 Back-translation: A Procedural Quality Assurance Technique in Training Student –Translators and Enhancing their Translation Competence	A. B. N. Haddad	[ET]	
 Translator trainer's interpersonal competence and e-learning activities	M. Kodura	[ET]	
 La terminología socioprofesional de la traducción en el mercado hispano: Diccionario socioprofesional del traductor	R. Luna García; M. A. Monteagudo	[ET]	
 Modes of transfer as a key to successful training of sight translation	M. Nader-Cioczek	[ET]	
 Shaping the Interpreters of the Future, and of Today: el proyecto SHIFT	F. San Vicente; A. Amato; G. Bazzocchi; M. Bertozzi; M. P. Capanaga; M. J. González Rodríguez; M. E. Pérez Vázquez; M. Russo; N. Spinolo; R. Tonin	[INT]	



ÁMBITOS | ÀMBITS | TOPICS

[ET] Enseñanza de la traducción | *Ensenyament de la traducció* | Teaching translation

[INT] Enseñanza de la interpretación | *Ensenyament de la interpretació* | Teaching interpreting

[TC] Enseñanza de la tecnología | *Ensenyament de la tecnologia* | Teaching technology

[LT] Enseñanza de lenguas para traductores e intérpretes | *Ensenyament de llengües per a traductors i intèrprets* | Teaching languages for translators and interpreters

[DC] Diseño curricular en la formación de traductores e intérpretes | *Disseny curricular en la formació de traductors i intèrprets* | Curricular design for translators and interpreters training



Programa

Exposición de libros

Programme

Exposició de llibres | Book Exhibition



Exposición y venta de libros en la Sala de estudio 1 de la planta baja del edificio

Exposició i venda de llibres en la Sala d'estudi 1 de la planta baixa de l'edifici

There will be a selection of books on display and sale in Study Room 1



Consulta su localización en la página 2 del plano de la Facultad de Traducción e Interpretació

Veaeu-ne la localització a la pàgina 2 del plànol de la Facultat de Traducció i d'Interpretació

RESÚMENES *RESUMS* ABSTRACTS



Ordenados por modalidad de presentación

Ordenats per modalitat de presentació

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Mesas redondas

Taules rodones

∞ **Roundtables** ∞

de•from

17 ∞ **26**

a•to

✎ **ARUMI RIBAS, MARTA** (Moderadora / Moderator)
Universitat Autònoma de Barcelona

✎ **Participantes / Participants / Participants**
Arrasate, Marina; Bestué, Carmen; Gil-Bardají, Anna; Johnson, Alice; Orozco, Mariana; Vargas-Urpí, Mireia.
Universitat Autònoma de Barcelona

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

✎ Título / Títol / Title ✎

DE LA INVESTIGACIÓN AL AULA DE INTERPRETACIÓN EN LOS SERVICIOS PÚBLICOS.
IMPLICACIONES DE LOS RESULTADOS DE LA INVESTIGACIÓN EN ISP PARA LA FORMACIÓN
*FROM RESEARCH TO THE PUBLIC SERVICE INTERPRETING CLASSROOM.
PUBLIC SERVICE INTERPRETING RESEARCH IMPLICATIONS FOR TRAINING*

✎ **Palabras clave / Paraules clau / Keywords**
Interpretación en los servicios públicos, investigación, propuestas didácticas / Public service interpreting, research, training

✎ **Resumen / Resum**
Esta mesa redonda, titulada *De la investigación al aula de interpretación en los servicios públicos. Implicaciones de los resultados de la investigación para la formación*, tiene como objetivo principal presentar seis contribuciones de investigaciones en el ámbito de la interpretación en los servicios públicos (ISP) cuyos resultados tienen una aplicación directa a la formación en este campo de la interpretación. La mesa redonda pretende reunir a seis especialistas, todas ellas miembros del grupo de investigación MIRAS, de Departamento de Traducción, Interpretación y Estudios de Asia Oriental de la UAB, que en la actualidad centran su investigación en el ámbito de la ISP, para establecer un puente entre los resultados de las investigaciones más actuales en ISP y cómo éstos dan lugar a reflexiones y propuestas didácticas directamente aplicables al aula.

Resumimos a continuación el tema y el contenido de las contribuciones que conforman la mesa redonda:

Marina Arrasate. “La importancia de la competencia cultural en la formación de intérpretes en los servicios públicos: el caso de la comunidad pakistaní de Barcelona”.

El impacto de las diferencias culturales en la comunicación en los servicios públicos convierte la competencia cultural en un elemento indispensable en la formación de intérpretes en este ámbito. Es necesario que el intérprete conozca en profundidad no solo las lenguas empleadas, sino las culturas de los actores implicados. La comunidad pakistaní es uno de los colectivos mayoritarios de Barcelona y, dada su breve historia en la ciudad, es también uno de los más desconocidos. El objetivo de la presente comunicación es exponer una serie de características de la concepción de la salud de los pakistaníes que condiciona su acceso a los servicios públicos.

Alice Johnson. “Desde los países de tránsito a los países de destino: lo que lo refugiados y migrantes puedan aportar a la formación de intérpretes de ISP”.

La formación de intérpretes en los servicios públicos requiere un extenso abanico de técnicas didácticas para responder a las particularidades de cada perfil estudiantil y contexto laboral. La formación de intérpretes comunitarios, que son ellos mismos refugiados, migrantes, o solicitantes de asilo, presenta oportunidades valiosas para explorar técnicas didácticas alternativas y no tradicionales en el aula. Un ejemplo de esto es la incorporación de la pedagogía crítica y la educación popular como base metodológica en la formación de los intérpretes en programas de asistencia humanitaria y de protección internacional, en los países de tránsito migratorio y en los países destinatarios. Esta comunicación pretende analizar la aplicación de algunos de estos marcos pedagógicos desde la experiencia de formación de intérpretes refugiados en el caso de Egipto, con el fin de estimular la reflexión sobre posibles implicaciones de semejantes metodologías didácticas aplicadas a otros entornos de la ISP.

Anna Gil-Bardají. “Normas que liberan. La importancia de los códigos éticos en la formación en ISP”.

A pesar de la connotación restrictiva que a menudo llevan asociadas las nociones de “norma”, “código” o “pauta”, lo cierto es que su recurso en determinados contextos resulta no solamente inevitable, sino incluso liberador. En el caso específico

de la ISP, el aprendizaje y práctica en el aula de los códigos éticos y deontológicos propios de esta profesión contribuye visiblemente a la mejora de la actuación de los futuros intérpretes, al tiempo que les permite desarrollar en un marco seguro y sólido las distintas competencias que concurren en esta actividad. En esta ponencia se presentarán y debatirán algunas propuestas pedagógicas para formación en ISP basadas en los principales códigos éticos y deontológicos de esta profesión.

Mireia Vargas-Urpi. “La traducción a la vista como forma de diálogo: ejemplos de un estudio experimental sobre ISP en el ámbito social”.

La traducción a la vista (TAV) siempre se ha considerado parte de la práctica habitual de la ISP. Sin embargo, pocos estudios han prestado atención a cómo se lleva a cabo este ejercicio. Esta comunicación presentará parte de los resultados de un estudio experimental en el que se pidió a cinco intérpretes de chino-español/catalán que tradujeran los contenidos de un folleto informativo escrito en español a una usuaria de lengua materna china, en una situación simulada que recreaba una interacción en una oficina de servicios sociales. Estos datos nos muestran que la TAV se aleja del ejercicio monológico que a menudo hemos planteado en la enseñanza de la ISP —quizás por influencia de la enseñanza de la interpretación de conferencias— para convertirse en una práctica totalmente diálogica. En la TAV se produce una co-construcción oral de un mensaje originalmente escrito, en la que participan la intérprete y ambos participantes primarios.

Mariana Orozco Jutorán. “La proyección formativa de TIPp (Traducción e Interpretación en los Procesos Penales)”

El proyecto de investigación "La calidad de la traducción como factor de garantía del proceso penal: desarrollo de recursos al servicio de los intérpretes judiciales de rumano, árabe, chino, francés e inglés", financiado por el Ministerio de Economía y Competitividad (FFI2014-55029-R) tiene por objeto elaborar una aplicación informática que incluya en una sola interfaz los recursos necesarios para facilitar la labor del intérprete judicial: un código de buenas prácticas; un protocolo de actuación en la situaciones habituales a las que se enfrenta el intérprete; una guía para funcionarios de la administración de justicia sobre el papel y la interacción con los intérpretes; soluciones a los problemas de traducción más habituales y cinco bases de datos que contengan los términos más utilizados en los procedimientos judiciales con comentarios y propuestas de traducción bidireccionales de las lenguas más traducidas: árabe, rumano, chino, francés e inglés. Esta comunicación explicará cómo repercutirán los resultados del proyecto en diversos aspectos de la formación.

Carmen Bestué. “Comprender el lenguaje oral de los procesos penales: una propuesta formativa para los transcriutores en procesos con intervención de intérpretes”.

Dentro del proceso penal la fase del juicio oral supone, entre otros aspectos, la reproducción de las pruebas que sustentan la acusación formal. El juicio oral, en la tradición de la familia del civil law, contiene numerosas referencias al expediente escrito (sumario, diligencias previas, etc.) constituido a lo largo de la fase de instrucción. Una gran parte de la interacción comunicativa que se produce en la vista del juicio oral es, por lo tanto, una mera referencia a dichos documentos, de modo que el público asistente difícilmente puede seguir y comprender lo que está escuchando. En la fase de la prueba piloto de TIPp (Traducción e Interpretación en los Procesos Penales) detectamos que una gran parte de los errores cometidos por los transcriutores se debían a la falta de referencias sobre el funcionamiento del proceso penal. Esta comunicación presentará la propuesta formativa y los materiales creados para la formación de los transcriutores de procesos penales en los que intervienen intérpretes.

Abstract

This roundtable, entitled “From research to the public service interpreting classroom: Research implications for training”, will present six research contributions from the field of public service interpreting (PSI), whose results have direct application on training for this field. The roundtable brings together six specialists, all members of the MIRAS research group in the UAB Department of Translation, Interpretation and East Asian Studies, currently focusing their research in the field of PSI, in order to establish a bridge between the latest PSI research outcomes and how they give rise to didactic reflections and analyses with direct application in the classroom.

A summary of the roundtable topics and contents is below:

Marina Arrasate. “The importance of cultural competence in training public service interpreters: The case of the Pakistani community in Barcelona”.

The impact of cultural differences in communication in public services makes cultural competence an indispensable element in training interpreters for this field. The interpreter must have in depth knowledge, not only of the languages used, but also of the cultures of the respective actors. The Pakistani community is one of the largest population groups in Barcelona and, given its short history in the city, it is also one of the least well known. The purpose of this presentation is to review a number of characteristics of Pakistani health concepts, which inform the community's access to public services.

Alice Johnson. "From transit countries to destination countries: What refugees and migrants can contribute to PSI interpreter training".

Public service interpreter training requires a broad range of teaching techniques in order to respond to the particular aspects of each student profile and working context. Training for community interpreters, who are themselves refugees, migrants and asylum seekers, presents valuable opportunities to explore alternative and non-traditional teaching approaches in the classroom. One example of this is the use of critical pedagogy and popular education as a methodological basis for training interpreters in programs of humanitarian assistance and international protection, in migration transit and destination countries. This presentation will analyse the application of some of these pedagogical frameworks, from the experience training refugee interpreters in the case of Egypt, with the aim to stimulate reflection on the possible implications of such teaching methodologies applied to other PSI settings.

Anna Gil-Bardají. "Liberating rules: The importance of codes of ethics in PSI".

Despite the restrictive connotation that is frequently associated with ideas of "rules", "codes" or "norms", the fact is that resorting to them in certain contexts is not only inevitable, but can also be liberating. In the case of PSI, classroom learning and practice of the profession's codes of ethics makes a tangible contribution to the performance of future interpreters, while at the same time permitting them to develop the various competencies of the field within a secure and solid framework. This presentation will discuss some pedagogical approaches in PSI training, based on the primary ethical and professional codes of the profession.

Mireia Vargas-Urpí. "Sight translation as dialogue: Examples from an experimental study in social service interpreting".

Sight translation has always been a part of public service interpreting practice. However, few studies have given attention to the way in which it is carried out. This presentation will discuss part of the results of an experimental study in which five Chinese-Spanish/Catalan interpreters were asked to translate the contents of an information brochure written in Spanish to a native Chinese-speaking user, in a simulated scenario that recreated a social services office interaction. The data indicates that sight translation moves away from being a monological exercise, as frequently taught in PSI - perhaps influenced by conference interpreting teaching - and becomes a completely dialogical practice. Sight translation becomes an oral co-construction of a written message, in which the interpreter and both parties participate.

Mariana Orozco Jutoran. "Training potential of TIPP (Translation and Interpreting in Criminal Proceedings)".

The research project "Translation quality as a guaranteeing factor in criminal proceedings: Resource development for Romanian, Arabic, Chinese, French and English court interpreters," funded by the Ministry of Economy and Competitiveness (FFI2014- 55029-R) aims to develop a single interface computer application with the necessary resources to facilitate the work of court interpreters: a code of best practices; a protocol of conduct for common situations that interpreters may encounter; a guide for justice administration personnel concerning the interpreter's role and interacting with interpreters; solutions to common translation problems and five data bases containing the most frequently used terms in legal proceedings, with commentary and bidirectional translation suggestions in the most translated languages: Arabic, Romanian, Chinese, French, and English. This presentation will explain the impact of the project's outcomes for various aspects of training.

Carmen Bestué. "Understanding the spoken language of criminal proceedings: A training proposal for transcribers in interpreted court proceedings".

Within criminal procedure, the trial phase involves, among other aspects, the reproduction of evidence supporting the indictment. In the tradition of the civil law family, the trial contains numerous references to the written record (i.e. summary, preliminary inquiries, etc) developed throughout the pretrial phase. Much of the communication interaction that occurs during the trial is therefore a mere reference to those documents, such that the attending public may have difficulty in following or understanding what they are hearing. In the pilot phase of TIPP (Translation and Interpreting in Criminal Proceedings) we ascertained that a large number of the transcribers' mistakes were due to a lack of referential knowledge on how the criminal proceedings work in Spain. This presentation will review a training proposal and materials created to train transcribers for criminal proceedings involving interpreters.

✎ **VARGAS-URPI, MIREIA** (Moderadora / Moderator)
Universitat Pompeu Fabra

✎ **Participantes / Participants / Participants**

Arumí Ribas, Marta; Behr, Martina; Domínguez Araújo, Lara; Fernández Pérez, María Magdalena.
Universitat Autònoma de Barcelona; University of Mainz; Universidade de Vigo, Universidad de la Laguna

✎ **Àmbit / Àmbit / Topic**

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

✎ **Título / Títol / Title**

FEEDBACK AND PSYCHOLOGY IN INTERPRETING

✎ **Palabras clave / Paraules clau / Keywords**

Feedback, interpreter training, feelings

✎ **Abstract**

Interpreter training, like any other learning process, benefits from findings in the field of learning psychology. According to the concept of deliberate practice (Ericsson et al. 1993) interpreter education requires, among others, motivation and direct feedback —with the latter strongly influencing the former. Furthermore, interpreting, as a unique process which deploys a great number of cognitive processes, poses many challenges for the interpreter. In this round table we will explore key elements that have an impact on trainees' and trainers' approach and feelings towards feedback and show ideas and practices that may promote learning.

Metacognitive reflection has become part of the didactics of interpreting, as is demonstrated by the many research projects which advocate the development of self-regulatory processes using other types of instrument (Arumí 2006; 2009; Choi 2006; Dogan et al 2009; Dominguez-Araujo 2015). Reflective practice in general has placed great emphasis on the importance of learning objectives and on the criteria for assessment and self-assessment so that students can examine their own practice. However, there is a third pillar, which is key to our understanding, which provides a more direct link between theory and classroom practice and has passed unnoticed in the didactics of interpreting up to now: concept-based instruction (Erickson 2007). In this presentation, on the basis of the existing experiences in teaching second languages and in teacher training (Esteve 2013), we will analyse how theoretical concepts can be converted into regulatory principles, into a basic mediation tool to internalise, guide and orient one's own action. Based on Esteve 2013, we will reflect on the importance of designing training interventions which develop the use of concepts as tools for mediation and aid in the construction of a well-founded understanding of interpreting, which in turn assists decision-making.

Secondly, we will discuss the fact that, when it comes to the assessment of both students' performances and real-life interpreting, there are many social and cognitive psychological factors involved. For instance, assessors and listeners of an interpreting performance not only 'listen' but actively process the information content of the (interpreted) speech, and this information processing is influenced not only by external factors but also by the listeners' personal circumstances and therefore by their current feelings —in a negative mood we process information in a bottom-up and in a more analytical and detailed manner. We will share the findings of an experimental study, based on social and cognitive psychology, concluding that assessors' expertise plays an important role in evaluation and that the effects of intersubjective evaluation are probably stronger than have been thought so far.

Thirdly, we will reflect on how trainees consider that feedback should be given in order to promote learning and motivation. We will share students' voices on what a useful assessment should be like and break them down on features, based on the findings of an empirical study conducted at three postgraduate courses on conference interpreter training. These features include accuracy, meaningfulness, balanced and constructive approaches, frankness, diagnose, specific strategic suggestions and ipsative-like considerations. Besides, we will list and compare best practices on assessment for learning in interpreter education.

Last but not least, we will analyse how stress and anxiety have an impact on skill acquisition process, according to the results of a survey conducted to former alumni of a postgraduate interpreter training course. This survey reflects how the characteristics of a highly demanding and intensive training course influences the students' performances. Additionally, we will share successful stress-management strategies based on principles of conductive psychology that may be used to improve trainees' resilience, feedback integration and learning.

The round table aims at putting together state-of-the-art practices and studies from geographically diverse interpreter training courses, taking into account the great depth and wide range of psychological and cognitive issues in place when trying to promote learning through feedback in interpreter training. Each of the speakers and the moderator come from

five different universities in Europe, and will contribute to draw a diverse and comprehensive landscape of the challenges faced in current interpreter training programs connecting feedback and learning.

The 15 minutes participants' talks will have the following titles:

1. Self-regulating tools in interpreter training: focusing on the trainee interpreter's feelings
2. Feedback, assessment and trainers' feelings
3. Trainees' favourite feedback and best practices for learning
4. Stress during interpreter training courses: features and ways to overcome it

After the participants' presentation, we will open the floor for discussion, expecting to have a fruitful discussion chaired by the moderator

☞ **PACTE (ROMERO, LUPE; GALÁN-MAÑAS, ANABEL** - Moderadoras / Moderators)

Universitat Autònoma de Barcelona

☞ **Participantes / Participants / Participants**

Adot, Esther; García Santa-Cecilia, Álvaro; Hurtado Albir, Amparo; Koster, Cees; Tomozeiu, Daniel; Toudic, Daniel.

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

ESTABLECIMIENTO DE NIVELES DE COMPETENCIAS EN TRADUCCIÓN

ESTABLISHING TRANSLATION COMPETENCE LEVELS

☞ **Palabras clave / Paraules clau / Keywords**

Competencia traductora, adquisición de la competencia traductora, niveles de competencia / Translation competence, translation competence acquisition, competence levels.

☞ **Resumen / Resum**

El objetivo de la Mesa redonda es fomentar el debate en torno al establecimiento de niveles de competencias en traducción.

A diferencia de otras disciplinas, en traducción no existe una base común de descripción de niveles de competencias, como sucede en la enseñanza de lenguas (el Marco Común Europeo de Referencia para las lenguas, MCER).

En el caso de la traducción es esencial avanzar en la descripción de una base común de niveles de competencias, dada la creciente movilidad profesional y académica y los requerimientos de unificación académica que introduce el Espacio Europeo de Educación Superior (EEES). Esta descripción proporcionaría una base común en el sector educativo y profesional, que facilitaría la comparación entre diferentes sistemas de calificación y serviría de orientación para: elaborar programas de traducción; determinar certificados; reconocer y convalidar títulos; establecer perfiles educativos y profesionales; diseñar la evaluación; elaborar manuales y materiales de enseñanza; establecer pautas de control de calidad profesional.

La Mesa redonda será bilingüe (español e inglés), para lo que se garantizará interpretación simultánea. Contará con la participación de grupos de investigación del ámbito de la traducción y de instituciones relacionadas con la nivelación y evaluación de competencias.

Esther Adot, Gestora de proyectos, Agència per a la Qualitat del Sistema Universitari (AQU) de Catalunya.

“Las competencias en los diferentes programas de evaluación”

El objetivo de la presentación es conocer cómo las competencias son evaluadas por los diferentes programas de evaluación de títulos universitarios, grados y másters.

En primer lugar, se presentará el marco normativo de los programas de evaluación de verificación (diseño de titulaciones) y acreditación (implantación de las titulaciones). Se analizará cómo son tratadas las competencias y su relación con los resultados de aprendizaje, metodologías de enseñanza y sistemas de evaluación, así como la clasificación de las competencias en el MECES (Marco Español de Cualificaciones para la Educación Superior) y en el Marco Europeo de Cualificaciones para el Aprendizaje Permanente.

En segundo lugar, se analizarán metodologías para la acreditación de competencias profesionales que buscan fomentar la movilidad: los *labels* (por ejemplo, ABET, ASIIN) y el *Recognition of prior learning*.

Álvaro García Santa-Cecilia, Jefe del Departamento de Ordenación y Proyectos Académicos, Instituto Cervantes.

“Escalas de descriptores en el Marco común europeo de referencia para las lenguas”

La presentación se centrará en la descripción del planteamiento y la estructura de las dos dimensiones del Marco Común Europeo de Referencia para las lenguas (MCER) del Consejo de Europa, publicado en 2001 y traducido al español en 2002 por el Instituto Cervantes. Una primera dimensión vertical, en la que se describen los seis niveles de referencia que marcan la progresión en el aprendizaje de la lengua. Y una dimensión horizontal en la que se recogen las categorías descriptivas del uso de la lengua. En el cruce de ambas dimensiones el MCER presenta una serie de escalas de descriptores ilustrativos, que sirven de base para el desarrollo de currículos y programas, así como para el diseño de pruebas de competencia lingüística.

Daniel Toudic, Comité de dirección del Máster Europeo en Traducción (EMT).

"La traducción como un proceso profesional: la "rueda de la competencia" del EMT.

El marco de referencia del EMT para la formación de traductores profesionales lo desarrolló un grupo de expertos del ámbito académico entre 2006 y 2009 con el patrocinio de la DGT de la Comisión de la UE. Se diseñó como un marco de referencia común para los Masteres Europeos en traducción, y se basa en la percepción de la "traducción" como un proceso complejo que exige competencias lingüísticas, cognitivas, técnicas o de organización muy diferentes en función de las tareas realizadas. En este sentido, la "rueda de la competencia" del EMT distingue seis áreas principales de competencia, partiendo de "la prestación de servicios de traducción" como aspecto central. Esta presentación examinará el impacto de este marco para la formación de traductores a nivel de máster desde su introducción en 2009, en particular en el contexto de la red de universidades del EMT.

Cees Koster, Universiteit Utrecht, ERASMUS+PROJECT PETRA-E.

"El proyecto PETRA-E. Un marco de referencia para la enseñanza y formación de traductores literarios"

El proyecto PETRA-E tiene como objetivo desarrollar un marco de referencia europeo para la enseñanza y formación de traductores literarios, basándose totalmente en la filosofía competencial. El marco distingue ocho subcompetencias (de transferencia, lingüística, textual, heurística, literario-cultural, profesional, de evaluación y de investigación), que, de una manera no jerárquica, conforman la competencia global "competencia en traducción literaria". La adquisición se divide en cinco niveles: principiante, intermedio, avanzado, profesional y experto. La parte relativa a la evaluación no se ha desarrollado de una manera compatible con la filosofía competencial. El proyecto PETRA-E es un proyecto conjunto de ocho socios europeos, tanto del ámbito académico como de otros ámbitos, que se ocupa de la enseñanza de la traducción literaria.

Amparo Hurtado Albir, PACTE, Universitat Autònoma de Barcelona.

"Nivelación de competencias en la adquisición de la competencia traductora"

Se presentará el proyecto que se está llevando a cabo sobre "Nivelación de competencias en la adquisición de la competencia traductora (traducción escrita)" (FFI2013-42522-P).

La finalidad del proyecto es establecer niveles de desempeño en la adquisición de la competencia traductora en traducción directa e inversa en el contexto europeo. Para ello se persiguen los siguientes objetivos:

1. Describir las competencias específicas que intervienen en la adquisición de la competencia traductora.
2. Definir las competencias específicas propias de los campos de especialización del traductor.
3. Describir los resultados de aprendizaje propios de cada nivel.

En la investigación se utilizan métodos cualitativos y cuantitativos, y cuenta con la participación de agentes del mundo académico y profesional de la traducción. Colaboran 19 centros europeos de formación de traductores.

Daniel Tomozeiu, PICT (Promoting Intercultural Competence in Translators), University of Westminster.

"La Promoción de la Competencia Intercultural en Traductores (PICT)"

La presentación se centrará en la concepción que tiene el grupo Promoting Intercultural Competence in Translators (PICT, www.pictllp.eu) de las competencias de comunicación interculturales que necesitan los traductores y sus dimensiones (teórica, textual e interpersonal). Se analizarán el enfoque del proyecto (más centrado en el traductor que en el proceso traductor), los límites de los diferentes elementos, así como su desarrollo. Se incluirá una breve contextualización del modelo de competencia, con referencias a otros modelos similares. Teniendo en cuenta el enfoque práctico del modelo de competencias, la presentación finalizará con algunas ideas sobre cómo operacionalizar el enfoque PICT y de qué manera el profesorado de traducción puede usar el marco de referencia curricular y los materiales en el aula.

Abstract

The aim of this roundtable session is stimulating debate around the establishment of translation competence levels.

Unlike disciplines such as foreign language teaching (with the Common European Framework of Reference for Languages, CEFR), a common framework for the description of competence levels does not exist in translation.

In the case of translation, it is essential to make progress with the description of a common framework of competence levels, given the increasing professional and academic mobility and the requirements of academic integration fostered by the European Higher Education Area (EHEA). The description of competence levels will provide the training and professional sectors with a common framework that will facilitate comparison between different systems of qualifications and serve as a guide to: create translation programmes; draw up official certificates; recognise academic qualifications; establish professional and academic profiles; design assessment criteria; design text books and teaching material; establish criteria for professional quality control.

Simultaneous interpreting will be provided so that the roundtable can be bilingual (Spanish and English). The roundtable will bring together translation research groups and representatives of organisations related with the establishment and assessment of competences.

Esther Adot, Project Manager, Catalan University System Quality Assurance Agency (AQU).
“Competences in different evaluation programmes”

The aim of this talk is to show how the different university bachelor's and master's degree evaluation programmes assess competences.

Firstly, the regulatory framework corresponding to verification (degree design) and accreditation (degree implementation) evaluation programmes will be presented. There will be an analysis of how competences are dealt with, their relationship with learning outcomes, teaching methods and evaluation systems, and their classification according to the Spanish Qualifications Framework for Higher Education and the European Qualifications Framework for Lifelong Learning.

Secondly, there will be an analysis of methodologies for accrediting professional competences that foster mobility, i.e. labels (e.g. ABET, ASIIN) and recognition of prior learning.

Álvaro García Santa-Cecilia, Head of Academic Projects and Planning Department, Cervantes Institute.
“Descriptor scales in the Common European Framework of Reference for Languages (CEFR)”

This talk will focus on the description of the approach and structure of the two dimensions of the Council of Europe's Common European Framework of Reference for Languages (CEFR), published in 2001, and translated into Spanish in 2002 by the Cervantes Institute. The vertical dimension includes the six reference levels for describing progression in language learning, whereas the horizontal dimension includes the descriptive categories of language use. At the intersection between both dimensions the CEFR presents a series of illustrative descriptor scales as a basis for the development of curricula, programmes and language competence tests.

Daniel Toudic, European Master's in Translation (EMT) Board.
“Translation as a professional process: the EMT “wheel of competence”

The EMT's framework of reference for professional translator training was developed between 2006 and 2009 by an academic expert group, under the aegis of the EU Commission's DGT. It was designed as a common benchmark for European Master's degree level translation courses, and is predicated on the perception of “translation” as a complex process, calling on very different linguistic, cognitive, technical or organisational competences according to the tasks performed. The EMT “wheel of competence” therefore distinguishes 6 main competence areas, with “translation service provision” as the hub. This presentation will examine the impact of the framework on Master's level translator training since its introduction in 2009, in particular within the context of the EMT network of universities.

Cees Koster, Universiteit Utrecht, ERASMUS+PROJECT PETRA-E.
“The PETRA-E project. A Reference Framework for the Education and Training of Literary Translators!”

The PETRA-E project aims at the development of a European reference framework for the Education and Training of Literary Translators. It is completely based on the competence philosophy. The framework distinguishes eight subcompetences, which in a non-hierarchic way, make up the overall competence ‘literary translation competence’: transfer, linguistic, textual, heuristic, literary-cultural, professional, evaluation, and research competence. The acquisition is divided over five levels: beginner, intermediate, advanced, professional, and expert. The evaluation part hasn't been developed yet in a way compatible with competence philosophy. The PETRA-E project is a joint project of eight European partners from inside and outside academia concerned with the education of literary translation.

Amparo Hurtado Albir, PACTE, Universitat Autònoma de Barcelona
“Establishing competence levels in translation competence acquisition”

The ongoing project “Establishing competence levels in translation competence acquisition (written translation)” (ref. FFI2013-42522-P) will be presented.

The aim of this project is to establish different performance levels for direct and inverse translation in the acquisition of translation competence in the European context. The following objectives have been established to achieve this aim:

1. To describe the specific competences involved in the acquisition of translation competence.
2. To define the specific competences of the translator's different fields of specialisation.
3. To describe the learning results for each level.

Both qualitative and quantitative research methods are used in this research. Representatives of both the academic and professional sectors of translation are participating. There are 19 collaborating European translator education centres.

**Daniel Tomozeiu, PICT (Promoting Intercultural Competence in Translators), University of Westminster.
“Promoting Intercultural Competence in Translators (PICT)”**

The talk will focus on the understanding the Promoting Intercultural Competence in Translators (PICT, www.pictlp.eu) team has of intercultural communication competences needed by translators and their dimensions (theoretical, textual and interpersonal). The focus of the project (on the translator rather than the translation process), the limits of the different elements as well as their development will be analysed. A short contextualization of the competence model with references to other similar models will be included. Given the practical focus of the competences model, the talk will end with a few ideas on operationalization of the PICT approach and how the translation teachers would use the curriculum framework and the materials in a classroom scenario.

Comunicaciones
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✉ **AGOST, ROSA; ORDÓÑEZ-LÓPEZ, PILAR**

Universidad Jaume I

✉ **Ámbito / Àmbit / Topic**

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

✉ **Título / Títol / Title**

REVISIÓN CRÍTICA DEL PLANTEAMIENTO CURRICULAR DE LAS MATERIAS TEÓRICAS DESDE LA VISIÓN DEL ALUMNADO. PUENTES ENTRE LA TRADUCTOLOGÍA Y EL AULA

A CRITICAL REVIEW OF THEORETICAL SUBJECTS IN SYLLABUS DESIGN BASED ON STUDENT'S VIEWS. BUILDING BRIDGES BETWEEN TRANSLATION THEORY AND THE CLASSROOM

✉ **Palabras clave / Paraules clau / Keywords**

Traductología, perspectiva del alumnado, revisión curricular / Translation Theory, student's views, syllabus review

✉ **Resumen / Resum**

El incesante debate sobre la relación entre la teoría y la práctica de la traducción nos lleva, en entorno formativo, a examinar el papel que desempeñan (o deberían desempeñar) las materias teóricas en los programas de estudios de Traducción e Interpretación. En investigaciones recientes basadas en estudios empíricos, hemos podido constatar que la realidad de las aulas no se corresponde con los mitos y prejuicios existentes (tanto entre el profesorado como entre el alumnado) en relación a la contribución e importancia de la teoría de la traducción en la formación de futuros traductores e intérpretes. Así, por ejemplo, en Ordóñez y Agost (2014), vimos como el alumnado es consciente de su aportación y le concede una importancia que va más allá de la posición marginal que suele ocupar en los planes de estudio actuales, y cómo los alumnos establecen una clara vinculación entre la teoría y la práctica de la traducción, como se refleja en los resultados obtenidos en lo que respecta a sus intereses sobre los contenidos, competencias, actividades, etc. en la docencia de las materias teóricas (Agost y Ordóñez, 2015).

Con el propósito de poder articular e implementar una respuesta adecuada a las necesidades detectadas, en este trabajo nos proponemos llevar a cabo una revisión crítica del planteamiento curricular de las materias teóricas en los grados en Traducción e Interpretación que ofrecen las universidades españolas, a partir de los resultados obtenidos en investigaciones previas en las que han participado más de 1.000 alumnos. Esta revisión nos permitirá comprobar, por un lado, si se está dando una respuesta adecuada a los intereses y necesidades formativas del alumnado; y, por otro, formular propuestas de mejora e innovación docente que nos ayuden a establecer puentes dinámicos, fluidos y creativos entre la Traductología y el aula.

✉ **Abstract**

The ongoing debate about the relation between the theory and practice of translation has prompted us to explore the role that theoretical modules play (or should play) in the pedagogical context of degree programmes in Translation and Interpreting. In recent empirical studies (with the participation of over 1,000 students), we have shown that students' views do not always coincide with the myths and prejudices generally associated with the contribution of the theory of translation to the education of translators and interpreters-to-be. For instance, Ordóñez & Agost (2014) show that students feel that theoretical contents should play a more central role than they usually have in current syllabi. Furthermore, according to the results obtained in this study, students do not perceive translation theory and practice as two separate entities; they establish a close relation between these two dimensions of the discipline, as shown by their preferred choices regarding content, competences, activities, etc. in the teaching of theoretical modules (Agost & Ordóñez, 2015).

In order to provide and implement a satisfactory response to the pedagogical needs identified in the previous investigations, in this paper we aim to carry out a critical review of the syllabus design of theoretical modules in Translation and Interpreting degree study programmes at Spanish universities. This review will enable us, on the one hand, to examine whether (and to what extent) students' pedagogical needs and interests are being taken into consideration; and, on the other hand, to put forward new pedagogical proposals which contribute to creating dynamic and creative bridges between Translation Theory and the classroom.

☞ **AL SHARAFI, ABDUL GABBAR**

Sultan Qaboos University

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

*TRAINING ARAB TRANSLATORS FROM LANGUAGE-FOCUSED TO MULTI-COMPETENCE CURRICULUM MODEL:
THE JOURNEY THAT HAS TO BE MADE*

☞ **Palabras clave / Paraules clau / Keywords**

Traducción, multicompetencia, competencia lingüística / Translation, multiple-competence, linguistic competence

☞ **Abstract**

Translation competence is a central issue in current debates on translator education and training, Orozco and Hurtado (2002), Pym (2003), Beeby, et al (2005), Nord (2005), Malmkjar (2009) and Lorsch (2012). In many Arab translation training institutions, the term "translation competence" is often confused with 'linguistic competence' reducing translator teaching/training to some form of conscious foreign language learning, and translation assessment to a mechanical exercise of enumerating language errors. This situation creates a great deal of unnecessary overlap between language learning and translator teaching/training programs and leads to a state of confusion of objectives, tasks and procedures between the two areas of study. More importantly, this situation leads to translator training programs whose graduates tend to be lacking such crucial skills as problem solving, decision making, critical thinking and rational explanation and justification of their translation choices. The aim of this paper is to describe the current situation of a B.A. Translator Program in an Arab university which is Sultan Qaboos University to show how the notion of linguistic competence is still central throughout the training program at the expense of other critical competences. The paper goes on to argue that for academic and pedagogical reasons, translation training programs in the Arab world need to break away from this wedlock relationship between language learning and translation training. The term "translation competence" must be redefined to characterize only the essential core of the translation abilities and skills that distinguish translation from other forms of language learning. After reviewing and critiquing definitions of the term in the literature, the paper proposes a semiotic definition of translation competence based on two dimensions of ability; one is potential and productive, the other is actual and reductive. The paper then discusses the pedagogical implications of such a definition on translation teaching/training and translation assessment from an Arabic perspective.

ARAYA MEDEL, CRISTIÁN; CONCHA BAÑADOS, PATRICIA

Universidad Chileno-Británica de Cultura

Ámbito / Àmbit / Topic

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

Título / Títol / Title

TALLERES ABREVIADOS DE ESPECIALIZACIÓN PARA TRADUCTORES RECIÉN EGRESADOS O TRADUCTORES PROFESIONALES: UNA PROPUESTA DE FORMACIÓN CONTÍNUA CON UN ENFOQUE METODOLÓGICO DE ENSEÑANZA EN EQUIPO O TEAM-TEACHING

ABBREVIATED WORKSHOPS FOR THE SPECIALISATION OF RECENT TRANSLATION GRADUATED TRANSLATORS AND PROFESSIONAL TRANSLATORS: A PROPOSAL FOR CONTINUED TRAINING INTEGRATING A TEAM-TEACHING APPROACH

Palabras clave / Paraules clau / Keywords

Taller abreviado, enseñanza en equipo, competencia traductora / Abbreviated workshop, team-teaching, translation competence

Resumen / Resum

El primer objetivo de la presente comunicación es compartir nuestra experiencia docente en el diseño e impartición de talleres abreviados de traducción jurídico-administrativa para traductores recién egresados o traductores profesionales, desde una práctica que simula la realidad del ejercicio de la traducción profesional con el fin de consolidar la competencia traductora y responder a necesidades de formación que muchas veces no alcanzan a abordarse dentro de un programa curricular de pregrado. El segundo objetivo es presentar nuestra experiencia de inclusión de la metodología de enseñanza en equipo o team-teaching y las ventajas pedagógicas que esta modalidad ofrece para el perfeccionamiento de la competencia traductora en un taller de corta duración. Los talleres abreviados constituyen una iniciativa de docencia que ofrece múltiples oportunidades de perfeccionamiento para traductores y también para docentes de nuestra disciplina, principalmente desde tres ejes constitutivos: 1) el del encargo de traducción real, que facilita la ejecución de tareas y sirve como un mapa de ruta que conduce hacia el cumplimiento de la solicitud de traducción y que permite identificar problemas de traducción para luego resolverlos mediante una toma de decisión fundamentada; 2) el del método team-teaching, que ayuda a planificar las sesiones de acuerdo con las competencias de cada uno de los docentes, posibilita la integración de dos saberes, experiencias y puntos de vistas y fortalece la toma de decisiones sobre el diseño focalizado de un taller de especialidad; y 3) el de la revisión y corrección personalizada, que ofrece a los participantes la posibilidad de revisar y responder sus consultas, lo que permite fomentar, de paso, la autoconfianza y supervisar el progreso de cada uno de ellos durante la ejecución de las labores asignadas. Por último, destacaremos los beneficios que ofrece la combinación de talleres abreviados con la enseñanza en equipo tanto para docentes como para los estudiantes.

Abstract

The first objective of this presentation is to share our experience of designing and teaching abbreviated workshops in legal translation for recent Translation graduates and professional translators. These courses are to simulate a real working environment in order to consolidate translation competence and meet training requirements specially when undergraduate curricula fall short of some contents in subject areas such as Legal Translation. The second objective is to present our experience of including the team-teaching approach and its related pedagogical advantages to develop translation competences in short-term workshops. They provide an array of professional development opportunities to translators and teachers based mainly on three core elements: i) a real translation brief, which facilitates the execution of tasks and serves as a road map to fulfil the translation task, and which helps to identify translation problems and solve them by making informed decisions; ii) the team-teaching approach, which helps lesson planning according to each teacher's competences, enabling the integration of two teacher's knowledge, expertise and points of view, and which strengthens decision-making in the process of designing a specialised course; and iii) tailored assistance for revising and editing work, which offers an opportunity to review and answer questions, thereby enhancing self-confidence and supervising the progress of each student during the execution of classroom activities. Finally, our presentation will highlight the advantages both for teachers and students when combining an abbreviated workshop and the team-teaching approach.

ARAYA MEDEL, CRISTIÁN

Universidad Chileno-Británica de Cultura

Ámbito / Àmbit / Topic

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

Título / Títol / Title

RÚBRICA PARA EVALUAR LA COMPETENCIA TRADUCTORA DURANTE LA PRÁCTICA PROFESIONAL EN EGRESADOS DE PREGRADO: MÁS ALLÁ DEL REDUCCIONISMO DE LA NOTA NUMÉRICA, UNA APUESTA POR UNA MIRADA ANALÍTICA SOBRE EL DESEMPEÑO DEL ESTUDIANTE EN PRÁCTICA

A RUBRIC TO ASSESS TRANSLATION COMPETENCE IN STUDENTS DURING THE UNDERGRADUATE (TRANSLATION) PLACEMENT: BEYOND THE REDUCTIONISM OF A NUMERICAL SCORE SYSTEM, AN EXERCISE AIMING AT AN ANALYTICAL EXAMINATION OF THE PERFORMANCE OF TRAINEE STUDENTS

Palabras clave / Paraules clau / Keywords

Rúbrica analítica, competencia traductora, práctica profesional / Analytical rubric, translation competence, professional practise

Resumen / Resum

La presente comunicación tiene como finalidad proponer una rúbrica analítica para evaluar el desempeño de un estudiante durante el desarrollo de la práctica profesional de pregrado sobre la base de la propuesta del modelo de competencia traductora de Dorothy Kelly (2002). Por una parte, este instrumento pretende ofrecer una oportunidad para que el profesor y el estudiante puedan evaluar tanto el proceso como el resultado del ejercicio traductor en una instancia de práctica profesional y, por otra, para establecer un diálogo entre ambos que permita analizar las manifestaciones de la competencia traductora y mejorar el desempeño profesional antes de la rendición del examen final de titulación y antes de la salida al mundo profesional. Igualmente, la presente rúbrica permite medir el nivel de desarrollo de todas las subcompetencias del modelo de Kelly alcanzado al final de la práctica profesional que constituye, muchas veces, una instancia obligatoria en la formación universitaria de traductores. Así, la rúbrica proporciona al estudiante una retroalimentación mucho más profunda y detallada que una calificación numérica. Esta mirada analítica es beneficiosa para el profesor y para el estudiante; para el primero significa una instancia para cerrar el ciclo formador en su calidad de supervisor de prácticas y así asegurarse de que se cumplan los objetivos establecidos en el perfil profesional o en el reglamento de práctica correspondiente, y para el segundo, una oportunidad para evaluar aquellos aspectos que faltan por afinar y que, finalmente, le permitirán consolidar el «autoconcepto» de ser traductor antes de su salida al campo laboral. Por otro lado, esta rúbrica analítica se presenta como una herramienta de evaluación flexible, puesto que puede ser adaptada según los requerimientos establecidos en el respectivo reglamento de práctica profesional o según los parámetros que se deseen evaluar y también ser transformada en una rúbrica cuantitativa si se asignan puntajes numéricos a los correspondientes niveles de logro. Finalmente, se dan a conocer los supuestos que apuntalan la elaboración de la rúbrica, los beneficios pedagógicos que aportaría en esta etapa formativa y, según se disponga, la experiencia de la aplicación de esta rúbrica a partir de marzo de 2016 en la Universidad Chileno-Británica de Cultura.

Abstract

This presentation aims at proposing an analytical rubric to assess the performance of a trainee student during the translation placement, and which is based on Dorothy Kelly's model for translation competence (2002). On the one hand, this assessment tool is intended to offer tutors and trainee students an opportunity to evaluate both the process and the result of the translation work carried out during the professional practise phase. On the other hand, this instrument will help to facilitate a dialogue between tutors and students, so as to analyse and enhance the translation competence and professional performance before the final degree examination and before entering the professional world. In addition, this rubric facilitates the development of every sub-competence in Kelly's model once the professional practise phase has been completed, a phase which is generally mandatory in a number of universities. Thus, the analytical rubric provides the student with more detailed and comprehensive feedback than a sole numerical score. This view of translation competence is beneficial for both the tutor and student. For the former, there is a chance to close off the education process in his/her role as a tutor, thus ensuring that all academic requirements have been accomplished—those concerning the guidelines for the profession of translators or the rules contained in the given Professional Practise Regulations. For the latter, this instrument means an opportunity to evaluate those aspects that are possible to brush up on or improve in order to finally consolidate the "self-concept" of what it is to be a translator about to enter the working world. Besides, this analytical rubric is flexible since it may be adapted to the required rules of the given Regulations or according to the parameters to be evaluated, and it may even be transformed into a quantitative rubric by assigning scores to the different levels of performance. Finally, this presentation sets out the fundamental beliefs which underpin this analytical rubric, its pedagogical advantages and, whenever possible, the experience of its implementation from March 2016 onwards at the Universidad Chileno-Británica de Cultura.

ASQUERINO EGOSCOZÁBAL, LAURA

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 / Títol / Title

LA TRADUCCIÓN PEDAGÓGICA EN LA ENSEÑANZA DEL ESPAÑOL COMO LENGUA EXTRANJERA A ESTUDIANTES JAPONESES. PROPUESTA DE UNIDADES DIDÁCTICAS PARA TRABAJAR ASPECTOS PROBLEMÁTICOS DE LA ENSEÑANZA DEL VERBO

PEDAGOGICAL TRANSLATION IN SPANISH AS A FOREIGN LANGUAGE TEACHING TO JAPANESE STUDENTS. A PROPOSAL OF TEACHING UNITS FOR WORKING ON PROBLEMATIC ASPECTS RELATED TO VERB TEACHING

Palabras clave / Paraules clau / Keywords

Traducción pedagógica, enseñanza de Español como Lengua Extranjera (ELE), enseñanza de Español como Lengua Extranjera en Japón / Pedagogical translation, Spanish as a Foreign Language Teaching (ELE), Spanish as a Foreign Language Teaching in Japan

Resumen / Resum


Hoy en día, el uso de la traducción en el aula de lenguas extranjeras, conocido como traducción pedagógica, está recibiendo cada vez más atención en los estudios sobre la enseñanza de lenguas extranjeras, como es el caso del español. En lo que respecta a la enseñanza de lenguas extranjeras en Japón, siguen primando enfoques puramente gramaticales y está muy arraigado el método yakudoku, el equivalente del método de gramática-traducción, muy criticado y ya prácticamente superado en los métodos de enseñanza de idiomas de los países occidentales. Se usa, pues, la traducción pedagógica de modo tradicional sin emplear metodologías activas. En el caso concreto de la enseñanza de español, son escasos los estudios que existen sobre la traducción pedagógica, pues el idioma extranjero que más se estudia en este país es el inglés. En la comunicación se describirá cuál es la situación de la traducción pedagógica en la enseñanza del español como lengua extranjera en Japón y se mostrará una propuesta de unidades didácticas que emplean la traducción pedagógica para trabajar dificultades de tipo gramatical relacionadas con el verbo español, como es el uso de los tiempos de pasado, las diferencias de uso entre los verbos copulativos ser y estar, los distintos tipos de concordancia, los principales valores del pronombre se y las diferencias de uso entre el modo indicativo y el modo subjuntivo. Además, se mostrará una selección de unidades didácticas que se adscriben al Enfoque por tareas y al Enfoque por tareas y proyectos de traducción. Cada unidad didáctica sigue el siguiente esquema: objetivos, nivel del grupo meta, destrezas que se trabajan, competencias y contenidos asociados, dinámica de grupos, materiales empleados, duración prevista, tareas y tarea final, y evaluación. Asimismo, cada unidad didáctica está compuesta por dos o tres tareas finales relacionadas con la traducción, a las que los alumnos llegan después de una serie de actividades o tareas preparatorias. Así pues, nuestra propuesta aborda el uso de la traducción pedagógica en las aulas japonesas desde perspectivas más en consonancia con los enfoques pedagógicos actuales y consigue acercar a los alumnos japoneses a la práctica de la traducción pedagógica en el aula de español mediante una metodología activa.

Abstract

Nowadays, the use of translation in foreign language teaching, known as pedagogical translation, is receiving an increasing attention in studies related to foreign language teaching, as in the case of Spanish. Regarding foreign language teaching in Japan, grammatical teaching approaches are the most popular ones and yakudoku method is strongly used. Yakudoku method is the equivalent of grammar-translation method, which has been much criticised and now it is barely used in Western countries' foreign language teaching methods — pedagogical translation is thus used in a traditional way without using active methodologies. Likewise, there are not many studies dedicated to pedagogical translation in Spanish as a foreign language, since the most studied language in Japan is English. We will thus describe the situation of pedagogical translation in Spanish as a foreign language teaching in Japan and a proposal of teaching units will be shown. The proposal will consist of teaching units employing pedagogical translation in order to work on grammatical difficulties related to Spanish verb, such as uses of past tenses, differences when using ser and estar copulative verbs, different types of concordance, se pronoun's main meanings, different types of concordance and differences when using indicative and subjunctive modes. In addition, there will be shown some teaching units taking into account Task-based Approach and Translation Task and Project-based Approach. Each teaching unit has the following structure: objectives, target group's level, skills being worked on, competencies and associated contents, group dynamics, used materials, expected duration, tasks and final tasks, and evaluation. Likewise, each teaching unit consists of two or three final tasks related to translation — students will have to accomplish them after doing a series of preparatory activities or tasks. Therefore, our proposal deals with the use of pedagogical translation in Japanese classrooms taking into account perspectives which are closer to current teaching approaches. It also gets the Japanese students closer to pedagogical translation use in Spanish-teaching class by using an active methodology.

 **AYVAZYAN, NUNE**

Universitat Rovira i Virgili

 **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 / Títol / Title** 

COMMUNICATIVE TRANSLATION IN A FOREIGN-LANGUAGE CLASSROOM: CLASSIFICATION OF ACTIVITIES

 **Palabras clave / Paraules clau / Keywords**

Communicative translation, foreign-language teaching, activities

 **Abstract**

Translation in foreign-language teaching has long been associated with the outdated Grammar-Translation method. Among the strongest arguments against translation were that it occupied the time that should be invested in the new language, that it caused interference, that it was tedious and that it would never benefit language students since translation competence was not the intended outcome. Since the time when Grammar-Translation was in use, no other method included translation as a tool for teaching foreign languages. However, the arrival of the Communicative Approach augured a new way in which translation could be envisaged in classrooms: Communicative Translation, where communication is at the core of all learning activity. It is important to keep in mind that translation per se is not bad in a foreign-language classroom, but it requires the knowledge of how to use it correctly according to the teaching situation and the level of students. Further, there should be no distinction between learners of a foreign language in a language degree and learners of a foreign language in a translation degree, since they are essentially the same in many respects. As a result of research conducted with the leading professors in a Masters in TESOL in Monterey, California, I will attempt to present a categorization of communicative translation activities according to teaching situations and level of students. This categorization should give a hint on how translation can be successfully integrated with the rest of the activities in a foreign-language class.

BAZZOCCHI, GLORIA; PAVANI, STEFANO

Università di Bologna

Ámbito / Àmbit / Topic

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

Título / Títol / Title

APLICACIÓN DIDÁCTICA DE TEXTOS CULTURALMENTE MARCADOS EN LA CLASE DE TRADUCCIÓN DIRECTA DEL ESPAÑOL AL ITALIANO

DIDACTIC APPLICATION OF CULTURALLY-MARKED TEXTS IN THE SPANISH INTO ITALIAN DIRECT TRANSLATION CLASS

Palabras clave / Paraules clau / Keywords

Didáctica, traducción, competencia cultural / Teaching, translation, cultural competence

Resumen / Resum

En un curso de iniciación a la traducción directa en ámbito universitario, finalizado a la adquisición progresiva de la competencia traductora a través del desarrollo de competencias específicas (Hurtado Albir, 2001, 2007, 2008), la selección del material didáctico constituye la clave para alcanzar una enseñanza eficaz. Partiendo de un concepto accional de textualidad y funcional de traducción (Nord, 2012), se presentará una experiencia didáctica en el aula fundada en la aplicación del modelo de análisis y encargo traslativo de Nord (ibid.) a unos textos base –columnas de El País dedicadas a temas de la actualidad española– para la producción de textos meta funcionales en la prensa italiana. Dicho modelo, al funcionar como análisis retrospectivo del texto en situación base, aumenta la competencia cultural del estudiante, llamado a adquirir conciencia de los factores extra e intratextuales presentes (autor, destinatario, medio, tiempo, espacio, tema, contenido, presuposiciones, intención, efecto), y al mismo tiempo, le sirve para el análisis prospectivo del texto en situación meta, según el tipo de encargo definido por el profesor. El proceso de análisis textual está integrado por tareas específicas finalizadas a la adquisición de conocimientos (Hurtado Albir, 2015: 13-14) con respecto a las realidades culturales del texto base; al mismo tiempo, según el encargo traslativo formulado, gracias a textos auxiliares y comparativos en la cultura meta, el estudiante se encuentra en condición de elegir las estrategias más adecuadas para la traducción. Los textos base, además, a pesar de presentar problemas de traducción de la misma naturaleza –cultural–, han sido seleccionados ad hoc para que el estudiante realice una profunda reflexión acerca de las estrategias de solución, diferentes y variadas caso por caso, según la recepción que dichas referencias culturales tienen en la cultura italiana. Las actividades pretraslativas funcionarán por lo tanto como método propedéutico, guiado en un primer momento, para convertirse progresivamente, con la práctica, en habitus del traductor, llamado a pasar de un texto base culturalmente marcado a un texto funcional en la cultura meta, potenciando la así llamada “inteligencia cristalizada” que se caracteriza por la capacidad de aplicar a un problema los métodos de resolución adquiridos durante el aprendizaje (Collombat, 2013).

Abstract

In an introductory course to direct translation aiming at a gradual acquisition of translation competence through the development of specific skills (Hurtado Albir, 2001, 2007, 2008), the selection of teaching materials is the key to effective teaching. Starting from an action-oriented concept of textuality and functional translation (Nord, 2012), this paper presents a teaching experience based on the application of Nord’s text analysis and translation task model (Ibid.) to a number of source texts –articles taken by Spanish newspaper El País about Spain’s current situation– for the production of functional target texts in the Italian press. This model, by functioning as a retrospective text analysis, increases the cultural competence of the student, who is called to become aware of extra-textual and intra-textual characteristics (author, recipient, means, time, space, subject, content, assumptions, intention, effect) and, at the same time, it is necessary for the prospective analysis of the text in the target context, according to the task defined by the teacher. The text analysis consists of specific tasks aiming at acquiring knowledge (Hurtado Albir, 2015: 13-14) with respect to the cultural setting of the source text. At the same time, the student must choose the most appropriate translation strategy with the help of auxiliary and parallel text, according to the specific translation task formulated by the teacher. Even if all the source texts include translation problems of the same nature (cultural), they have been selected in order to promote students’ reflection on solution strategies for the translation of cultural references, according to their reception within the Italian culture. At an early stage, pre-translation consists of guided preparatory tasks, and then it slowly turns into a translator’s habit, who is supposed to transform a culturally marked text into a functional text in the target culture, promoting the so-called “crystallized intelligence” which is characterised by the ability to apply solving methods acquired during training (Collombat, 2013).


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Universidad de Castilla-la Mancha; University of Westminster


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

 **Título / Títol / Title** 

FRASEODIDÁCTICA EN LA FORMACIÓN DE TRADUCTORES: UN CASO PRÁCTICO
A CASE STUDY ON PHRASEODIDACTICS IN TRANSLATOR TRAINING

 **Palabras clave / Paraules clau / Keywords**
Fraseodidáctica, traducción, unidades fraseológicas / Phraseodidactics, phraseological units, translation

 **Resumen / Resum**
La fraseodidáctica (González Rey, 2012) ha cobrado un especial interés en los últimos años, especialmente en lo que se refiere a la enseñanza de la fraseología de una lengua extranjera. Sin embargo, los estudios fraseodidácticos contrastivos en el aula de traducción son escasos. El presente artículo describe un caso práctico sobre el uso de las unidades fraseológicas, especialmente las colocaciones, en la formación de traductores. Partimos de una aproximación amplia al concepto de colocación, basándonos tanto en un enfoque semántico (Mel'čuk et al. 1984–1999, Hausmann 1989, Benson et al. 1986, 2009), como en un enfoque centrado en frecuencias estadísticas (Sinclair et al. 1970/2004). El estudio se llevó a cabo en la University of Westminster durante el curso académico 2014-2015 y contó con la participación de los estudiantes que cursaron "Spanish Translation 2" (inglés < español < inglés), una asignatura obligatoria de segundo curso del BA in Translation Studies (Spanish). El caso práctico se basa en el análisis de la primera tarea de evaluación sumativa de la asignatura, que consiste en la traducción de un texto origen de 350 palabras a tenor de las instrucciones proporcionadas en el correspondiente encargo de traducción. El artículo identifica y analiza las principales unidades fraseológicas de dicho texto y las estrategias de traducción adoptadas por la muestra de estudiantes, que comprende tanto a estudiantes nativos de español como a estudiantes nativos de inglés. Tomando como punto de partida el enfoque por tareas en la formación de traductores (Hurtado Albir, 1999/2003, 2007, 2015; González Davies, 2004), se propondrá una metodología de enseñanza para el desarrollo y perfeccionamiento de aquellas subcompetencias que están estrechamente relacionadas con la fraseología, en concreto la subcompetencia lingüística, la subcompetencia instrumental y profesional y la subcompetencia temática.

 **Abstract**
Phraseodidactics (González Rey, 2012) has become a matter of particular interest in second language learning. However, contrastive studies on phraseodidactics in translation training are still limited. This paper presents a case study on the use of phraseological units, especially collocations, in translation education. We follow a broad approach to the concept of collocation that takes insights from both the semantically-based approach to collocations (Mel'čuk et al. 1984–1999, Hausmann 1989, Benson et al. 1986, 2009) and the frequency-oriented approach (Sinclair et al. 1970/2004). The study was carried out at the University of Westminster during the academic year 2014/2015. The data were collected from a sample of students taking "Spanish Translation 2" (English > Spanish < English), a core module for second-year undergraduate students enrolled in the BA Translation (Spanish). The case study focuses on the first piece of coursework which is part of the summative assessment of the module. The coursework consists of translating (from English into Spanish) a linguistically and thematically sophisticated source text of 350 words requiring a translation to a brief. This paper identifies and analyses the main phraseological units of the source text and the translation strategies applied by the sample of students, which includes both native and non-native speakers of Spanish. In the light of the task-based approach to translation education (Hurtado Albir, 1999/2003, 2007, 2015; González Davies, 2004), this paper will propose a teaching methodology to develop those translation competences which are closely intertwined with phraseology, namely language competence, information mining competence and thematic competence.

☞ **CEREZO HERRERO, ENRIQUE**
Universidad CEU Cardenal Herrera

☞ **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 / Títol / Title** ☞

TEACHING FOREIGN LANGUAGES IN TRANSLATION AND INTERPRETING STUDIES: THE CASE OF LISTENING COMPREHENSION

☞ **Palabras clave / Paraules clau / Keywords**

Foreign language, translation, methodology

☞ **Abstract**

It cannot be argued that the teaching of foreign languages is vital in any Translation and Interpreting program. Without a thorough knowledge of the languages involved in the translation process, translation would not be possible. Notwithstanding this, foreign languages receive little attention within the framework of these studies and, as a result, they usually keep to general language teaching tenets which do not cater for the linguistic and professional needs of Translation students and the demands of the labor market in which translators carry out their professional activity. Taking this as a starting point, this paper emphasizes the importance of adopting a specific framework of reference for the teaching of foreign languages in Translation and Interpreting studies. This teaching should stem from ESP (English for Specific Purposes) due to the impending need to attend to the immediate needs of the students and should be geared toward the development of the translation competence, specifically the linguistic, sociocultural and strategic subcompetences. Also, the language should be built on paying close attention to the different cognitive processes that unfold during the translation process, all of which are influenced by the knowledge and command of the languages involved. Hence, the teaching of foreign languages in Translation studies should have its own place within Applied Studies, as the objectives that are pursued are at variance with the principles that characterize general teaching methodologies. With the aim of analyzing the specificity of this teaching and approaching this problem from a more practical viewpoint, we will focus on the listening comprehension skill. For this purpose, we have conducted a transversal study with a second year group of students at the University of Valencia in order to ascertain whether the use of general listening activities is sufficient to develop this skill in interpreter trainees and a guarantee in overcoming the first level of the interpretation process, that is, the comprehension stage. In this educational practice, the participants did two tests with two activities each. In the first test, the students had to complete two traditional listening activities, a multiple choice and a gap-filling activity. In the second test, they conducted two semi-consecutive interpretations from English into Spanish which were recorded for later analysis. The results obtained are quite representative and could serve as a basis to start a broader and more holistic research into the teaching of foreign languages within these studies.

 **CEREZO MERCHÁN, BEATRIZ; MARTÍNEZ SIERRA, JUAN JOSÉ**

Universitat de València

 **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 / Títol / Title** 

LA APLICACIÓN DE LA TRADUCCIÓN AUDIOVISUAL COMO HERRAMIENTA PARA LA DOCENCIA DE LA LENGUA INGLESA

THE USE OF AUDIOVISUAL TRANSLATION AS A TOOL IN ENGLISH LANGUAGE TEACHING

 **Palabras clave / Paraules clau / Keywords**

Traducción audiovisual, enseñanza de segundas lenguas, TIC / Audiovisual translation, second language teaching, ICT

 **Resumen / Resum**


El uso de recursos audiovisuales es frecuente en la enseñanza de idiomas, ya que estos permiten acceder a elementos lingüísticos y culturales en contexto. La didáctica de segundas lenguas, en aras de ofrecer nuevas perspectivas interdisciplinarias y metodológicas, ha empezado a interesarse por la traducción audiovisual (TAV), en concreto, por la aplicación y explotación de actividades en las que los estudiantes puedan, por ejemplo, doblar o subtítular una escena de una película, un documental, unos dibujos animados, etc. El empleo de la TAV en la enseñanza de idiomas, aunque en una fase inicial, ha dejado ya entrever un sinfín de posibilidades. En esta propuesta se presenta un proyecto de innovación educativa de carácter pionero e interdisciplinario llevado a cabo en el Dpto. de Filología Inglesa y Alemana de la Universitat de València. El proyecto se articula en torno a la creación colaborativa por estudiantes de TAV del Grado de Traducción y Mediación Interlingüística de actividades que ayuden, a través de la práctica del doblaje y la subtítulos, a otros estudiantes en la adquisición de la lengua inglesa. Para ello, se invitó a los alumnos de Traducción a practicar la TAV y, al mismo tiempo, a explorar el perfil profesional del profesor de idiomas, por otra prácticamente inexplorado durante el grado. Tras la formación necesaria en TAV y un taller específico sobre la aplicación de esta en la enseñanza de idiomas, los estudiantes crearon sus propias actividades por equipos y las recogieron en una plataforma virtual que incluía, además, los programas informáticos necesarios y la propuesta de traducción para su autoevaluación. Estas actividades fueron, en primera instancia, probadas por los demás equipos, de manera que todos los estudiantes, además de practicar la TAV, realizasen evaluaciones por pares del trabajo de sus compañeros y, así, incrementasen su capacidad de análisis crítico. A partir del curso 2016-2017 estas actividades serán puestas a disposición de la universidad para la práctica del inglés como segunda lengua en diferentes titulaciones. La recopilación de datos se llevó a cabo mediante la observación directa, un cuestionario final de satisfacción y opinión de los participantes y entrevistas con grupos focales. El análisis de los datos recopilados permitió determinar la efectividad de la metodología propuesta. Los resultados son positivos para los estudiantes de traducción, pues esta metodología fomenta su aprendizaje activo y motivación, y les ayuda a desarrollar competencias traductológicas, lingüísticas, tecnológicas, profesionales, interpersonales, de resolución de problemas y pensamiento crítico, etc.

 **Abstract**

The use of audiovisual resources is common in language teaching, as they allow access to linguistic and cultural elements in context. In order to offer new interdisciplinary and methodological perspectives, second language didactics has become interested in audiovisual translation (AVT), in particular, in the practical use and exploitation of activities in which students can, for example, dub or subtitle a scene from a movie, a documentary, a cartoon, etc. The use of AVT in language teaching, although at an early stage, has already shown signs of its endless possibilities. In this proposal we present a pioneering, interdisciplinary educational innovation project carried out at the Department of English and German Studies at Universitat de València. The project is structured around the collaborative creation by the AVT students in our Degree in Translation and Interlinguistic Mediation of activities to practice dubbing and subtitling, designed for other students so as to help them in their acquisition of the English language. To do so, Translation students were invited to practice AVT and, at the same time, to explore the professional profile of the language teacher, moreover practically unexplored in their degree. After the necessary training in AVT and a specific workshop on the implementation of AVT in language teaching, students created their own activities in teams and uploaded them onto a virtual platform which also included the necessary software and the proposed translation for their self-evaluation. These activities were first tested by the rest of the teams, so that all the students, in addition to practicing AVT, would peer review their fellow students' work and would increase their critical analysis skills. Starting from the academic year 2016-2017, these activities will be made available to the university to practise English as a second language in different degrees. The collection of data was performed through direct observation, a final satisfaction and opinion survey from participants and focus groups. The analysis of the collected data allowed to determine the effectiveness of the proposed methodology. The results are positive for translation students, as this methodology stimulates their active learning and motivation and helps students develop translation, linguistic, technological, professional, interpersonal, problem-solving and critical thinking skills, etc.

 **CHUNG, YU-LING**

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 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

A TRANSLATION COURSE DESIGNED TO HELP STUDENTS ENHANCE PRACTICING TRANSLATORS' TRAITS: A CASE STUDY IN TAIWAN

 **Palabras clave / Paraules clau / Keywords**

Personality trait, open to experience, translation teaching

 **Abstract**

To bridge the gap between translation pedagogy and practice, offering translators' profiles for students' career planning could be a solution. To add this part in a translation course, practicing translators shall be investigated to see what personality traits they have in common, on the assumption that their traits have affected their choices of job. And translation students are assumed to enhance such traits out of their identity with practicing translators, by attending a translation course designed to increase such traits.

This research collected data from the HEXACO personality trait test taken by 43 practicing translators in Taiwan. By building the personality traits profile of practicing translators, it is found that higher honesty-humility, openness, and emotional stability could be regarded as practicing translators' traits in Taiwan. By comparing the practicing translators and higher- or lower-graded students, all six personality traits were different between practicing translators and students. In addition, "openness to experience" was found to be associated with students' better translation performance. According to the two studies mentioned above, it is thus concluded that openness to experience might be important in translation course.

In order to help students enhance the trait of "openness to experience" in the translation course they attended, special attentions were paid to the texts that the instructor gave students to translate in class. For the purpose of increasing students' ability to be open to different experiences, texts with the features of "conflicting with Taiwanese cultures and customs" and "how foreigners see Taiwan" were selected to challenge students' existing cognition and attitudes. The preliminary results revealed that after attending the translation course for one semester (18 weeks), it is found that the subject students' scoring on openness to experience tended to be higher. It is hypothesized there will be more difference in the end of the second semester.

☞ **CORNEA, IOANA**

Universitat Autònoma de Barcelona

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

LEXICOGRAFÍA BILINGÜE PARA LA FORMACIÓN DE TRADUCTORES ESPECIALIZADOS: UN ESTUDIO DE CASO DEL TRADUCTOR JURÍDICO RUMANO

BILINGUAL LEXICOGRAPHY FOR TRAINING SPECIALIZED TRANSLATORS: A CASE STUDY ON ROMANIAN LEGAL TRANSLATORS

☞ **Palabras clave / Paraules clau / Keywords**

Lexicografía bilingüe, traductor jurídico, terminología / Bilingual lexicography, legal translator, terminology

☞ **Resumen / Resum**

El objetivo de esta ponencia es sistematizar las necesidades lexicográficas de los traductores jurídicos rumanos con el fin de proponer un modelo de representación de la relación de la equivalencia en un diccionario bilingüe español-rumano del ámbito del derecho de extranjería. Partimos de la premisa que el perfil del usuario y la situación de traducción son dos factores importantes que determinan el tipo de unidades léxicas significativas para la traducción especializada y la forma de representación de la relación de la equivalencia en un recurso lexicográfico. En el caso de la traducción jurídica, el traductor con formación sólo en estudios de traducción se ve ante la necesidad de buscar no sólo terminología, pero también información conceptual para la recepción del texto de origen y la producción del texto meta. Los recursos lexicográficos actuales presentan por lo menos dos limitaciones, por un lado, la delimitación de las unidades traductológicas específicas y, por otro lado, el tratamiento de la relación de equivalencia que mantienen las unidades entre sí. Por eso, hemos realizado una encuesta a traductores rumanos para identificar el tipo de unidades léxicas que utilizan en una situación de traducción jurídica y determinar el tipo de información que necesitan –lingüística y conceptual- para poder llevar a cabo la actividad de traducción. Para cumplir con nuestro objetivo partimos de varias perspectivas: la aproximación teórica de la competencia traductora (Prieto Ramos, 2011), el proceso traductor (Nord, 1997), la metalexigrafía (Tarp, 2010), y, por último, de la aproximación aplicada de las encuestas realizadas. Tomamos como estudio el análisis de cuatro conceptos del ámbito del derecho de extranjería para representarlos lexicográficamente. Concluimos que los diccionarios bilingües cumplen un papel didáctico -no sólo en el proceso de aprendizaje de lenguas extranjeras, de búsquedas de equivalentes- sino también en la adquisición de conocimiento especializado, sobre todo para un traductor con formación sólo en traducción. Las necesidades del traductor y las fases del proceso traductor se pueden relacionar con las indicaciones lexicográficas, que tienen una función determinada para cubrir una falta de información concreta, y, de esta manera, se puede elaborar un diccionario bilingüe centrado en la actividad de traducción especializada.

☞ **Abstract**

The aim of this paper is to systematize the lexicographical needs of Romanian legal translators in order to propose a model of representation of the relationship of equivalence in a bilingual Spanish-Romanian dictionary in the field of Immigration law. I start from the premise that the user's profile and the situations of translation process determine the type of lexical units and the form adopted by equivalence in a lexicographical resource. In the case of legal translation, the translator trained only in translation studies is faced with the need to look not only for terminology but also for specialized knowledge for the reception of the source text and target text production. Current lexicographical resources have at least two limitations on the one hand, traductological specific units and, on the other hand, treatment of the equivalence. Therefore, I conducted a survey of Romanian translators to identify the type of lexical units they used in a situation of legal translation and determine the type of information they need to carry out the activity of translation. I start from several perspectives: the theoretical approach of translation competence (Prieto Ramos, 2011), the translation process (Nord, 1997), the metalexigraphy (Tarp, 2010), and, finally, the approach applied of the surveys. I analyze and represented four concepts of Immigration law in a Spanish-Romanian dictionary. I conclude that bilingual dictionaries play a pedagogical role- not only in second-language learning, in establishing the equivalents but also in acquiring specialized knowledge, especially for a translator trained only in translation studies. The needs of the translator and the translation process may be related to the lexicographical indications that have a particular function and transmit concrete information. Therefore, a bilingual dictionary based on user and particular communication situation can be useful for specialized translation activity.

 **DE ASSIS BARRETO, TALITA**
UERJ/UFF/PUC-RIO

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

 **Título / Títol / Title** 

TRADUCCIÓN Y ADAPTACIÓN DE "APRENDER A TRADUCIR DEL FRANCÉS AL ESPAÑOL" A LA LENGUA PORTUGUESA

TRANSLATION AND ADAPTATION OF "APRENDER A TRADUCIR DEL FRANCÉS AL ESPAÑOL" INTO PORTUGUESE

 **Palabras clave / Paraules clau / Keywords**

Formación de traductores, competencias traductorales, enfoque por tareas de traducción / Translation training, translation competences, task based approach

 **Resumen / Resum**

Esta comunicación presenta resultados parciales del estudio sobre el proceso de traducción y adaptación del libro "Aprender a traducir del francés al español", de Hurtado Albir (2015), al portugués, considerando el par lingüístico español/portugués. El objetivo de esa adaptación es llevar a países de lengua portuguesa la metodología desarrollada por la autora, basándose en los fundamentos teóricos del Enfoque por Tareas de Traducción y la Formación basada en Competencias Traductorales (Hurtado Albir, 2005). Se pretende, con este trabajo, fomentar la discusión sobre las competencias necesarias para la formación del traductor y para la actividad traductora. Se discuten los principales desafíos que representa la planificación de un curso de formación de traductores del español al portugués basado en el enfoque por tareas de traducción. Además, se ponen en relieve los siguientes aspectos de ese proceso de adaptación: la selección de textos en lenguas española y portuguesa que posibilitaran las reflexiones necesarias sobre el proceso traductor, la validación de los textos elegidos por medio de la aplicación de las actividades a diferentes grupos de estudiantes brasileños y la elaboración de la unidad que trabaja los aspectos contrastivos entre esos idiomas. En el ámbito de las universidades brasileñas, no se encontraron materiales que siguen esa propuesta de enfoque por tareas de traducción dirigidos a ese par lingüístico. De esa forma, la traducción y adaptación de ese manual garantiza un espacio necesario también para el desarrollo de investigaciones dirigidas a la Didáctica de Traducción.

 **Abstract**

This paper presents the partial results of a study on the process of translation and adaptation of the book "Learning to translate from French into Spanish" by Hurtado Albir (2015) into Portuguese, considering the language pair Spanish/Portuguese. The purpose of the translation is to share the methodology developed by the author based on the theoretical foundations of Task Based Translation and Competence Based Translators' Training (Hurtado Albir, 2005) with Portuguese-speaking countries. This study aims at encouraging the discussion on necessary competences for translator training as for the translation activity itself, and the main challenges of planning training courses based on translation task approach for Spanish/Portuguese translators. In addition, the following aspects of the adaptation process are highlighted: the selection of texts in Spanish and Portuguese, which enabled important reflections on the translation process; the validation of texts chosen during the implementation of activities to different groups of Brazilian students; and the development of a teaching unit containing contrastive aspects between these languages. In the realm of Brazilian universities, there is no material to be found within the translation task approach in this language pair. Thus, the translation and adaptation of the book ensures a required room for the development of research in the Didactics of Translation.

☞ **DE HIGES ANDINO, IRENE; CEREZO MERCHÁN, BEATRIZ**

Universitat Jaume I

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

LA FORMACIÓN DE LOS PROFESIONALES DE LA ACCESIBILIDAD AUDIOVISUAL
TRAINING PROFESSIONALS IN AUDIOVISUAL ACCESSIBILITY

☞ **Palabras clave / Paraules clau / Keywords**

Accesibilidad audiovisual, formación por competencias, enfoque por tareas y proyectos de traducción / Audiovisual accessibility, competence training, translation and projects approach

☞ **Resumen / Resum**

Vivimos inmersos en una sociedad en la que los medios audiovisuales constituyen nuestras principales vías de información, cultura y ocio. Además de ser necesaria la traducción de productos originalmente elaborados en un idioma diferente al nuestro, los contenidos audiovisuales deben ser accesibles para las personas con discapacidad auditiva o visual. Las nuevas modalidades que permiten que estas comunidades tengan acceso autónomo a los medios audiovisuales son la subtítulos para personas sordas o con discapacidad auditiva y la audiodescripción para personas ciegas o con discapacidad visual.

La Ley General de la Comunicación Audiovisual ha impulsado el crecimiento del mercado profesional de la accesibilidad desde su aprobación en 2010, porque determina un aumento progresivo del volumen de emisiones accesibles en canales de televisión públicos y en canales comerciales. Según el informe publicado por el Real Patronato sobre Discapacidad en 2015, el porcentaje medio de programación subtitulada alcanzó el 67% en 2014 (respecto a un 37% de 2010) y, en el caso de la audiodescripción, ascendió a 121,9 horas de programas audiodescritos respecto a 27,6 horas en 2010.

En el ámbito español, no queda claro quién debería acometer la formación de los profesionales de la accesibilidad, pues hoy en día se ofrecen cursos de subtítulos y audiodescripción en empresas del sector, centros de formación continua y universidades (Palomo López, 2015). Debido a la juventud de la formación en este ámbito, son escasos los materiales publicados que ayudan a desarrollar las competencias necesarias de los profesionales dedicados a la accesibilidad audiovisual.

Precisamente para cubrir esta laguna surge la idea de elaborar el manual didáctico específico para aprender a traducir textos audiovisuales para personas con problemas auditivos y visuales que se presenta aquí. Este proyecto se integra dentro de la serie Aprender a traducir, que, dirigida y editada por Amparo Hurtado Albir, desde 2004 «transfiere a la sociedad resultados de investigación sobre el diseño curricular en la formación de traductores» (Hurtado Albir, 2012). Este manual plantea tareas dirigidas al desarrollo de competencias generales y específicas de los futuros profesionales de la accesibilidad audiovisual. Acompañada de directrices didácticas, esta propuesta puede ser utilizada tanto por estudiantes autodidactas como por profesores.

En nuestra contribución presentaremos el índice provisional del volumen, un ejemplo de unidad didáctica y las tareas asociadas a esta.

☞ **Abstract**


In the society we live in, audiovisual media are our main source of information, culture and leisure. In addition to the much needed translation of foreign language products, audiovisual contents must also be accessible to those people with visual and auditory impairments. The translation modes which allow these communities to autonomously enjoy audiovisual products are subtitling for the D/deaf and Hard-of-hearing (SDH) and audio description for the Blind and visually impaired (AD).


The Spanish General Law on Audiovisual Communication has fostered the rise of audiovisual accessibility since its approval in 2010, as it establishes a progressive increase in the volume of accessible programs on public and private TV stations. According to the report published by the Spanish Royal Board on Disability in 2015, the average percentage of subtitled programs reached 67% in 2014 (in comparison with 37% in 2010). On the other hand, 121.9 hours were audio described, in contrast to 27.6 hours in 2010.

In Spain, there is no agreement on who should train professionals on audiovisual accessibility, and nowadays courses on SHD and AD are offered by private companies, life-long training educational centres and universities (Palomo López, 2015). Due to the recent emergence of training in this field, not many resources aiming at developing the skills of these professionals have yet been published.

In order to fill this gap, the idea of elaborating a specific didactic handbook to learn how to translate audiovisual texts for people with visual and auditory impairments was born. This proposal is integrated in the series Aprender a traducir. Directed and edited by Amparo Hurtado Albir, since 2004 it “transfers research results on curricular design within translators’ training” (Hurtado Albir, 2012). This handbook proposes tasks to develop general and specific competences by future professionals. Together with didactic guidelines, it may be used both by self-taught students and teachers.


Our presentation will include the provisional table of contents of the handbook, as well as a sample of one of the teaching units and its associated tasks.


 **DOMENICO CESTARI, ADRIANA**
Universidad Peruana de Ciencias Aplicadas

 **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 / Títol / Title** 

CURSO DE CULTURA BRASILEIRA NA MODALIDADE “BLENDED LEARNING”
A COURSE ON BRAZILIAN HISTORY AND CULTURE THROUGH BLENDED LEARNING

 **Palabras clave / Paraules clau / Keywords**
Cultura, blended learning / Culture, blended learning

 **Resumen / Resum**
A disciplina Cultura Brasileira é um curso obrigatório depois de concluídos os quatros semestre do curso de português dentro da grade curricular da carreira de tradutor e intérprete profissional da Universidade UPC – “Universidad Peruana de Ciencias Aplicadas”. Com objetivo de ensinar a Cultura e a Historia do Brasil por meio de textos e vídeos autênticos para que aluno faça o uso efetivo da língua em contextos diversos, adquirir um vocabulário mais extenso e especializado, assim como expressões coloquiais e idiomáticas e outras competências comunicativas necessárias que um tradutor/intérprete devem ter para ser um usuário competente no idioma.

Atualmente a aprendizagem híbrida conhecida como “Blended Learning” é uma tendência no ensino de línguas estrangeiras nas Universidades Peruanas e esta é a primeira vez que o curso de língua e cultura foi oferecido nesta modalidade. Então o objetivo do presente estudo é analisar se o uso do material didático autentico significativo e os recursos didáticos virtuais fornecidos por blackboard aumentou a capacidade argumentativa dos estudantes de tradução e interpretação profissional, já que para isso implicou alguns pontos secundários como: o rompimento de paradigma do papel de professor que ora se alternava de docente-falciador-presencial ora tutor-facilitador-online; as diferentes maneiras de retroalimentar os estudantes; avaliações presencial e online; e domínio dos recursos tecnológicos tanto do docente como do aluno.

 **Abstract**
Brazilian Language and Culture is an obligatory course during the fourth semester of the Professional Translation and Interpreting program at Universidad Peruana de Ciencias Aplicadas. This course aims at getting students to use the foreign language in different contexts and registers, and develop essential communication skills through learning specific content related to Brazil's culture and history. We believe that this specific use of language is important for the translator and interpreter trainee in order to be considered a competent Portuguese speaker.

Blended learning is a current trend in teaching foreign languages at Peruvian universities. Brazilian Language and Culture was offered under this learning modality during 2015. The aim of this paper is to assess if the use of authentic teaching materials and virtual teaching resources provided by Blackboard (a virtual learning environment) increased the argumentative competence of the students. The importance of this assessment is based on the change of paradigm regarding the role of the instructor —from a face-to-face facilitator to an online facilitator— which occurred because of the blended modality. Other aspects to consider for this evaluation are the different types of feedback given to students, the assessment methods, and the technological skills of both the students and the instructor.

☞ **DOMENICO CESTARI, ADRIANA**

Universidad Peruana de Ciencias Aplicadas

☞ **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 / Títol / Title** ☞

PARÁFRASE COMO ESTRATÉGIA PARA INTÉRPRETES PROFISSIONAL

PARAPHRASING AS A STRATEGY FOR PROFESSIONAL INTERPRETERS

☞ **Palabras clave / Paraules clau / Keywords**

Paráfrase, estratégia, traductores/intèrpretes / Paraphrasing, learning strategy, translator training, interpreter training

☞ **Resumen / Resum**

A paráfrase é a interpretação, explicação ou tradução intralingüística de um determinado texto por meio de palavras diferentes as quais foram utilizadas no texto. Os exercícios de paráfrase desenvolvidos na aula de língua estrangeira englobam atividades epilüingüísticas e metalingüísticas que enriquecerem o vocabulário do estudante. Por isso, se considera uma das principais estratégias que um intérprete profissional deve dominar para alcançar os níveis de competência requeridos na língua B, nomenclatura utilizada para o uso competente da língua estrangeira pela International Association of Conference Interpreters.

O objetivo desse trabalho é demonstrar que a partir da leitura de obras literárias brasileiras os estudantes segundo, terceiro, quarto e quinto semestre do curso de português para tradutores e intérpretes profissionais no âmbito universitário em Lima – Peru melhoraram de forma significativa as habilidades escrita e oral no idioma e, ao mesmo tempo, reforçaram os conceitos gramaticais já estudados.


Durante o semestre os estudantes leram as obras: Emília no País da Gramática de Monteiro Lobato; A hora da estrela de Clarice Lispector; Capitães de Areia de Jorge Amado e Dom Casmurro de Machado de Assis desenvolvendo a proposta de trabalho final do curso o qual contou atividades de paráfrase, como: resumir, descrever, relatar e produzir mapas conceituais até a produção do produto final que foram historias em quadrinhos; blog de fofocas e jornal literário.


☞ **Abstract**

A paraphrase is an interpretation, an intralingual translation, or an explanation of a given text using different words from those of the source. In the case of foreign language learning, paraphrasing exercises range from epilüingüistic to metalingüistic activities, which are useful to build students' lexicon. This is the reason why paraphrasing is considered to be one of the main strategies in which interpreters must excel in order to reach professional competency in their B language (AICC terminology).

This paper aims at demonstrating that, through paraphrasing, undergraduate translation and interpreting students can improve their spoken and written abilities in their B language. While doing this, they can also strengthen their metalingüistic knowledge —for instance, grammar.


Based on the experience at an undergraduate translation and interpreting program in Lima, Peru, the paper comprises different activities related to paraphrasing (summarizing, describing, narrating, concept mapping, etc.). The reading materials used for these activities include Emília no País da Gramática (Monteiro Lobato), A hora da estrela (Clarice Lispector), Capitães de Areia (Jorge Amado), and Dom Casmurro (Machado de Assis). All these components will be articulated as a proposal of a final project.


 **EHRENSBERGER-DOW, MAUREEN; HUNZIKER HEEB, ANDREA; JUD, PETER**
Zurich University of Applied Sciences

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

 **Título / Títol / Title** 

INCORPORATING AN ERGONOMIC PERSPECTIVE INTO TRANSLATION PROGRAMS

 **Palabras clave / Paraules clau / Keywords**
Ergonomics, translator training, human-computer interaction

 **Abstract**
In recent years, the realities of the translation workplace have become the focus of research interest in translation studies. This can be attributed in part to a growing appreciation of translation as an instance of situated cognition and of translators as actors embedded in networks comprised of texts, technology, translators, revisers, organizations, etc. Lavault-Olléon (2011) proposed that an ergonomic perspective can contribute to understanding how such physical, cognitive, and organizational factors impinge on professional translation. The field of ergonomics has long recognized the importance of optimizing conditions for humans to work effectively within complex networks. We have applied an ergonomic perspective to translation process research by collecting data at and about professional translators' workplaces with a multi-method approach that includes video and screen recordings, interviews, ergonomic assessments, and questionnaires. In the research carried out by our interdisciplinary team, we have been able to ascertain that the potentially negative consequences of the intensive interaction with computers that has become a hallmark of most translation work (cf. O'Brien 2012) can be mitigated by observing some basic principles of physical and cognitive ergonomics. One of the key findings of our research has been that many younger translators seemed relatively oblivious to ergonomics whereas older translators seemed to have learned about its importance through negative experience on the job. Simply by answering questions about their furniture, equipment, tools, and working practices, though, many of the translators who have participated in our research projects seemed to have increased their awareness of the ergonomic conditions they were working under and the potential issues associated with these. The interest in this type of research by the community of professional translators in our country suggests that information about workplace ergonomics should be incorporated into translator education. In this presentation, we provide some examples of how this can be done in various courses in BA and MA translation programs without having to make any major changes to the curriculum.

✎ **ENRÍQUEZ-ARANDA, MERCEDES**

Universidad de Málaga

✎ **Ámbito / Àmbit / Topic**

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

✎ **Título / Títol / Title** ✎

LA TRADUCCIÓN DE TEXTOS SOCIOECONÓMICOS: FORMACIÓN ACADÉMICA PARA LA PRÁCTICA PROFESIONAL
THE TRANSLATION OF SOCIOECONOMIC TEXTS: TRAINING STUDENTS TO BECOME PROFESSIONAL TRANSLATORS

✎ **Palabras clave / Paraules clau / Keywords**

Traducción de textos socioeconómicos, formación de traductores, práctica profesional de la traducción / The translation of socioeconomic texts, translator training, the professional practice of translation

✎ **Resumen / Resum**

La traducción de textos socioeconómicos supone un reto para la formación del traductor dada la amplitud de tipologías textuales y de competencias que engloba su concepto. Su alto grado de especialización convierte el proceso de enseñanza y aprendizaje de esta materia en un desafío tanto para discentes como para docentes dentro las estructuras propias de los diversos planes de estudio de los títulos universitarios de grado en España.

En este trabajo se aborda el diseño curricular de un módulo especializado en traducción socioeconómica dentro del Título de Grado en Traducción e Interpretación por la Universidad de Málaga. Se parte del contexto formativo general que ofrece el Título para describir en particular cómo se aborda una formación académica en este ámbito especialmente orientada a la práctica profesional.

Dadas las limitaciones temporales impuestas por el plan de estudios, urge aplicar en la enseñanza y aprendizaje de esta materia un enfoque profesional por una razón principal: se potencia la motivación de los alumnos por este campo de especialización que, en principio, se les presenta hostil en contenidos. Con la adecuada contextualización de las actividades traductorales formativas y la gradación de dificultad de las mismas, el alumno ubica su labor traductora en un todo laboral hacia el cual se le termina de encaminar en etapas posteriores de su formación.

Las sugerencias didácticas que se aportan son susceptibles de ser modificadas para su uso en contextos similares.

✎ **Abstract**

Translating socioeconomic texts poses a challenge for translator training since it encompasses a wide range of text types and competences to be developed. Its high degree of specialization makes the teaching and learning of the subject a challenge for both learners and teachers within the frame of the various curricula of university degrees in Spain.

This work deals with the curriculum design of a specialized module in socioeconomic translation within the Degree in Translation and Interpreting at the University of Malaga. From the overall educational context provided in the Degree, the description of a practical training specially oriented towards the professional practice is addressed.

Given the time constraints imposed by the curriculum, it is advisable to implement in the teaching and learning of this subject a professional approach for one main reason: the motivation of students is enhanced by a field of specialization that in principle is regarded as hostile in contents. With a proper contextualization of the translator training activities and an adequate gradation of their difficulties, the student places the translating task within the translation market towards which (s)he is finally addressed at later stages of the training.

Teaching suggestions are provided in this work so that they can be modified for their use in similar contexts.

✎ **ESPÍN GARCÍA, MARI CARMEN**
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 / Títol / Title**

ANÁLISIS SOBRE MANUALES PARA APRENDER A LEER EN CHINO
A SURVEY ON CHINESE READING COMPREHENSION TEXTBOOKS

✎ **Palabras clave / Paraules clau / Keywords**

Lectura para traductores, manuales de lectura, lengua china / Reading comprehension for translators, reading comprehension textbooks, Chinese language

✎ **Resumen / Resum**

En nuestro país desde los años 80 es posible aprender chino como segunda lengua extranjera en la carrera de traducción. A pesar de la larga trayectoria de la enseñanza de esta lengua en nuestro país aún se sigue investigando sobre una didáctica del chino que se adapte a las necesidades específicas de la carrera de traducción.

Una de las destrezas en las que se centra la enseñanza de lenguas extranjeras en la carrera de traducción es la comprensión lectora. Actualmente aparte de los libros de texto que presentan todas las destrezas (comprensión y expresión escrita y comprensión y expresión oral) y la gramática, los estudiantes y los docentes de lengua china disponen de manuales focalizados, únicamente, en la enseñanza de distintos tipos de lectura y en la comprensión lectora.


En mi ponencia presentaré un estudio sobre manuales para enseñar a leer en chino publicados en la República Popular de China, Estados Unidos y Singapur desde 1980 hasta la primera década del siglo XXI. El análisis se centra en los siguientes aspectos: editorial, año de publicación, nacionalidad del autor, tipo de libro de texto, materiales complementarios, concepciones de la lengua, métodos de enseñanza de la lectura, tipos de lectura que trabajan, tipos de ejercicios y tipos de texto que se utilizan. Mi intención es abrir un debate sobre los materiales de los que disponemos y apuntar algunas propuestas para adaptarlos al contexto de la enseñanza de la lectura para estudiantes hispanohablantes de la carrera de traducción.


✎ **Abstract**

In Spain, since 1980 Chinese language is part of the curriculum of the degree in Translation and Interpreting as a second foreign language. Despite this long period of time, experts are still trying to find a teaching methodology that can fully meet the specific needs of the translation degree.

One of the language skills that language teaching focuses in a translation degree is reading. Nowadays, Chinese teachers and students, apart from textbooks that include the four language skills (listening, writing, reading and speaking) and grammar, there are also textbooks only focused on reading comprehension and different types of reading techniques.


In my presentation I would like to talk about a survey on Chinese reading comprehension textbooks that were published in the People's Republic of China, the United States and Singapore from 1980 to the first decade of the 21st century. The following items are included in the survey: publishing house, publication date, nationality of the author, type of textbook, supplementary materials, conception of language, teaching reading methodology, types of reading exercises and types of texts. The aim of this presentation is to open a discussion on the teaching materials we have access to and to make some proposals on how to adapt them to the teaching of Chinese reading comprehension for Spanish-speaking students of translation.


 **FRANCO HIP, CARMEN LUISA**
Universidad Peruana de Ciencias Aplicadas

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

 **Título / Títol / Title** 

TERMINOLOGÍA EN UN PROGRAMA DE PREGRADO DE TRADUCCIÓN E INTERPRETACIÓN EN PERÚ: DISEÑO CURRICULAR Y EXPERIENCIA DOCENTE
TERMINOLOGY IN A TRANSLATION AND INTERPRETING UNDERGRADUATE PROGRAM IN PERU: CURRICULAR DESIGN AND TEACHING EXPERIENCE


 **Palabras clave / Paraules clau / Keywords**
Terminología, diseño curricular, prácticas preprofesionales / Terminology, curricular design, internship

 **Resumen / Resum**
Este trabajo presenta el diseño de la asignatura de Terminología en un programa de pregrado de traducción e interpretación en Lima, Perú. Además, resalta la importancia de la oficina interna de servicios lingüísticos que está a cargo de la Dirección del programa (que funciona como centro de prácticas preprofesionales) para contribuir a los logros de la asignatura y mejorar su diseño curricular.

La asignatura de Terminología, cuya primera edición fue en el primer ciclo regular del año 2014, pertenece al séptimo nivel (de un total de diez) del programa de pregrado en cuestión. En las clases se aplica una metodología activa mediante actividades y evaluaciones orientadas a cumplir los logros establecidos. Las tres primeras unidades («aspectos teóricos básicos de la terminología», «terminografía: terminología aplicada» y «terminótica») permiten que los alumnos, aplicando todos los contenidos estudiados, elaboren un proyecto de gestión terminológica como trabajo final de la asignatura, que toma como base teórica y metodológica a la Teoría Comunicativa de la Terminología (TCT), propuesta por Cabré.

En 2015, alumnos que previamente habían aprobado el curso tuvieron la oportunidad de realizar prácticas preprofesionales con dos proyectos reales de gestión terminológica para una Dirección de la misma universidad. Por ser la primera vez que se solicitaba ese servicio a la oficina interna de servicios lingüísticos, los proyectos supusieron, además de temas propios de la terminografía, el establecimiento de criterios para tarifas y el tipo de productos terminológicos que pueden ofrecerse dentro de un plazo determinado.

El propósito de ambos proyectos fue sistematizar la terminología operacional de la universidad para garantizar la uniformidad y la calidad de las traducciones de sus documentos institucionales, y las bases de datos terminológicas que resultaron de dichos proyectos de gestión terminológica son empleadas por la oficina interna de servicios lingüísticos en proyectos de traducción que tienen a la propia universidad como cliente. Así, el fortalecimiento del papel de la oficina interna de servicios lingüísticos frente a los grupos de interés internos de la universidad permite que los alumnos pongan en práctica, en encargos reales de gestión terminológica y de traducción, los conocimientos adquiridos en el curso de Terminología.


 **Abstract**
This paper presents the design of the Terminology course in a translation and interpreting undergraduate program in Lima, Peru. Furthermore, it highlights the importance of the internal office of language services managed by the program's Direction—which works as an internship center—to contribute to the course outcomes and improve its curricular design.

The Terminology course, whose first edition was in the first regular term of the year 2014, belongs to the seventh level (of a total of ten) of the undergraduate program at issue. An active methodology is applied in class by means of activities and assessments oriented to achieve the outcomes established. The first three units (“basic theoretical aspects of terminology”, “terminography: applied terminology” and “terminotics”) allow students to prepare, by applying all the contents studied, a terminological management project as the course final work, which has the Communicative Theory of Terminology (TCT), proposed by Cabré, as its theoretical and methodological basis.

In 2015, students who had previously passed the course had the opportunity to carry out an internship participating in two real terminological management projects for a Department of the same university. Since it was the first time such a service was required to the internal office of language services, the projects involved, aside from issues related to terminography, the establishment of criteria for fixing fees and determining the type of terminological products that can be offered within a specific time limit.

The purpose of both projects was to systematize the university's operational terminology in order to guarantee consistency and quality of the translations of its institutional documents, and the terminological databases that resulted from those terminological management projects are used by the internal office of language services in translation projects which have the same university as client. Thus, the strengthening of the role of the internal office of language services vis-à-vis the university's internal stakeholders allow students to put into practice, in real terminological management and translation projects, the knowledge acquired in the Terminology course


 **GORTON, AMY**
University of Mons

 **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 / Títol / Title** 

ERROR ANALYSIS IN CONSECUTIVE RETOUR INTERPRETING

 **Palabras clave / Paraules clau / Keywords**
Error analysis, retour interpreting, English language

 **Abstract**

In a 2012 survey carried out by the author amongst professional interpreters on the topic of interpretation into the B language, some respondents expressed concern regarding interpreters' mastery of their B languages. This forged the idea of exploring language mastery via an analysis of the quantity and variety of language errors made whilst interpreting.

As part of this exploration, students enrolled in the Masters in Interpretation at the Faculty of Translation and Interpretation at the University of Mons were recorded whilst interpreting consecutively in retour from French to English. These same students were also recorded speaking spontaneously in English. These interpretations and spontaneous speeches were then transcribed and analysed for language errors by two native speakers of English.

There were two parts to this analysis. The first involved a separate analysis of the interpreted and spontaneous speeches. The aim of this was to discover the errors that were most frequently committed by students when working into English as a retour language in order to identify which aspects of the English language need to be reinforced and emphasized in language classes during the students' bachelor degree years. The second part was a comparison between the interpreted speeches and the spontaneous speeches. Two questions were asked: First of all, do students make more errors when interpreting and, secondly, are some errors more frequent in interpreted speech than in spontaneous speech?

Due to the heavy cognitive load placed on interpreters, it was expected that the interpreted speeches would contain more errors and that certain errors would appear more frequently than in the spontaneous speeches due to the influence of the source text. If the latter is true, interpreting trainers will be able to draw students' attention to these errors in order to prevent them from being made.

☞ **GREGORIO CANO, ANA**
University of Texas at Arlington

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

☞ **Título / Títol / Title** ☞

LA COMPETENCIA ESTRATÉGICA EN LA FORMACIÓN DE TRADUCTORES: UN ESTUDIO EMPÍRICO-DESCRIPTIVO
THE STRATEGIC COMPETENCE IN TRANSLATOR TRAINING: A DESCRIPTIVE CASE-STUDY

☞ **Palabras clave / Paraules clau / Keywords**

Competencia traductora, estudio empírico, competencia estratégica, formación de traductores / Translator competence, empirical study, strategic competence, translator training

☞ **Resumen / Resum**

Esta investigación se enmarca dentro de los estudios de Traducción e Interpretación y, en concreto, en el campo de la didáctica de la Traducción. El objetivo general de la misma es “conocer y analizar la repercusión de los estudios de Traducción en España en el desarrollo de la competencia estratégica y, en particular, en la capacidad para identificar problemas de traducción por parte de los estudiantes a través de un estudio empírico”. Para alcanzar dicho objetivo, se procedió a la realización de un estudio empírico en el que se combinaron técnicas cuantitativas y cualitativas para lo que se contó con la participación de más de estudiantes de cinco centros de Traducción de España, a saber: Universitat Jaume I de Castellón (UJI), Universidad de Salamanca (USAL), Universidad Pablo de Olavide (UPO), Universidad Pontificia de Comillas (UPCO) y Universidad de Granada (UGR). De este modo, presentaremos un macro-estudio con más de 1.000 estudiantes y un estudio longitudinal con 37 estudiantes de un mismo centro. En el caso del estudio longitudinal, dadas las características particulares de tratarse de los mismos estudiantes en el momento de acceso a los estudiantes y en el momento próximo al egreso, se formularon cuatro hipótesis con el objetivo de confirmarlas o refutarlas a partir de los resultados obtenidos. Estas hipótesis fueron: 1) los estudiantes de TI próximos al momento de egreso son capaces de reconocer un mayor número de problemas de traducción que los estudiantes de TI en el momento de ingreso a los estudios; 2) la capacidad para reconocer y diferenciar entre problemas de traducción de diferente naturaleza de los estudiantes de TI próximos al momento de egreso es mayor que la de los estudiantes de TI en el momento de ingreso a los estudios; 3) la capacidad de abstracción a la hora de identificar problemas de traducción de los estudiantes de TI es mayor en el momento próximo al egreso que en el momento de ingreso a los estudios, y; 4) la riqueza del metalenguaje utilizado por los estudiantes de TI experimenta una evolución desde el momento de ingreso a los estudios de TI hasta el momento próximo al egreso.

Por medio de nuestra investigación hemos intentado identificar aquellos rasgos que pudieran favorecer el desarrollo de la competencia estratégica, mediante una muestra bastante amplia, a partir del análisis de las respuestas incluidas en el ejercicio de pre-traducción propuesto, así como a partir de la correlación de los perfiles de los estudiantes y su evolución, aspectos que serán abordados en nuestra presentación.

☞ **Abstract**

This research is framed within the area of translation and interpreting studies and more specifically within the field of the didactics of translation. The general research objective is to observe and analyse the repercussions of Translation undergraduate degree courses at five different universities in Spain: Universitat Jaume I de Castellón (UJI), Universidad de Salamanca (USAL), Universidad Pablo de Olavide (UPO), Universidad Pontificia de Comillas (UPCO) and University of Granada (UGR). Using empirical methods combining quantitative and qualitative analysis relying on a macro-study of more than 1000 subjects and a longitudinal study of 37 students, the research focuses specifically on the development of strategic competence (SC) and, particularly, the student's capacity to identify translation problems. Furthermore, in the case of the longitudinal study, four hypotheses were formulated in order to be tested against the students' answers: 1) whether TI students about to finalise their degree are capable of recognising more translation problems than TI students beginning their degree; 2) whether TI students about to finalise their degree are able to recognise and differentiate between different translation problems better than TI students beginning their degree; 3) whether the capacity for abstraction of TI students when identifying translation problems is greater at the end of their degree studies than at the beginning; and 4) whether the richness of the metalanguage used by the TI students evolves from the beginning to the end of their degree.

The ample data collected allow for the manual identification of general tendencies in the evolution of translator competence in students through their pre-translation analysis as well as the analysis of correlations between profiles and that evolution, both of which will be discussed in the paper.

☞ **GREGORIO CANO, ANA**
University of Texas at Arlington

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

☞ **Título / Títol / Title** ☞

LA EVOLUCIÓN DEL METALenguAJE EN ESTUDIANTES DE TRADUCCIÓN
THE EVOLUTION OF METALANGUAGE IN TRANSLATION TRAINEES

☞ **Palabras clave / Paraules clau / Keywords**

Competencia traductora, metalenguaje, estudiante de traducción, problema de traducción / Translator competence, metalanguage, translation trainee, translation problem

☞ **Resumen / Resum**

En este trabajo se presentan los resultados de un estudio a gran escala que combina técnicas de recogida y análisis de datos cuantitativos y cualitativos para describir si –y cómo– evoluciona la competencia traductora de los estudiantes en el contexto universitario de España desde su primera toma de contacto con la traducción, hasta el final del último año de sus estudios. Para ello, diseñamos un instrumento en papel que consta de dos partes: la primera se centra en los datos sociodemográficos, que podemos denominar “perfil del estudiante” (cuáles han sido sus experiencias interculturales o cómo han adquirido sus conocimientos de lengua extranjera, entre otros aspectos). A continuación, los estudiantes debían realizar un encargo de pre-traducción, para lo que debían contestar una serie de preguntas abiertas acerca de ese encargo. Los estudiantes no debían llevar a cabo la traducción, sino simplemente reflexionar sobre (y describir) los problemas de traducción que dicho encargo les planteara, así como aportar posibles vías para solucionar los problemas encontrados. A partir de las respuestas de los estudiantes, este estudio nos permite ofrecer un análisis exhaustivo del metalenguaje que utilizan los estudiantes para describir los problemas de traducción que detectan a la hora de realizar un ejercicio de pre-traducción de un texto divulgativo en dos momentos clave de su formación (1^º y 4^º).

Los datos recogidos permiten la identificación manual de las tendencias generales en la evolución de la competencia traductora en los estudiantes a través de su análisis previo de la traducción y, en concreto, en el metalenguaje utilizado con el fin de identificar y explicar los problemas existentes a la hora de realizar el ejercicio de pre-traducción.

Uno de los resultados que se persiguen con este estudio es determinar el impacto pedagógico en el desarrollo de la competencia traductora, así como detectar y promover técnicas y prácticas en el aula apropiadas y eficaces para fomentar el aprendizaje significativo de los estudiantes. Las respuestas de los estudiantes se digitalizaron y se procesaron con un sistema de gestión de corpus llamado Sketch Engine (Kilgarrif, 2004). De esta manera, podemos comparar cómo los estudiantes de 1^º y 4^º año se refieren a diferentes conceptos de traducción, la evolución de la competencia traductora de los estudiantes en relación a la naturaleza de los problemas que detectan y el uso del metalenguaje que emplean. Sketch Engine nos permite comparar, de una manera más sistematizada, las palabras (y conceptos) que incluyen los estudiantes en sus respuestas, tales como “cultura”, “contexto”, “problema”, etc., y con qué palabras (y conceptos) suelen asociarlas. Por lo tanto, nuestro enfoque se basa en: (1) una tarea que consiste en un breve encargo de pre-traducción y (2) el análisis de las respuestas digitalizadas de los estudiantes (corpus).


☞ **Abstract**

In this paper, we present the results of a large-scale study combining quantitative and qualitative analysis to examine how undergraduate Translation students in Spanish universities evolve in their understanding of the translation process from their first year, at the very beginning of their TI Studies, until the end of their fourth and final year. A paper-based instrument was designed consisting of two parts: the first is devoted to the collection of personal profile data (including how foreign languages were learned and information about prior intercultural experience). This is followed by a second part consisting of the presentation of a translation commission and a series of open questions on it. A real translation commission was incorporated into the instrument to provide a sustained and complex task for students to complete. The commission is presented to the student realistically and it included genuine constraints such as time allowances. Students were not asked to actually perform the translation task, but simply to reflect on it, the problems it posed and how they would address them. We tried to analyze was how students relate to a translation brief with regards to certain contextual factors (culture, time, function, style, etc.). The data collected allow for the manual identification of general tendencies in the evolution of translator competence in students through their pre-translation analysis and, specifically, in the metalanguage used in order to identify and explain the problems faced when performing the pre-translation task.

The implication is to determine the pedagogical significance of the findings and to promote appropriate and effective classroom techniques and practices to foster meaningful learning. Furthermore, the data were digitized and automatically processed with a corpus query system called Sketch Engine (Kilgarrif, 2004). In this way, we could compare how 1st and 4th year students refer to translation concepts, how they seem to evolve, and how they use their own metalanguage regarding Translation Studies. We could also see how their discourse is filled with words such as culture, context, problem, etc. and how they occur in relation to others. Thus, our approach is based on: (1) a real translation brief; and, (2) a corpus-based analysis of digitalized students' answers.

 **HANSEN-SCHIRRA, SILVIA; HOFMANN, SASCHA; DANIELI, BEATRICE**

University of Mainz

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

MODELLING AND MEASURING GENERIC ACADEMIC COMPETENCIES IN TRANSLATION STUDIES

 **Palabras clave / Paraules clau / Keywords**

Competency research, generic cognitive competences, empirical measurement

 **Abstract**

In general, competency research in higher education distinguishes between domain-specific cognitive competencies, generic cognitive competencies as well as non-cognitive competencies (cf. Schaeper 2013). Domain-specific cognitive competencies refer to the subject involved, e.g. linguistics or cultural studies. Generic cognitive competencies address abilities like problem solving strategies, argumentation, research strategies, reading and mathematical literacy etc. Non-cognitive competencies concern self-regulating aspects, such as a positive self-concept, socio-emotional traits and other so-called soft skills (cf. Blömeke, Zlatkin-Troitschanskaia 2013). In translation studies, competencies are commonly defined as strategies to solve translation problems within the core process of translation (cf. Göpferich 2008; PACTE 2011), nowadays in strong relation to employability and the market readiness of the educated translator. The result is a hybridization of subject-specific competences and generic competencies to develop the skills of a translator as a final product of the process of translator education on a macro-level with a strong focus on translator training design (e.g. Massey, Ehrensberger Dow 2011). As long as there are no efficient tools to measure single competencies separated from each other, a proper differentiation and definition of the different types of competencies will not be possible.

Within this realm, this paper proposes an interdisciplinary approach to modelling and measuring generic cognitive competencies on an empirical basis. Whereas the modelling of domain-specific cognitive competencies as well as soft skills in translation studies has made serious progress in the last years, especially through translation process research, many aspects of the generic cognitive competencies have either not been properly defined yet, not to mention their empirical investigation. The theoretical framework is based on the definition of competence made in the DeSeCo study carried out by the OECD (cf. Weinert 2001) and will introduce the Collegiate Learning Assessment instruments (cf. Klein et. al. 2007) to translation studies. We propose a multidimensional competence framework in which the already described competencies e.g. by PACTE (2011) will be implemented but a proper set of generic cognitive competencies will be added on in respect to the needs of the translation profession. In addition, we will introduce a measurement method with which generic cognitive competencies can be examined by gathering and triangulating empirical data.

☞ **HARO SOLER, MARÍA DEL MAR**

Universidad de Granada

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

LA CONFIANZA DEL ESTUDIANTADO DE TRADUCCIÓN EN SU CAPACIDAD PARA TRADUCIR TEXTOS JURÍDICOS
TRANSLATION STUDENT'S CONFIDENCE IN THEIR ABILITY TO TRANSLATE LEGAL TEXTS

☞ **Palabras clave / Paraules clau / Keywords**

Formación de traductores, traducción jurídica, autoeficacia / Translator training, legal translation, self-efficacy

☞ **Resumen / Resum**

La especialización que implica la traducción jurídica parece llevar a la mayoría de los estudiantes del Grado en Traducción e Interpretación de la Universidad de Granada a dudar de su capacidad para enfrentarse a asignaturas de traducción jurídica.

A través del estudio empírico-descriptivo que se presenta resolvimos analizar dicha situación. Más específicamente, resolvimos analizar el desarrollo que experimenta la autoeficacia del estudiantado a lo largo de la formación en traducción jurídica recibida, especialmente cuando los estudiantes deben traducir hacia su primera lengua extranjera; así como aquellos factores que influyen en dicho desarrollo.

b) Descripción

Decidimos aproximarnos a dichos objetivos desde la perspectiva del estudiantado, para lo cual recurrimos a la técnica cualitativa del grupo de discusión. De este modo, tres grupos de discusión se celebraron en junio de 2015 y 2016 en la Facultad de Traducción e Interpretación de la Universidad de Granada. En ellos participaron estudiantes de cuarto curso matriculados en la asignatura optativa Traducción en Humanidades, Ciencias Sociales y Jurídicas (español-inglés).

c) Resultados

Los resultados obtenidos parecen indicar que, si bien al comienzo de la asignatura los participantes no confiaban en sus capacidades para traducir textos jurídicos, su autoeficacia se desarrolló durante la asignatura señalada. Ello se debe, entre otros factores, a aquellas acciones y actividades llevadas a cabo por el profesorado que se describirán en la comunicación que nos ocupa. Asimismo, en dicha comunicación se presentarán los beneficios que el desarrollo de la autoeficacia para traducir textos jurídicos parece traer consigo para el estudiantado.

☞ **Abstract**

a) Aims

The contact with students of the Degree in Translation and Interpreting of the University of Granada (Spain) has allowed me to see that most of them do not trust their abilities to successfully complete legal translation subjects, due to the high level of specialization that these subjects involve. This lack of self-efficacy is even stronger when they have to translate legal texts into their B language.

In an attempt to solve this situation, an empirical-descriptive study has been performed with the following objectives: to discover whether the students' self-efficacy to translate legal texts develops during their training, especially when they are translating into their B language; and to discover the factors that influence that development.

b) Description


To meet the said objectives, the qualitative technique known as focus group was implemented. Three focus groups were organized at the Faculty of Translation and Interpreting of the University of Granada in June 2015 and 2016, in which students enrolled in the optional subject Translation in Humanities, Social and Legal Sciences (Spanish-English) participated.

c) Results

The results seem to show that, although at the beginning of the said subject the students did not trust their abilities to translate legal texts, their self-efficacy developed during their training. This development is due, among other factors, to a series of activities and actions carried out by the trainer during the subject, which will be explained in the oral presentation of the study described herein. The positive effects that the development of self-efficacy can have will also be presented.

 **HOFMANN, SASCHA; KIRALY, DON**

University of Mainz

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

BRINGING THE INDUSTRY INTO THE CLASSROOM – THE TRANSLATION AGENCY SIMULATOR

 **Palabras clave / Paraules clau / Keywords**

Authentic Project work, curriculum development, transfer market to classroom

 **Abstract**

The relationship between translator education and professional translation praxis has long been a tenuous one. Recently, some research efforts have sought a more empirically-based understanding of professional reality, (for example: Risku 2004, Massey, Riediger, Lenz 2008, Olohan 2011 and Krüger, Serrano Piqueras 2015). And yet the authentic and collaborative learning experiences promoted by Kiraly (2012, 2013) for example, are still all too rare in translator education programs. Most classes still lack many aspects of a complete, authentic translation work environment like those outlined by Risku (2004).


We are seeing an increasing number of courses that include some sort of project work, but the simulation of the entire translation process along the supply chain, as described by Hofmann (2010), is often still only put into practice to a very limited degree. This may be due in part to the so far unfulfilled need for a comprehensive concept of translator competence that has not yet been conclusively defined through translation research, but on the other hand, there is no doubt that the realistic simulation of the translation process within the curriculum places high demands on teachers and students alike.

Based on Kiraly's concept of authentic project work, we will present a pedagogical model that attempts to replicate the entire complexity of a translation project while integrating the complete spectrum of translation skills: the Translation Agency Simulator (TAS). The Translation Agency Simulator (TAS) concept is based on results of the European Graduate Placement Scheme project sponsored by the EU (Astley 2015, Kiraly & Hofmann 2016), which substantiate the value of praxis-oriented learning. It also draws on the results of the multi-level Moodle project carried out at the FTSK in 2014 (Kiraly, Wiedmann & Rùth 2016).

The Simulator is currently being developed at the translation and interpreting school at the University of Mainz within a Moodle-based module involving translation project work. The Simulator purports to replicate the translation process, much like a flight simulator, using a variety of scenarios drawn from the translation industry. By working with commercial partners, we hope to be able to cover the range extending from the tendering of translation services to translation process control and achieve quality control over the content taught through constant feedback vis à vis professional translation praxis. At the same time, we expect our instructional design to help achieve the kind of networking of the various sub-components of translator competence called for by Kelly (2007).

 **HUERTAS BARROS, ELSA; VINE, JULIET**

University of Westminster

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

A COMPARATIVE STUDY ON ASSESSMENT PRACTICES IN TRANSLATION TEACHING IN THE UK

 **Palabras clave / Paraules clau / Keywords**

Assessment practices, translation teaching, translation competence


 **Abstract**

Assessment underpins all forms of translator training and is an essential element of any teaching and learning process. By looking at assessment practices and instruments at universities, we can gain an insight into current understandings about the nature of translation practice and what issues are foregrounded in translator training programmes. Changing conceptualisation of translation i.e. the shift in focus to translation competence models and their accompanying changes in thinking about how translation should be taught are also reflected in changing assessment practice. In the context of competence-based training, the last few decades have seen the proliferation of assessment instruments that enhance students' learning by prioritising competence development and the translation process (González Davies, 2004; Kelly, 2005; Hurtado Albir, 2007, 2015a; 2015b; Way, 2008, 2009, 2014; Galán-Mañas and Hurtado Albir, 2015).

This paper presents the findings of the second stage of our research into assessment practices on university translation courses throughout the UK, and follows on from a detailed preliminary case study conducted at the University of Westminster in 2015 (Huertas Barros and Vine, in press). The research is grounded on the methodological proposals suggested by Saldanha and O'Brien (2013), which have successfully been applied to empirical studies on translator training (Huertas Barros, 2015). Our study has been conducted by asking a representative of several universities to fill out anonymised questionnaires via GoogleForms. The areas explored include: the instruments of assessment, the weighting given to them, the criteria used and whether the criteria align to conceptions of translator competence. On the basis of the data and information gathered, our comparative study will aim to discover if and to what extent assessment practices reflect the competence-based understandings of the translation process and their associated implications for translation teaching.

 **ILHAMI, NAIMA**

Universidad de Granada

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

EVALUACIÓN FORMATIVA EN LA TRADUCCIÓN JURÍDICA DEL ESPAÑOL AL ÁRABE: PROPUESTA DE UNA HERRAMIENTA VERSÁTIL Y SISTEMÁTICA

FORMATIVE ASSESSMENT FOR THE COURSE "LEGAL TRANSLATION FROM SPANISH INTO ARABIC": A SYSTEMATIC AND VERSATILE TOOL FOR TRANSLATOR TRAINING

 **Palabras clave / Paraules clau / Keywords**


Combinación lingüística árabe-español, evaluación formativa, herramienta para la evaluación / Arabic translator training, assessment, formative assessment, summative assessment, assessment tools

 **Resumen / Resum**


En la formación de traductores del árabe, la evaluación es una asignatura pendiente. No pocas veces se han escuchado afirmaciones como "una traducción está bien o mal" y "no hay términos medios". Afirmaciones de este tipo ponen de manifiesto una clara confusión de la evaluación en la formación con un control de calidad. Cuando un docente no explicita los criterios que ha adoptado para evaluar las traducciones de sus alumnos, está poniendo de manifiesto una falta de una alineación entre objetivos de aprendizaje y la evaluación. Además, un método de evaluación que solo se limita a sancionar, desaprovecha el papel poderoso que las demás vertientes de la evaluación como la diagnóstica y la formativa pueden y deben tener en el proceso formativo. A nuestro juicio, ello se debe en gran medida al desconocimiento por parte de algunos docentes de la función, criterios, objetos, procesos, momentos y objetivos de la evaluación. Dicho desconocimiento convierte la evaluación con frecuencia en una operación absurda que solo consigue desmotivar al alumnado y provocar, a veces, desencuentros con el profesorado. En el presente trabajo, proponemos una herramienta versátil para la evaluación sistemática de los encargos de traducción jurídica que puede ser usada tanto por el docente como por los propios estudiantes. Dicha herramienta facilita la labor docente al permitir reducir el grado de subjetividad y al adaptar la evaluación a los objetivos formativos en cada momento. Por otra parte, favorece el aprendizaje del alumnado al proporcionarle feedback constante sobre su evolución y al hacerle participe en el trabajo de evaluación en el que tomará conciencia de los problemas de traducción, su tipificación y la importancia relativa de los mismos en cada momento de su camino hacia la profesionalidad. Además, dicha herramienta podrá ser adaptada a otros géneros de traducción.

 **Abstract**

Assessment in Arabic translator training courses and modules is an issue that is not frequently addressed in recent literature, and some veteran Arabic translator trainers still claim that "a translation is either good or bad, there is no medium term". Such an affirmation reveals a clear confusion between assessment during the training process and assessment for professional purposes. When trainers do not inform their students about the specific assessment criteria for translation exercises, they implicitly state that there is no alignment between assessment and their training objectives and learning outcomes. Furthermore, assessment methods based on final tests miss the opportunity to benefit from other aspects of assessment, such as diagnostic or formative assessment during the training process. This is probably due to a lack of knowledge of the versatile role that assessment can play in translator training. Hence, assessment is frequently converted into an absurd operation that has a clearly discouraging effect and gives rise to disagreements and disputes between students and teachers. This paper describes a versatile tool for systematic assessment that can be used by trainers and students for all types of assessment. This tool has been piloted in the course "Legal translation from Spanish into Arabic". The results show that it makes trainers' work easier, since it reduces the level of subjectivity in assessment, and can easily be adapted to learning objectives as required. On the other hand, the assessment tool described helps students to optimize their learning efforts thanks to the constant feedback they receive on the achievement of specific objectives during different stages of the training process. Using the proposed tool, students can actively participate in the assessment process and become more aware of translation problems and their typification and of their relative importance at different moments on their path towards professionalism. The tool is, of course, suitable for other fields of translation too.

 **INSAI, SAKOLKARN**

Dhurakij Pundit University

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

COLLABORATIVE PROJECT IN EFL'S TRANSLATION CLASSROOM: CAN THEY HELP PROMOTE STRATEGIC SUB-COMPETENCE?

 **Palabras clave / Paraules clau / Keywords**

Collaborative learning, strategic sub-competence, EFL students

 **Abstract**

It has been widely acknowledged over a decade that strategic sub-competence plays a predominant role in developing students' translation competence, and translation programs have appreciated benefits of collaborative projects in which collaboration among students empowers them throughout the process of learning and could successfully prepare them for the entry to the profession. Alternatively, in countries where no translation programs are offered at the undergraduate level, foreign language programs are responsible for producing professional translators, or at least graduates who are expected to do quality translations as a part of their jobs. However, little attention has been paid to pedagogical knowledge of translation studies in this area. This research project, therefore, aims at introducing a collaborative project-based learning module in translation training for EFL learners in the context of English programs, and investigating how students develop their strategic sub-competence.

The pedagogical intervention was integrated from three theoretical frameworks: communicative approach to translation training, collaborative project-based learning, and group interaction and communication. A quasi-experimental research design was employed in Translation in Business course from August to December 2015, with a group of 21 Thai native students in their third and fourth year, majoring or minoring in English. This 15-week collaborative project-based learning module included the first 10 weeks of the introductory session for students to learn and practice all the knowledge and skills necessary for translation, and the other 5 weeks for a collaborative translation project of an English article. The project was designed for the students to work collaboratively in three main stages: planning; translating and collaborative editing; and peer-editing, revising, and presentation. Data was collected from the students' translation drafts, learner's diaries, project presentations, and the teacher's observation during the project, as well as in-depth interviews at the end of the project.


The initial results revealed that despite different levels of translation abilities and group combination, students really valued collaboration among their group members and between groups in the step of reciprocal peer-editing. Each group demonstrated their abilities to detect and solve problems, especially how to tackle translation problems and difficulties, as well as time management issues. More importantly, with the same steps of each phase and deadline schedules specified, members in each group managed to negotiate with the group process in their own ways, learning how to share responsibilities in planning, monitoring, and evaluating their working process and their own translation products.


 **JIMÉNEZ-CRESPO, MIGUEL ÁNGEL**
Rudgers University

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

 **Título / Títol / Title** 

CROWDSOURCING AND COLLABORATIVE ONLINE COMMUNITIES IN TRANSLATION TRAINING: ASSESSING INITIATIVES BASED ON FEEDBACK

 **Palabras clave / Paraules clau / Keywords**
Translation training, crowdsourcing, feedback

 **Abstract**
The emergence of collaborative communities on the web has made available translation possibilities in which trainees can engage in hands-on learning unthinkable a couple of decades ago. Volunteer translation can take place anytime: ipad and mobile apps for volunteer translation offer the possibility of practicing translation skills in real world settings everywhere. This ubiquitous presence of translation crowdsourcing and collaborative process has found its reflection in translation training literature, with an increasing number of scholars questioning whether these communities can be integrated into learning settings. O'Hagan (2008) initiated the debate on whether fan translation represented an "accidental training environment", that seem to offer "authentic and situated learning environments for amateur translators who are well motivated" (2008: 178). In assessing the impact of crowdsourcing in audiovisual translation Gambier defends that "fan translation forms a potentially highly effective learning environment" (2012: 55). Others have indicated the similarities between didactic socioconstructivist approaches and volunteer collaborative practices online (Orrego-Carmona 2014; O'Hagan 2008). This presentation advocates for a blended approach that can potentially incorporate crowdsourcing and collaborative online translation initiatives as a two-pronged approach to reach "professional translation competence". If the acquisition of translation is considered as the acquisition of "expert knowledge" (Shreve 2006) that develops through "deliberate practice", any guided and structured intensive "deliberate practice" setting, with different levels of difficulty and appropriate feedback to develop expertise (Ericsson 2000), should consequently be welcomed by the training and professional community. Nevertheless, not all collaborative volunteer online initiatives offer similar opportunities for the development of translation competence. After a review of the relevant literature in translation competence and its acquisition, the role of peer collaborative feedback in training (i.e. Massey and Brandli 2015), the presentation presents a categorization of initiatives based on the type of feedback obtained departing from the translation feedback categorizations for online training courses by Neunzig and Tanqueiro (2005). The type of feedback obtained is related to the potential benefits for translation trainees in institutions of higher learning.

✎ **JOAN CASADEMONT, ANNA**

Université du Québec à distance

✎ **Ámbito / Àmbit / Topic**

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

✎ **Título / Títol / Title**

INICIACIÓN A LA TRADUCCIÓN: ESTRATEGIAS DIDÁCTICAS EN UN CURSO A DISTANCIA

AN INTRODUCTORY COURSE ON TRANSLATION: TEACHING STRATEGIES FOR DISTANCE-LEARNING

✎ **Palabras clave / Paraules clau / Keywords**

Educación a distancia, iniciación a la traducción, competencia traductora / Distance-learning, introduction to translation, translator's competence

✎ **Resumen / Resum**

Esta comunicación pretende mostrar las estrategias utilizadas para la creación de un curso a distancia de iniciación a la traducción (combinación de lenguas: francés y español).

En primer lugar, presentaremos brevemente el contexto de creación del curso, el perfil prototípico de sus estudiantes, los programas en los que se inscribe en la TÉLUQ (Universidad a distancia del Quebec), así como los objetivos específicos que se propone.

En segundo lugar, describiremos los elementos básicos a partir de los cuales se estructura el curso: (1) la traducción como un tipo de transmisión-comunicación, (2) los diferentes participantes en un acto comunicativo de traducción, (3) el proceso de traducción-transmisión y, finalmente, (4) las diferentes subcompetencias que componen la competencia traductora y que deben tenerse en cuenta a la hora de querer ejercer como traductor/a profesional.

Para este último punto, nos hemos basado en la definición de competencia traductora de Hurtado Albir (2001) ("sistemas subyacentes de conocimientos, habilidades, destrezas y actitudes necesarios para traducir") y hemos partido de la propuesta del grupo de investigación PACTE (2003, 2005, 2007) sobre las distintas subcompetencias que la componen. Los módulos de este bloque del curso se han estructurado de la forma siguiente:

- Subcompetencia psicofisiológica
- Subcompetencia comunicativa (bilingüe)
- Subcompetencia extralingüística
- Subcompetencia de transferencia
- Subcompetencia estratégica
- Subcompetencia instrumental
- Subcompetencia profesional

Finalmente, para cada una de los cuatro elementos básicos mencionados más arriba, examinaremos las estrategias propias de integración utilizadas, ya sea en la presentación del contenido, en la relación con los estudiantes, en las propuestas de ejercicios o en los trabajos evaluados. El uso de ejemplos concretos nos permitirá valorar los elementos propios a la creación de un curso de traducción completamente a distancia y sus consecuencias en las estrategias didácticas utilizadas.

✎ **Abstract**

This paper aims at showing the strategies that were used during the creation of an introductory distance-learning course on translation (language combination: French and Spanish).

First, we will briefly present the context of creation of the course, the prototypical profile of its students, the programs that offer the course at TÉLUQ (Online university of Quebec), as well as its specific goals.

Second, we will describe the main elements that were used to build the structure of this course: (1) translation as a type of transmission-communication, (2) the different participants in a communicative act of translation, (3) the process of translation-transmission and, finally, (4) the different subcompetences included in a more global translator's competence and that should be taken into account in order to be a professional translator.

In the case of (4) above, we have considered the definition of translator's competence by Hurtado Albir (2001) ("underlying systems of knowledge, abilities, skills and attitudes that are necessary in order to translate") and the proposal of the research group PACTE (2003, 2005, 2007) on the different subcompetences that are part of it. The modules of this segment of the course have been structured as following:

- Psycho-physiological subcompetence
- Bilingual communicative subcompetence
- Extra-linguistic subcompetence
- Knowledge about translation competence
- Strategic subcompetence
- Instrumental subcompetence
- Professional subcompetence

Finally, for each one of the four main ideas stated above, we will analyze the specific integration strategies that were used,

either for the presentation of the contents, for the relation with the students, for the exercises proposed or for the evaluations. Using concrete examples will allow us to explore the intrinsic elements to the creation of a completely distance-learning translation course and their consequences to the teaching strategies to be used.

☞ **KAINDL, KLAUS**
University of Vienna

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

☞ **Título / Títol / Title** ☞

LITERARISCHES ÜBERSETZEN IN EINEM MEHSPRACHIGEN KONTEXT
TEACHING LITERARY TRANSLATION IN A MULTILINGUAL CLASSROOM

☞ **Palabras clave / Paraules clau / Keywords**
Literarische Übersetzung, Didaktik, Mehrsprachigkeit / Literary translation, didactics, multilingualism

☞ **Resumen / Resum**

Lange Zeit war die Kultur der Übersetzungsdidaktik auf festgelegte Sprachenpaare hin ausgerichtet. Der Sprachenkanon, aus dem die Studierenden ihre Sprachen auswählen konnten, war dabei durch die Universitätsstrukturen festgelegt. Nicht zuletzt durch die größere Mobilität der Studierenden und die im Zuge der Globalisierung entstehenden - auch sprachlich - "fluiden" Gesellschaften entstand eine immer größere Kluft zwischen den an den Zentren für Translation angebotenen Sprachen und den von den Studierenden tatsächlich gesprochenen Sprachen. Immer häufiger kommt es daher zu Fällen, in denen Übersetzen nicht in jenen Sprachen studiert wird, die man am besten kann, sondern in jenen, die eben angeboten werden.

Vor dem Hintergrund einer immer größeren Sprachenvielfalt unter den Studierenden ist es daher nötig, auch die traditionellen auf fixe Sprachenpaare festgelegten Übersetzungskurse didaktisch neu zu konzipieren. Dabei muss sowohl das Curriculum als auch die Didaktik neue Wege gehen. In diesem Vortrag soll das Wiener Modell vorgestellt werden, das im Zuge der Reform des MA-Studiums am Zentrum für Translationswissenschaft der Universität Wien für das Literarische Übersetzen entwickelt wurde. Dabei wird zunächst die Studienstruktur vorgestellt und die allgemeine Konzeption der praktischen Übungen: In diesen ist lediglich die Zielsprache, in die übersetzt wird, vorgegeben, die Sprachen, aus denen übersetzt wird sind hingegen von den Studierenden, je nach ihrem sprachlichen Hintergrund frei zu wählen und müssen nicht unbedingt dem Sprachenkanon, wie er am Zentrum angeboten wird, entsprechen. Wie mit dieser mehrsprachigen Situation im Unterricht umgegangen wird, welche didaktischen Mittel den Lehrenden zur Gestaltung des Unterrichts zur Verfügung stehen, wird danach im zweiten Teil des Vortrags diskutiert. Im Mittelpunkt stehen dabei Textauswahl, didaktische Aufbereitung des Materials und die Benotung der studentischen Leistungen.


☞ **Abstract**

For a long time, the culture of translation didactics focused on fixed language pairs. The linguistic canon from which the students were able to choose their languages was thereby determined by the university structures. The increasing mobility of students and the - also linguistic - "fluidity" of societies in the wake of globalization created an increasing gap between the languages offered at the Institutes of Translation Studies and the languages spoken by the students. The result of this development is that more often than not students cannot study their strongest languages but have to choose between those available at the University.

In view of an increasing linguistic diversity among students, it is therefore necessary to go beyond the tradition of fixed language pairs in translation courses and find new ways of teaching in order to productively integrate the linguistic potentials of students. Both the curriculum and the pedagogy of translation must go new ways. In this lecture I will present the Viennese model, which was developed for literary translation as part of the reform of the MA curriculum at the Centre for Translation Studies at the University of Vienna. First, the structure of the curriculum will be presented and the general conception of the practical exercises: The target language - German in this case - is given, however the students are free to choose the source language, according to their linguistic background which does not need to correspond to the institutionalized languages. In the second part of this paper I will discuss the didactic tools focusing on the selection of texts, the didactic preparation of the material and the evaluation and grading of the student performance.

 **KIM, JEONG-YEON**

Hankuk University of Foreign Studies

 **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 / Títol / Title** 

OUTILS DE PEDAGOGIE DE LA TRADUCTION EXPLOITABLES DANS LE PERFECTIONNEMENT
PEDAGOGICAL TOOLS TO IMPROVE LINGUISTIC COMPETENCE WITH THE AIM OF ENHANCING TRANSLATION COMPETENCE

 **Palabras clave / Paraules clau / Keywords**

Enseignement de la traduction, compétence linguistique, exercice d'écrit / Translation training, linguistic competence, writing exercise

 **Resumen / Resum**

Les étudiants des écoles supérieures de traduction et d'interprétation, dès leur entrée dans le cursus de maîtrise, doivent très bien maîtriser au moins deux langues de travail, à savoir leur langue maternelle et leur première langue étrangère respectivement dites « langue A » et « langue B ». En Corée du Sud, un tel niveau de compétence est souvent difficilement atteint dans les langues secondes autres que l'anglais, le chinois ou le japonais, leur apprentissage étant d'assez courte durée et les étudiants n'ayant pour la plupart jamais séjourné dans les pays où elles sont parlées ou n'y étant que très peu restés. Dans bien des cas, les lacunes de leurs connaissances ne leur permettent pas d'aborder l'étude des procédés de traduction à proprement parler, d'où la nécessité de recourir à des formes d'apprentissage sortant du cadre de la didactique générale des langues étrangères, comme la mémorisation et la répétition de structures de phrases, l'assimilation de règles de grammaire, la vérification des acquis par des exercices et la correction unilatérale des erreurs par l'enseignant. Cette exigence de perfectionnement des capacités d'expression en langue étrangère est d'autant plus cruciale qu'en Corée du Sud, un pays locuteur d'une langue de petite diffusion, les traducteurs professionnels sont souvent amenés à travailler vers leur langue B, contrairement à ceux des pays occidentaux où cette directionalité est proscrite.

La présente étude a donc pour objet de formuler des propositions susceptibles de répondre à ce besoin spécifique par la mise en œuvre d'outils pédagogiques adaptés à la formation d'interprètes et de traducteurs professionnels, notamment la lecture active telle qu'elle est enseignée à l'École Supérieure d'Interprètes et de Traducteurs de l'Université Paris 3, le recours aux textes parallèles, la paraphrase, le résumé de texte, le search and destroy, qui consiste à reproduire à l'écrit un petit texte lu à deux ou trois reprises, après l'avoir mémorisé, le shadowing, la rédaction à partir des prises de note, l'autocorrection et le CRIPED ou compte rendu intégré des problèmes et décisions. Au vu de l'expérience, les activités de ce type, qui se prêtent à une mise en pratique lors des cours comme à des exercices faisant l'objet de devoirs, s'avèrent dans une certaine mesure permettre de pallier les insuffisances linguistiques des apprenants et de développer de ce fait leurs capacités de compréhension et d'expression, tout en se rapprochant de l'objectif ultime du cursus qu'est l'acquisition des techniques d'interprétation et de traduction.

 **Abstract**

Students admitted to a graduate school of translation and interpretation are supposed to have a very good command of at least two languages, namely their mother tongue and their first foreign language respectively referred to as "A language" and "B language." In Korea, such a level of competence is often not reached in the second languages other than English, Chinese or Japanese, their learning being of short duration and the students having in most cases never or not much stayed in the countries where they are spoken. In many cases, the lack of linguistic competence does not allow students to approach the translation processes strictly speaking, hence the necessity to resort to unique pedagogical tools different from general didactic of foreign languages, such as memorization, repetition of phrase structures, mastering of grammar rules, verification of acquired knowledge by exercises and unilateral correction of errors by the teacher. This requirement to improve the expression competence in foreign language is all the more crucial in Korea, a so-called "minor language" speaking country, where professional translators are often required to work into their B language, unlike those of western countries where working in this direction is not practiced.


This study aims to make suggestions to address this specific need by implementing pedagogical tools used to train professional interpreters and translators, such as "la lecture active" as taught in École Supérieure d'Interprètes et de Traducteurs of University Paris 3, the use of parallel texts, paraphrasing, text summarization, search and destroy, shadowing, writing from note-taking, self-correction and the CRIPED. In light of experiences, activities of this type, which can be practiced in the classroom or given as homework, have proven, to a certain extent, to be useful in helping learners get around their linguistic deficiency and develop their comprehension and expression skills, while getting them closer to the ultimate goal of acquiring translation techniques.


 **KOSTER, CEES**
Utrecht University

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

 **Título / Títol / Title** 

THE ANNOTATED TRANSLATION AS A TEST FORMAT IN GRADUATE LITERARY TRANSLATOR TRAINING

 **Palabras clave / Paraules clau / Keywords**
Annotated literary translation, academic vs. translational competences, translation problems and solutions

 **Abstract**
Recently in the UK an old debate has been relaunched about the possibility of having a literary translation qualify as research output for academic staff (Translation as Research: A Manifesto). At the core of the debate is the relationship between academic competences and translation competences. The debate is also relevant within the field of (literary) translator training in graduate programs in which the acquisition of academic competences and translation competences form part of the end qualifications. The interrelationship of and the tension between the different competences play a role in course design and testing formats and evaluation criteria within the curriculum. In this paper a model will be presented for the testing format of the annotated translation, which may be used within translation courses, or as a format for MA theses (and is indeed used within the Utrecht University Master's Programs in Translation and Literary Translation). The model combines translation problem-oriented text analysis, critical and theoretical reflection on translation and translation itself. Theoretically it is based on the tripartite division between the domains of possible translation solutions to specific problems, desirable translation solutions and actual translation solutions (cf. Toury 1985 & 2011). Critical reflection on possible translation solutions typically is associated with theoretical translation discourse, reflection on what is desirable is typically associated with normative translation discourse. The format of the annotated translation, then, brings together theoretical and normative discourse and thus satisfies the needs of academic examination requirements and the needs of learning students to acquire a full set of literary translation competences (PetraE).

☞ **KRENZLER-BEHM, DINAH**

University of Tampere

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

EIN MODELL FÜR DEN EINSATZ AUTHENTISCHER AUFTRÄGE IN DER ÜBERSETZERAUSBILDUNG
A MODEL FOR THE USE OF AUTHENTIC ASSIGNMENTS IN TRANSLATORS TRAINING

☞ **Palabras clave / Paraules clau / Keywords**

Authentische Aufträge, Übersetzer Ausbildung, didaktisches Modell / Authentic assignments, translator training, didactic model

☞ **Resumen / Resum**

In translatorischen Kreisen wird der Einsatz authentischer Aufträge im Übersetzungsunterricht inzwischen überwiegend positiv bewertet, da diese den Studierenden (und darüber hinaus in einigen Fällen auch den Lehrenden) einen konkreten Einblick in die aktuelle translatorische Praxis gewähren und als nicht zu unterschätzender Nebeneffekt zur studentischen Motivationssteigerung beitragen. Es stellt sich in diesem Kontext jedoch die Frage wie authentische Aufträge im Übersetzungsunterricht Anwendung finden sollten. An dieser Stelle setze ich an und entwickle im Rückgriff auf die übersetzungsdidaktische Grundlagenforschung und Ergebnisse früherer Unterrichtsversuche sowie des eigenen prototypischen dokumentarischen Unterrichtsversuchs ein robustes, aber dennoch flexibles Modell, das in die Schritte Vorbereitung, Durchführung und Auswertung gegliedert ist. Zur Vorbereitung zählen u.a. die Unterrichtsplanung, die Erstellung eines Fragebogens für den Auftraggeber, die Aushandlung der Geschäftsbedingungen mit dem Auftraggeber (insbesondere Deadline und Vergütung) sowie die Durchführung der Auftraggeberbefragung. Die Durchführung umfasst z.B. Recherchetätigkeiten (u.a. das Sammeln und Analysieren von Parallel- und Hintergrundtexten), das Erstellen einer ausgangstextspezifischen Terminologieliste, das Sicherstellen einer einheitlichen ZS-Terminologie sowie den von den Prinzipien Funktionsgerechtigkeit und Loyalität gesteuerten Übersetzungsprozess. Die Auswertung setzt sich insbesondere aus der Fehleranalyse unter besonderer Berücksichtigung des Skopos und der Ergebnisse der Auftraggeberbefragung, der Erstellung einer endgültigen Version durch den Lehrenden (insbesondere bei Übersetzungen in die B-Arbeitsprache der Studierenden) sowie der ZT-Prüfung durch den Auftraggeber zusammen. Dieses theoretisch reflektierte und empirisch überprüfte Modell ist von der Arbeitssprachenkonstellation unabhängig und kann auf andere Unterrichtskontexte übertragen werden.

In meinem Konferenzbeitrag möchte ich zum einen das von mir entwickelte Modell vorstellen und zum anderen anhand eines weiteren im Unterricht bearbeiteten authentischen Übersetzungsauftrags Vorzüge und Nachteile meines Modells beleuchten.


☞ **Abstract**

My presentation focuses on the findings of my doctoral thesis, which looks at the use of authentic assignments in translator training. The aim of my research is to develop a robust, but at the same time flexible model, that is not bound to any specific working language.

The focus of the empirical-analytic part of my research is on documentary class observation divided into three different phases: preparation, implementation and evaluation. Nowadays, it is considered valuable to use authentic assignments in translation classes, because they provide students with practical relevance, and the students receive an impression of how a professional translator works.

 **KUZNIK, ANNA**

Uniwersytet Wrocławski

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

TRANSLATOR TRAINING PROFESSIONALISATION AND KNOWLEDGE TRANSFER IN THE LANGUAGE SERVICES SECTOR. THE FIVE-YEAR EXPERIENCE OF THE INSTITUTE OF ROMANCE STUDIES, UNIVERSITY OF WROCŁAW (2011-2015)

 **Palabras clave / Paraules clau / Keywords**

Translator training, professionalization, knowledge transfer

 **Abstract**

Economic and social reality should always be one of the most powerful inspirations for translator training and research in the field of Translation Studies.

The aim of my paper is to highlight aspects of translator training on the basis of which it is possible to create a specific, business-friendly climate in academic institutions. Many small gestures and major activities, both official and unofficial, can contribute to the generation of emerging, dynamic, market-oriented synergy. I refer to strategies such as: (1) national and international student internships; (2) students performing real translation assignments; (3) language service providers offering specialised additional courses for students; (4) the centralisation and dissemination of job offers, and feedback from the business sector on the students' integration into the employment market; (5) visits to local companies for students; (6) compulsory or additional courses on entrepreneurship and language service marketing; and (7) the organisation of academic events, e.g. work placement fairs, recruitment meetings, market-oriented seminars and market-oriented competitions for students.

To achieve complete business-friendliness all such training activities should be combined with real market-oriented research in academia. In that respect, I will present four types of activities that could be deemed to involve knowledge transfer between the field of Translation Studies and the language services sector: (1) a basic research project with scope for application in the market sector; (2) an applied research project carried out with a language service provider; (3) an applied research and service project to be offered to the business sector (a "classic" knowledge transfer project); and (4) an expert report commissioned from scholars by a language service provider. Lastly, I will discuss the lack of a tradition of and interest in promoting an efficient knowledge transfer system based on the commercialisation of translation knowledge, at least in public institutions.

☞ **LOOCK, RUDY**
University of Lille

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

☞ **Título / Títol / Title** ☞

CORPORA AS CAT TOOLS: REPORTS ON A SERIES OF EXPERIMENTS WITH TRANSLATION STUDENTS

☞ **Palabras clave / Paraules clau / Keywords**
Electronic corpora, lexical and grammatical usage, naturalness

☞ **Abstract**
Electronic corpora, whether monolingual or multilingual, are now part of linguists' everyday lives. Interestingly, they are also part of translators' but without them being always perfectly aware of their presence behind CAT software (translation memories) and machine translation. In addition to this paradox, translators are not always very familiar with the use of linguistic databases outside such popular tools, while electronic corpora can be used as CAT tools to help translators make their terminological, phraseological, and grammatical choices. This is exactly what this presentation aims to show: monolingual and multilingual corpora can be used, independently or combined as comparable or parallel corpora, through the use of concordancers (e.g. AntConc), to improve translation quality and also productivity. Although this idea is of course not new (e.g. Aston 1999, Bowker 2002, Bernardini & Castagnoli 2008, Beeby et al. 2009, Kübler 2011, Zanettin 2012), corpora are hardly granted the status of CAT tools and are often considered to be interesting for academic research in translation studies only, and we would like to show here that they deserve to integrate the professional translator's toolbox.

We will illustrate this claim with reports on different experiments carried out with students enrolled in a master's translation programme and will show how the use of corpora can help students improve the quality of their translations by enabling them to take into account lexical and grammatical usage in the target language. For instance, we will show that setting up a comparable corpus of specialized texts in original English and original French to uncover differences in usage for some linguistic phenomena (as is done in comparative linguistics) helps students understand that grammatically correct translations do not suffice if they want to provide natural-sounding translations. We will also show how setting up a DIY (do-it-yourself) corpus of original texts in the target language can help students take into account terminological and phraseological preferences when they have an unfamiliar minilect (Nordman 1996) to translate, by collecting information not provided by other traditional tools, including glossaries and translation memories. The experiments that we will be reporting on concern both monolingual and multilingual corpora, for English and French as original and target languages respectively. We will also provide feedback from the students and discuss important ergonomics-related issues.

☞ LUNA GARCÍA, ROSA

Universidad Peruana de Ciencias Aplicadas

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

NIVEL DE RENDIMIENTO Y ESTRATEGIAS UTILIZADAS POR LOS ESTUDIANTES DE TRADUCCIÓN EN LA DETECCIÓN, COMPRENSIÓN Y TRADUCCIÓN DE NEOLOGISMOS
PERFORMANCE LEVEL AND STRATEGIES USED BY TRANSLATIONS STUDENTS IN THE IDENTIFICATION, COMPREHENSION AND TRANSLATION OF NEOLOGISMS

☞ **Palabras clave / Paraules clau / Keywords**

Nivel de rendimiento, subcompetencia neológica, detección neológica, comprensión neológica, técnicas de traducción de neologismos / Performance level, neological sub-competence, neological identification, neological comprehension, translation techniques for neologisms

☞ **Resumen / Resum**

Objetivos de la investigación

El objetivo general de esta investigación es identificar los recursos utilizados por los estudiantes de terminología en las fases de reconocimiento, comprensión y traducción de neologismos en el proceso de adquisición de la subcompetencia neológica. Entre los objetivos específicos podemos mencionar los siguientes:

- Describir el tipo de neologismos que presentan mayor dificultad de detección por parte de los estudiantes.
- Determinar el nivel de rendimiento que logran los estudiantes de traducción en la comprensión de neologismos.
- Analizar las estrategias seleccionadas por los estudiantes para traducir los neologismos.

Descripción del trabajo

Al no tratarse de un hablante común, el traductor no solo debe comprender, sino “hacer comprender”, lo que significa que no basta que detecte y comprenda los neologismos presentes en un determinado documento origen, sino que debe traducirlos evitando, en la medida de lo posible, el empleo de préstamos innecesarios. En la práctica, la mayor parte de neologismos léxicos y especializados acuñados ingresan a través de la traducción e interpretación (neología secundaria) de allí que resulte capital que estos profesionales cuenten con recursos adecuados para el tratamiento de este fenómeno de innovación léxica. En este contexto los estudiantes de traducción deben desarrollar la subcompetencia neológica entendida como la capacidad de identificar, comprender, traducir y validar neologismos.

Para alcanzar los objetivos antes mencionados se diseñaron dos pruebas neológicas las mismas que fueron validadas por un par de especialistas en neología antes de ser aplicadas a una muestra constituida por 47 alumnas matriculadas en el curso Terminología de la Escuela de Traducción e interpretación de la UNIFE durante el semestre 2013-I.

Resultados y conclusiones

Una de las conclusiones generales a las que se arribó en el estudio es que existe mayor rendimiento en la detección que en la comprensión de neologismos contextualizados y que la traducción de neologismos manifiesta una marcada tendencia a la extranjerización en detrimento de la acuñación de neologismos que explotan recursos de la lengua receptora.

Otros hallazgos más específicos fueron que los estudiantes de terminología utilizan fundamentalmente las marcas de neologicidad, y la opacidad léxico-semántica como recursos para la detección neológica; que en la fase de comprensión neológica influyen factores tales como el grado de opacidad léxico-semántica, el nivel de la competencia lexicográfica y los recursos de acuñación.; y que el préstamo, no adaptado y adaptado, y el calco son los dos recursos más utilizados para la traducción de neologismos.

☞ **Abstract**

Purpose

The general purpose of this research is to identify the resources used by terminology students in the identification, comprehension and translation stages of neologisms in the process of acquisition of a neological sub-competence. The specific purposes include:

- Describe the type of neologisms that are more challenging for the students to identify
- Establish the performance level achieved by translation students in understanding neologisms.
- Analyze the strategies selected by students to translate neologisms

Description

Since a translator is not an ordinary reader, s/he must not only understand but “cause to understand”, which means that identifying and understanding the neologisms found in a given source text is not enough, s/he must translate them preventing, to the extent possible, the use of unnecessary word loans. In practice, most lexical and specialized neologisms coined are filtered through translation and interpreting (secondary neology); this is the reason why it is essential that these professionals are properly resourceful to deal with this lexical innovation. In this scenario, translation students must

develop a neological sub-competence understood as the capacity of identifying, understanding, translating and validating neologisms.

In order to achieve the purposes above mentioned, two neological tests were designed, which were validated by a couple of neology experts before being applied to our sample group consisting of 47 students of the Terminology course of the School of Translation at UNIFE during the 2013-I term.

Results and conclusions

of the general conclusions drawn is that there is a better performance in identifying rather than understanding contextualized neologisms and that the translation of neologisms shows a clear trend towards foreignization instead of coining neologisms using resources of the target language.

Among other more specific findings: terminology students mainly use neologicity signs, and a lexical-semantic opacity for neological identification; the lexical-semantic opacity, the lexicographic competence level and coining resources influence in the neological comprehension stage; and, non-adapted and adapted loan words and calques are the resources more used for translating neologisms.

☞ **MALTA, GLEITON**

Universidade de Brasília

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

LA META-REFLEXIÓN EN EL PROCESO DE ENSEÑANZA/APRENDIZAJE DE TRADUCCIÓN: UNA PROPUESTA DE UNIDAD DIDÁCTICA BASADA EN LA HIPÓTESIS DE LA RETRADUCCIÓN Y EN DATOS PROCESUALES DE SEGUIMIENTO DE OJOS Y REGISTRO DE TECLADO Y RATÓN

META-REFLECTION IN THE TEACHING/LEARNING PROCESS OF TRANSLATION: A DIDACTIC UNIT BASED ON THE RETRANSLATION HYPOTHESES AND ON EYE-TRACKING AND KEY LOGGING PROCESSED DATA

☞ **Palabras clave / Paraules clau / Keywords**

Didáctica de la traducción, meta-reflexión, retraducción / Translation didactics, meta-reflection, retranslation

☞ **Resumen / Resum**


Esta comunicación, resulta de un trabajo realizado conjuntamente entre la Universidad de Brasília y el Laboratorio Experimental de Traducción (LETRA) de la Universidad de Minas Gerais, Brasil, resulta de una investigación ubicada en dos ramas del campo disciplinario de los Estudios de la Traducción: (i) la descriptiva, con orientación procesual, en la que datos de seguimientos de ojos (número y duración de fijaciones) y registro de teclado y ratón (pausas y segmentación textual) de 24 estudiantes de traducción, recolectados en tiempo real a través de equipamiento de seguimiento de ojos (Tobii T60) y de registro de teclado y ratón (Translog-II), son utilizados como soporte para la elaboración de la unidad didáctica; y (ii) la aplicada, con la aplicación de dicha unidad a estudiantes brasileños de un curso superior de traducción español-portugués. La unidad se elaboró con base en los datos procesuales y busca generar meta-reflexión (ALVES, 2005) entre los estudiantes teniendo en cuenta las tres fases del proceso traductor: orientación, redacción y revisión. Asimismo, se utilizó el concepto de retraducción (BERMAN: 1990) tanto teóricamente como en la práctica, es decir, en la ejecución de la unidad. Para los estudiantes, los resultados apuntan para un mayor desarrollo de meta-reflexión respecto a la segmentación textual, al quehacer del traductor y al saberlo explicar, además del desarrollo de la competencia traductora y de sus sub-competencias. Para el docente, la unidad didáctica basada en datos empíricos, le resultó, además de un guión seguro con lo cual, a parte de las competencias, se puede trabajar un abanico largo de conceptos teóricos tanto procesuales como del producto traductor, la unificación de los ejes prácticos y teóricos muchas veces desvinculados en los cursos de traducción.

☞ **Abstract**

This paper is the result of collaboration between Brasilia University (UnB) and the Laboratory for Experimentation in Translation (LETRA) at Minas Gerais University (UFMG), Brazil. It describes an investigation located on two fields of Translation Studies: (i) the descriptive and process oriented field, and (ii) the applied one. Data produced by 24 translation students (frequency and duration of gazes and pauses and textual segmentation) were collected in real time through eye-tracking Tobii T60 and Key logging Translog-II. The processual data were used to support the design of a translation lesson for Brazilian students in a university course of Spanish-Portuguese Translation. The lesson aimed at stimulating meta-reflection (ALVES, 2005) among learners, considering the three stages of the translation process: orientation, writing and revision. The concept of retranslation (BERMAN: 1990) was applied theoretically and practically on developing the lesson. The results show a grater development of students' meta-reflection on textual segmentation, on the translator's work and on their capacity to explain it, as well as a betterment of their translation competence and sub-competences. The fact of being a lesson based on empirical data recommends its application by teachers for it constitutes a safe guide to work on the development of competences and concepts on translation process and product joining theory and practice, two components that are frequently dealt with separately in translation courses.

 **MANGIRON, CARME**

Universitat Autònoma de Barcelona

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

TEACHING GAME LOCALISATION: TRANSLATION COMPETENCE AND CURRICULUM DESIGN

 **Palabras clave / Paraules clau / Keywords**

Game localisation, translation competence, training game localisers

 **Abstract**

Video games have become one of the main forms of entertainment in the digital society. The success of the game industry is reflected in the increasing demand for trained localisers who can cope with the different challenges posed by this emerging type of translation and meet the industry needs. As a result, several universities, in particular in Spain and the United Kingdom, have started to include game localisation as a subject in postgraduate courses specialising in Audiovisual Translation, Multimedia Translation, Localisation or Translation Technologies. However, to date, research on the didactics of game localisation is still scarce. After briefly describing the main priorities and constraints of game localisation, the presentation will focus on pedagogical issues concerning the training of game localisers, in particular translation competence. The skills that future localisers should hone in order to produce quality translations will be analysed, such as the ability to translate "blindfolded" — without access to the original game—, working with different game assets and text types, and dealing with variables and tags, to name but a few. Examples of possible training activities will be provided, largely based on the curriculum actually offered at postgraduate level at the Universitat Autònoma de Barcelona. Finally, the issue of teaching resources and the difficulty of gaining access to authentic materials for teaching will also be considered and possible solutions to overcome this challenge will be provided.

✉ **MARIN-LACARTA, MAIALEN; VARGAS URPI, MIREIA**
Hong Kong Baptist University; Universitat Pompeu Fabra

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

✉ **Título / Títol / Title**

TRADUCIR, PUBLICAR Y ENSEÑAR A TRADUCIR EN LA ERA DIGITAL: PRIMERAS IMPRESIONES DE UN ESTUDIO SOBRE EL PROCESO DE TRADUCCIÓN AL ESPAÑOL DE “TOU” (頭) DE DOROTHY TSE (謝曉虹)
TRANSLATING, PUBLISHING AND TEACHING TO TRANSLATE IN THE DIGITAL AGE: FIRST IMPRESSIONS OF A STUDY ON THE PROCESS OF TRANSLATING DOROTHY TSE'S (謝曉虹) “TOU” (頭) INTO SPANISH

✉ **Palabras clave / Paraules clau / Keywords**

Traducción digital, sociología de la traducción, literatura de Hong Kong, didáctica de la traducción / Digital translation, sociology of translation, Hong Kong literatura, didactics of translation

✉ **Resumen / Resum**

La publicación de traducciones literarias en formato digital es ya una clara alternativa a los canales tradicionales de publicación literaria. Esta opción transforma dos realidades interdependientes: por un lado, la práctica de la traducción y, por otro, las interacciones y roles de los actores que participan en la publicación.

En esta comunicación presentaremos el diseño y las primeras impresiones del proyecto Digital Translations in the Making: Hong Kong Contemporary Fiction in Spanish y reflexionaremos sobre cómo este proyecto podría aportar nuevas perspectivas a la formación de traductores. El proyecto parte del supuesto teórico de que la materialidad influye en la creación de la traducción de distintas maneras. ¿Cómo afecta a la traducción como proceso y como producto el empoderamiento del traductor en el nuevo escenario propiciado por la versatilidad de la traducción digital? ¿Cómo utiliza el traductor estas nuevas posibilidades para ganar agencia y visibilidad en la traducción?

Para tratar estas cuestiones, se examinará el proceso de traducción al español del relato «Tou» (頭, 'Cabeza'), de la escritora hongkonesa Dorothy Tse, galardonada con varios premios literarios en Hong Kong y Taiwán. Dicha traducción será publicada por iHjckrrh!, una iniciativa editorial que nace en Barcelona y que se dedica exclusivamente a la publicación de traducciones en formato de libro electrónico (e-book). Formada íntegramente por traductores, iHjckrrh! carece de la jerarquía de las editoriales tradicionales, y actores que comparten habilidades profesionales similares asumen distintos roles.

Planteamos una investigación cualitativa en la que se realizará una triple recogida de datos: a) entrevistas a los participantes; b) información escrita referente a la gestión de la traducción (contratos y correos electrónicos); c) información escrita relacionada con la traducción y su paratexto (borradores de la traducción, página web, blog, medios sociales). Estos datos nos permitirán analizar tanto la transformación de la práctica de la traducción como las interacciones entre los diferentes actores que intervienen en el proceso.

✉ **Abstract**

Publishing literary translations in digital format has become a clear alternative to traditional channels of literary publishing. This option transforms two interdependent realities: translation practice, and the interactions and roles of the actors involved in the publication.

This paper will present the design and first impressions of the project “Digital Translations in the Making: Hong Kong Contemporary Fiction in Spanish” and discuss how this project could contribute to new perspectives for translator training. The project starts from the assumption that the materiality of the e-book impinges on the process of translation in different ways. How does the agency of the translator empowered by the versatility of digital translation affect translation as process and product? How does the translator use these new possibilities to gain agency and visibility in the translation?

To answer these questions, we will follow closely the Spanish translation and publication of Dorothy Tse's short story “Tou” (頭, 'Head). Tse has been awarded several literary prizes in Hong Kong and Taiwan. The translation will be published by iHjckrrh!, a publishing initiative from Barcelona which only issues translations in e-book format. All the actors involved are translators, the traditional hierarchy of the publishing company disappears and actors that share the same professional expertise assume different roles.

Three types of data will be gathered in this qualitative research project: a) interviews with the participants; b) written data related to the management of the translation (email correspondence, contracts); c) written data connected to the translation and its paratext (translation drafts, the website, the blog, social media). These data will help us analyse both the transformation of the translation and the interactions between the actors involved in the process.

☞ **MARTÍNEZ-MOGROVIEJO, JESÚS**
Universidad Peruana de Ciencias Aplicadas

☞ **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 / Títol / Title** ☞

LA ESPECIALIDAD DE LA ENSEÑANZA/APRENDIZAJE DEL FRANCÉS EN UNA CARRERA DE TRADUCCIÓN: DE FRANCÉS LENGUA EXTRANJERA (FLE) A FRANCÉS LENGUA SEGUNDA (FLS)

THE SPECIFICITY OF TEACHING/LEARNING FRENCH IN A TRANSLATION FACULTY

☞ **Palabras clave / Paraules clau / Keywords**

Innovación en pedagogía, enseñanza de lenguas segundas, retórica contrastiva / Pedagogical innovation, L2 teaching, contrastive rhetoric

☞ **Resumen / Resum**

Desde mediados de los años 90 está en boga una perspectiva pedagógica en la enseñanza de segundas lenguas conocida como el “método orientado a la acción. Esta se estructura en torno a ‘tareas’ que el estudiante debe conseguir realizar “espontáneamente” dentro del marco de un proyecto global. El objetivo es que las competencias lingüísticas sean naturalizadas y el estudiante pueda ‘comunicar’ su idea y hacerse ‘comprender’ socialmente. Dentro de esta lógica se inscriben hoy en día la mayoría de actores de la enseñanza/aprendizaje de segundas lenguas.

Sin embargo, esta aproximación presenta ciertos límites cuando se trata de una carrera de traducción. ¿Por qué? Si pensamos en dos de los objetivos que articulan el trabajo de un traductor, identificar los obstáculos lingüísticos y paralingüísticos del texto fuente, en un comienzo, y justificar las decisiones de traducción en el texto meta, al final, nos damos cuenta que ‘naturalizar reflejos y/o estrategias lingüísticas y lexicales’ no presenta mayor interés si el traductor no es capaz de manejar una conciencia y una jerga metalingüística sobre los textos. Es vital para un profesional de la traducción saber no solamente que es capaz de manejar(se) naturalmente (en) tal o cual situación social, sino que además debe ser capaz de identificar tipologías textuales, categorías gramaticales, estructuras sintácticas, sistemas verbales, campos lexicales, registros socio-lectales, etc.

¿Cómo lograr el objetivo anterior? Lo que planteamos dentro del modelo de enseñanza de la segunda lengua en la carrera de traducción e interpretación de la UPC es escalonar el aprendizaje y diferenciarlo. Escalonar se refiere a integrar contenidos lingüísticos contrastivos dentro de las metodologías de los libros en los primeros tres ciclos; luego, se trata de diferenciarlo, pasando de la enseñanza/aprendizaje de Francés Lengua Extranjera (FLE) a un proceso de enseñanza/aprendizaje de Francés Lengua Segunda (FLS) en los dos últimos niveles (4 y 5). El punto en común con la estrategia del FLS es que el uso que se le va a dar a la lengua es no solamente pragmático (ir a comprar el pan, sacar un documento o leer el periódico), sino también académico, pues se van a realizar en ambos casos producciones de textos de análisis de la realidad y del discurso, para lo cual se necesitan habilidades agudas de abstracción en la lengua segunda y de identificación eficaz de parámetros léxico-sintácticos que permitan la inserción profesional futura.

☞ **Abstract**


Since the mid-90s a pedagogical point of view known as action oriented approach used in teaching foreign languages is in vogue. It is basically structured on tasks that the student has to achieve “spontaneously” as a part of a bigger global setting. The aim is to naturalize the linguistic competences to allow the student “communicate” his idea and let the others understand him. Nowadays, this method is used by the majority of the foreign languages learning/teaching actors’.

Nevertheless, this approach implies some limits when it comes to translation studies. Why? If we think about two of the main objectives that assemble the translator’s work, which are, in first place, the identification of the source text’s linguistic and paralinguistic obstacles, and in the end, the justification of the translation decisions in the target text, we realize that naturalizing linguistic and lexical strategies does not display a real interest if the professional translator is not able to manage a linguistic awareness and to use a relevant metalinguistic argot when analyzing written or oral speech.

How to achieve this target? What we are proposing within the foreign language teaching model of the translation faculty in the UPC is to stagger the learning process in order to specify it. When we say ‘stagger’ we mean to incorporate contrastive linguistic contents to complete the methodology of the three first levels books’. Then we try to specify the learning process which means to change the French as a Foreign language (FLE) pedagogical strategy of the first three levels into a French as a Second Language (FLS) pedagogical strategy used in the last two levels (4 and 5). The application of the FLS strategy is justified by the fact that the language is not going to be used only in a pragmatically way (to learn how to ask for a baguette, to read the newspaper or to discuss opinions), but it is going to be also used academically, to help the student in the professional analysis of different type of texts. This will require sharp knowledge of the proper syntax functioning of the foreign language and an efficient vocabulary identification that will permit the future professional insertion in the labour market.

 **MARTÍNEZ-CARRASCO, ROBERT**

Universitat Jaume I

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

WIKITRAD: IMPLEMENTING AUTHENTIC EXPERIENTIAL WORK IN THE INVERSE TRANSLATION CLASSROOM

 **Palabras clave / Paraules clau / Keywords**

Inverse translation, situated learning, collaborative work

 **Abstract**

Authentic project-based methodology in the translation classroom allows learning activities to revolve around projects that reflect the complexity of real life situations, being one of the most effective ways to lead novices towards expertise and allowing translator trainees to strengthen the links with the socio-professional community they are to join.

In a Bologna-process scenario whose conceptualisation of translation competence development suggests a linear evolution that expects the translator trainee to gather different pieces of knowledge and skills in order to become a professional, the implications of situated, context-bound translation activities reflect the pedagogical epistemology that learning is essentially a social, holistic, construction process.

Wikipedia, the online encyclopaedia, is one of the best-known and most successful examples of non-professional on-line collaboration around the world, which offers an interesting breeding ground for translation students to develop a self-reflective, professional translation expertise. Thus, in order to fully introduce students to genuine, relevant translation experience and at the same time build a solid translation competence, this paper examines and analyses the role of authentic translation work in the translation classroom through a teaching innovation project carried out between Jaume I University and Wikimedia Spain.

Guided by a team of lecturers, translation professionals, Wikipedia editors, and technical advisors, translator trainees are encouraged to undergo the main stages of a —virtually— real life translation project that reflect the complexity of real life commissions, resulting in lifelong learning skills that will serve them in an important number of situations once they graduate.


The main objectives of the project may be summarised as follows:

- 1.- Encourage students to put into practice their critical/exegetic skills, assess the kind of texts they are commissioned and the special needs and techniques associated to the translating task
- 2.- Encourage students to face inverse translation in (almost) real conditions
- 3.- Encourage students to work collaboratively in teams
- 4.- Encourage students to use IT tools to perform the translation task
- 5.- Encourage students to accept responsibility for their own work

Ultimately, the aim of this paper is to reflect on how meaningful learning experiences based on collaborative work and authentic project-based tasks lead to a better understanding of the particular discursive structures translation students face resulting in higher levels of motivation and commitment, with special attention to the pedagogical implications in the inverse translation classroom.

 **MASSEY, GARY, KIRALY, DON**

Zurich University of Applied Sciences; University of Mainz

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

THE BIGGER PICTURE: CO-EMERGENCE IN AND BEYOND THE CURRICULUM

 **Palabras clave / Paraules clau / Keywords**


 **Abstract**

Forums designed to forge closer links between translator education institutions and the language industry (e.g. LIND-Web Forum 2013; Translating Europe Forum 2014) have repeatedly called for increased action to narrow the employability and skills gap between graduates and the true needs of the work market, while the “academy-industry divide” has been an abiding theme in professionally oriented Translation Studies literature (e.g. Drugan 2013; Gouadec 2007/2010). Attempts to bridge the divide by professionalising learners remain a major concern of translator education, which has seen a growing emphasis on “authentic experiential learning” (Kiraly et al. 2016a) in the form of mentorships and work placements, recently promoted and coordinated on a international scale by projects such as the European Graduate Placement Scheme (EGPS) , as well as intra-curricular learning scenarios involving student translation companies (e.g. Vandepitte 2009) and collaborative project-based teaching at various levels of complexity (e.g. González Davies 2004; Kelly 2005; Kiraly 2005, 2013; Kiraly et al. 2016b). These collaborative and experiential approaches to learning are epistemologically grounded in social-constructivist and later co-emergentist models of competence development (e.g. Kiraly 2000, 2012, 2013; Kiraly and Hofmann 2016), which posit the emergence of translation expertise as a lifelong, dynamic and autopoietic process of social interaction and embodied enaction. Such models imply a holistic approach to learning largely incompatible with the compartmentalised knowledge imparted by many modularised curricula (cf. Kelly 2007), which may well explain why the now widespread deployment of authentic experiential learning is still falling short of real-world demands.

A key aspect of Kiraly’s co-emergence model is its fractal, scalable nature, with learning occurring amongst all stakeholders – students, teachers, institutions – and at all levels within and beyond the curriculum – from classroom units to the communities of practice where graduates work. Such a perspective casts new light on curriculum development, which is inextricably linked not only to continuing autonomous learning after graduation, but also to developing the expert organisation in which the curriculum is situated. In this paper, therefore, we consider actual and potential applications and implications of Kiraly’s co-emergent model of competence development not only for curricular design, but also for the wider organisational development of translator education institutions. It is only by considering this bigger picture, we argue, that institutions like ours can themselves be empowered to realise their transformative role within the broader community of translation practice.

 **MCDONOUGH DOLMAYA, JULIE**

York University

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

PLAYING GAMES TO DEVELOP TRANSLATION COMPETENCE: A PILOT PROJECT

 **Palabras clave / Paraules clau / Keywords**


Games, translation pedagogy, game design elements, ludic pedagogy

 **Abstract**

“Students who cannot play cannot learn,” argues Cronin (1995, 231) in an article exploring how the concept of play can impact translation theory and translator education. Further, he suggests that ludic pedagogy could be one way to improve a student’s projection and identification skills, helping him or her to better identify with both the source and target audiences (230). So, could games be integrated into translation courses in an effort to make translation pedagogy more ludic? Some more recent works have already discussed how games could be integrated into practical or theoretical translation courses (Gonzalez Davies 2004, McDonough Dolmaya 2015), and this presentation will build on these ideas by first examining the existing literature on games and play in educational contexts in general and translation classrooms more specifically, then reviewing the elements of game design, and finally reporting on the results of a pilot project in which translation-themed games were incorporated into both practical and theoretical undergraduate translation courses. During the pilot project, undergraduate students were surveyed, and these survey results help highlight which kinds of games (e.g. Cooperative, competitive, role-playing) were seen as being most helpful to developing various sub-competencies identified by the PACTE group (2005): bilingual, extra-linguistic, strategic, instrumental, and knowledge about translation.

 **OLALLA-SOLER, CHRISTIAN**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

THE DARK SIDE OF EMPLOYABILITY IN TRANSLATOR AND INTERPRETER TRAINING: DO ETHICS MATTER?

 **Palabras clave / Paraules clau / Keywords**

Ethical practices, work placements and external practicums, pro-bono work

 **Abstract**

Employability in translator and interpreter training has attracted considerable interest in recent years, especially since the creation of the European Higher Education Area.

To improve employability of students who are about to earn they BA or MA degree, universities are developing work placements in language services providers (LSPs) (see, for example, EGPS or the collaboration between EMT, ELIA, EUATC and GALA) and external practicums. Universities also tend to recommend students to gain experience via pro-bono work with NGOs (van Genabith, 2009). Although these initiatives are excellent opportunities, some of them lack a critical approach to ethical practices of some LSPs and NGOs. This presentation aims at answering three questions, which are formulated and developed in the following paragraphs.

The first question is whether the work ethics of LSPs and NGOs have to be taken into consideration when collaborating with these entities. We will present real examples of bad work practices of LSPs and NGOs that collaborate in some of these placements. We will illustrate the negative consequences of collaborating with companies and NGOs whose ethical practices are questioned. Translator and interpreter trainers are not only committed to improve students' employability, but also to ensure that students' employment fulfils the ethical practices that translators' and interpreters' associations such as AIIC, FIT or IAPTI have been fighting for over the last 60 years.

From the previous idea, a second question arises: Should translator and interpreter trainers collaborate with LSPs rather than with translators' and interpreters' associations? Universities seem to be more interested in collaborating with companies, since few universities cooperate with associations to develop mentoring programmes (for instance, some Spanish universities partnered with the Spanish Association of Translators, Editors and Interpreters to develop external practicums with freelance translators and interpreters) but most universities offer external practicums with companies.

Our third question is the following: Are LSPs a real solution to employability? According to some studies on the outsourcing practices of LSPs (Dunne, 2012; Kuznik, 2012), the main tasks performed in these companies are those related to project management and, in some cases, quality control. These initiatives are fostering only one source of jobs.

Have universities forgotten the real language services providers (the freelance translators and interpreters)? Are universities too focused on the intermediaries? There is no single answer to these questions, so we hope to stir up some debate among the audience.

OR **ORTIZ LOVILLO, MARÍA DEL PILAR**
Universidad Veracruzana

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

OR **Título / Títol / Title** OR

ANÁLISIS MICROGENÉTICO DE LA TRADUCCIÓN DE UN CUENTO CLÁSICO
MICROGENETIC ANALYSIS OF THE TRANSLATION PROCESS OF A CLASSIC SHORT STORY

OR **Palabras clave / Paraules clau / Keywords**
Traducción, microgénesis, enseñanza-aprendizaje / Translation, microgenesis, teaching and learning

OR **Resumen / Resum**

En este trabajo explicamos cuáles son los aciertos y dificultades a los que se enfrentan los estudiantes durante el proceso traductivo. Para dilucidar dichos elementos utilizamos el análisis microgenético, ya que permite estudiar los cambios que se producen en periodos de tiempo cortos durante el proceso de aprendizaje, gracias a la alta densidad de las observaciones en una misma sesión de clase y de una sesión a otra. En esta investigación nos basamos en la teoría sociocultural de Lev Vigotsky (1978), que concibe a la interacción social como indispensable para el aprendizaje, el desarrollo cognitivo y la creación de un espacio interactivo de transformación progresiva de las competencias cognitivas que constituye la zona de desarrollo próximo. Para saber si se propicia el aprendizaje durante la interacción profesor- estudiante y estudiante-estudiante, utilizamos la herramienta digital "El Espía", cuyo objetivo es ayudar a la reconstrucción de un texto mediante el registro de la posición y el tiempo asociados a cada uno de los caracteres introducidos a través del teclado y las operaciones asociadas a cada uno de ellos. De esta manera, nos dimos cuenta si el estudiante había logrado cambiar sus esquemas anteriores y notar si había interiorizado los conocimientos. Los estudiantes realizaron de tres a cinco versiones de la traducción del cuento *Le Petit Chaperon Rouge*, de Charles Perrault, hasta alcanzar una versión aceptable. Asimismo, el cuento se dividió en siete párrafos y cada párrafo en unidades de traducción que dieron un total de 72 unidades, las cuales, multiplicadas por los seis estudiantes, dieron un total de 432 muestras que fueron sometidas a un análisis microgenético, con base en cuatro categorías de análisis: semántica, lingüística, gramatical y pragmática. Además, a partir de los textos, generamos una tipología de errores frecuentes, con base en diferentes autores, al fin de evaluar a profundidad el progreso de los estudiantes.

OR **Abstract**

In this study we explain the rights and wrongs that students face during the translation process. In order to figure out these elements, we conducted a microgenetic analysis which allowed us to study what changes are produced during short periods of time throughout the teaching-learning process. This is achieved by the great density of observations made during one session and between one session and another. We based our research on Lev Vigotsky's Sociocultural Theory, which conceives social interaction as essential for learning, cognitive development and the creation of an interactive space which allows the progressive transformation of cognitive competences that constitute the zone of proximal development. To find out if the students were in fact learning during the professor-student and student-student interaction, we took advantage of a digital tool called "The Spy". This tool enables the reconstruction of a text through the record of introduced characters on the keyboard and the operations associated with each character. In this way we were capable of observing if a certain student had been able to change their old outlines and verify if they had interiorized new knowledge. The students worked on three to five versions of the translation of the short story *Le Petit Chaperon Rouge*, by Charles Perrault, until they reach an acceptable final version. This short-story was divided in seven paragraphs and each paragraph in translation units. The total of translation units was 72, which multiplied by 6, the number of students present at the Seminar of Translation, gave us a total of 423 samples that were later part of a microgenetic analysis, based on four categories: semantics, linguistics, grammar and pragmatics. In addition, we generated a typology of frequent mistakes, based on different authors, in order to evaluate in depth the students' progress.

OTOU, MYLÈNE

Université de Montréal

Ámbito / Àmbit / Topic

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

Título / Títol / Title

RETRATO DE LA ENSEÑANZA DE LA TRADUCCIÓN EN BRASIL: EL CASO DE LA UFSC, ESTUDIOS SUPERIORES
PORTRAIT OF TRANSLATION TEACHING IN BRAZIL: THE CASE OF UFSC, POSTGRADUATE STUDIES

Palabras clave / Paraules clau / Keywords

Traductología, enseñanza de la traducción, programas superiores en traducción / Translation studies, translation teaching, postgraduate studies in translation.

Resumen / Resum

Nuestra investigación es un estudio etnográfico que tiene como objetivo analizar el estado actual de la enseñanza de la traducción en Brasil, estudiando particularmente el caso del programa de Pós-Graduação em Estudos da Tradução (PGET) de la Universidade Federal de Santa Catarina (UFSC). Primero, presentamos la historia de la enseñanza de la traducción en Brasil desde la creación de los primeros programas de traducción. Enseguida, mediante un estudio etnográfico, determinamos las características de la enseñanza de la traducción en la PGET de la UFSC, especializada en traductología. Usando la observación de campo y las entrevistas como marco metodológico, elaboramos el perfil general de los estudiantes y de los profesores de la PGET, de la materia enseñada y de la metodología de enseñanza de los profesores. Con los resultados de las entrevistas conducidas con 11 profesores y 23 estudiantes de la PGET y contando con la participación de dos docentes formadores de traductores de la Universidade de Brasilia, podemos ofrecer una idea general del estado de la enseñanza de la traducción en Brasil hoy en día.

La traducción se enseña en Brasil desde los años 60. Fue introducida en la Pontificia Universidade Católica do Rio de Janeiro, una institución privada, antes de extenderse a las universidades federales y privadas en el resto del país (Rodrigues Costa 2013). Integrada en programas de Letras de primer ciclo y centrada sobre la formación de traductores, la traducción es introducida en 2003 en los estudios superiores como "Estudos da Tradução" o Traductología, primero en la UFSC y después en otras tres universidades brasileñas (Guerini, Torres, Costa 2013).

Algunos de nuestros resultados sugieren que, en la UFSC, la mayoría de los estudiantes y profesores vienen del área de la Literatura. Los estudiantes eligen la traducción por interés hacia las culturas extranjeras, mientras que la mayoría de los profesores se convierten en traductores por el estudio de obras literarias extranjeras que traducen en el ámbito de su investigación.

Abstract

Our research is an ethnographic study which aims to draw a picture of Translation Teaching in Brazil, specifically of the Pós-Graduação em Estudos da Tradução program (PGET) of the Universidade Federal de Santa Catarina (UFSC). First, we go through the history of Translation Teaching in Brazil since the implantation of the first Translation courses. Then, based on a field study, we determine the teaching practices at UFSC's PGET, specialized in Translation Studies.

Using participative observation and interviews as methodological tools, we elaborate the general profile of PGET students and professors, course content and teaching methodology. The results of interviews led with 11 professors and 23 students of PGET and the participation of two translation trainers from University of Brasilia (UnB), allow us to draw a general picture of one of the main Translation programs in Brazil.

Translation is taught in Brazil since the 1960's. At the university level, it was introduced in the Pontificia Universidade Católica do Rio de Janeiro before spreading to other private and public universities in the rest of the country (Rodrigues Costa 2013). Inserted in Bachelor's Degrees in Letters and focused on Translation Training, it was introduced as of 2003 in postgraduate studies, first in UFSC, then in three other Brazilian universities (Guerini, Torres, Costa 2013).

Some of our results suggest that in the UFSC, most students and teachers come from the literary field. Students mostly choose translation by interest in foreign cultures, whereas professors become translators while studying foreign literary pieces and authors that they end up translating as part of their research projects.

☞ **PALEOLOGOS, KONSTANTINOS**
Universidad de Aristóteles de Salónica

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

☞ **Título / Títol / Title** ☞

TALLER DE TRADUCCIÓN LITERARIA COLECTIVA DE DOBLE DIRECCIÓN: ESPAÑOL>GRIEGO, GRIEGO>ESPAÑOL
*A COLLECTIVE LITERARY TRANSLATION WORKSHOP WITH DOUBLE DIRECTION: SPANISH>GREEK,
GREEK>SPANISH*

☞ **Palabras clave / Paraules clau / Keywords**
Traducción literaria, recursos formativos, doble dirección / Literary Translation, training tools, double direction

☞ **Resumen / Resum**

Los talleres de traducción literaria con fines formativos, ya sea en ámbito universitario o en el marco de cualquier otra institución, son, desde hace décadas, una práctica habitual. Pese a que en la gran mayoría de los casos el objetivo de dichos talleres es, más o menos, común en su pretensión de aunar aspectos traductológicos con la práctica de la traducción, los hay de varios tipos: de traducción hacia la lengua materna de los asistentes o de traducción inversa, de traducción colectiva o individual, con un coordinador o varios, con o sin la presencia del autor traducido, con la pretensión o no de editar el producto final del taller, etc.

En nuestra comunicación pretendemos presentar la organización, la celebración y los resultados de un taller de traducción literaria colectiva ciertamente inusual, esto es, de doble dirección: español>griego, griego>español. El taller en cuestión tuvo lugar en la Universidad Aristóteles de Salónica, durante los meses de abril y mayo de 2015, con una duración total de ocho horas – cuatro sesiones de dos horas. En dicho taller, en el que se tradujeron minicuentos de escritores griegos e hispanohablantes, participaron dos coordinadores - moderadores que dominaban ambos idiomas, uno tenía el griego como lengua materna y el otro el español, y diez estudiantes, cinco grecohablantes con perfecto dominio del español y cinco hispanohablantes con perfecto dominio del griego. De las cuatro sesiones del taller, dos –la primera y la tercera– se dedicaron a la traducción de los cuentos griegos al español, y las otras dos a la traducción de los textos escritos en español al griego. De esta forma en cada sesión la mitad de la clase ejercía de «traductor» y la otra mitad de «revisor», alternando sus roles en la siguiente jornada.

Creemos que, precisamente, la «convivencia» en un taller de traducción, en este caso de traducción literaria, de hablantes nativos tanto de la lengua de origen como de la lengua meta, no solo confirió a dicho proceso educativo un rasgo diferenciador muy importante con respecto a otros intentos de la misma índole, sino que contribuyó decisivamente a la obtención de unas traducciones finales de muy alto valor.

☞ **Abstract**


Literary translation workshops for training purposes, organized either within university programs or in the framework of any other institution, have been, for decades, a common practice. Although in most cases such workshops share a more or less common objective, that is their attempt to combine aspects of Translation Studies with the practice of translation, we can still find several types of these: translation into the mother tongue of the assistants or reverse translation, collective or individual translation, with one coordinator or more, with or without the presence of the author translated, with the intention or not to edit the final product of the workshop, etc.

In this presentation we intend to present the organization, the implementation and the results of a rather unusual collective literary translation workshop, meaning one of double direction: Spanish>Greek, Greek>Spanish. The workshop in question took place at the Aristotle University of Thessaloniki, during the months of April and May 2015, with a total duration of eight hours - four sessions of two hours each. In the said workshop, where short stories of Greek and Spanish-speaking writers were translated, there participated two coordinators-moderators who dominated both languages. One of them had Greek as a mother tongue and the other one had Spanish. There also participated ten students, five of which had Greek as a mother tongue and a perfect command of the Spanish language and the other five had Spanish as a mother tongue and a perfect command of the Greek language. Two sessions of the workshop -the first and the third one- were dedicated to the translation into the Spanish language of stories written in Greek, and the other two were dedicated to the translation into the Greek language of texts written in Spanish. Therefore, in each session half of the class acted as "translator" and the other half as "editor", while they alternated their roles in the following session.

We strongly believe that the "coexistence" of native speakers of both the source and the target language in a literary translation workshop, in this particular case, not only conferred an important differentiating feature to this educational process, in relation to other attempts of the same nature, but it also contributed in a decisive way in obtaining final translations of a very high quality.

 **PAN, JUN**

Hong Kong Baptist University

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

WHAT MOTIVATES STUDENTS TO LEARN INTERPRETING? A STUDY OF UNIVERSITY STUDENTS IN HONG KONG

 **Palabras clave / Paraules clau / Keywords**

Motivation, interpreting learning, Hong Kong

 **Abstract**


The past decades have witnessed an increasing demand for interpreter training in Hong Kong. However, much still remains unknown as to students' motivation in interpreting learning. Given the dearth of literature on motivation in Interpreting Studies, this project attempts to investigate the constitution and characteristics of interpreting learning motivation in Hong Kong university students.

Participants of the study involved students enrolled in interpreting courses at three local universities. Focus group interviews were conducted with the help of a semi-structured interview protocol developed for the purpose of the study. Thematic analysis was performed on the interview data to help identify the major attributes of students' interpreting learning motivation. Based on a review of the previous studies and the interview results, a scale measuring students' interpreting learning motivation (the ILMS) was developed. The scale was piloted and then applied in a large-scale survey with the participating institutions. Student responses were collected and put in SPSS for statistical analysis.

Findings of the study suggest that the ILMS was an appropriate scale to measure students' motivation in interpreting. The study showed the level and distribution of local university students' interpreting learning motivation, its underlying factors and interplay with other factors in interpreting classrooms. The project will provide important information on the constitution of Hong Kong university students' interpreting learning motivation and may contribute to motivation-related pedagogical development in local interpreter training programmes. In addition, the study can offer useful insights to motivation research by contributing to the pool empirical findings related to the interpreting-learning-specific motivation.

 **PIETRZAK, PAULINA**

University of Łódź

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

THE ROLE OF SELF-ASSESSMENT IN BALANCING THE DISTRIBUTION OF POWER AND CONTROL IN TRANSLATOR TRAINING

 **Palabras clave / Paraules clau / Keywords**

Self-assessment, evaluator, formative assessment

 **Abstract**

The presentation is an attempt to discuss the need for shifting the distribution of power and control in the translation classroom. Assessment is one of the areas of translator training in which the distribution of power between translation teacher and students is still unequal. Sharing control, which goes in line with the social constructivist approach (Kiraly 2000), can boost individual autonomy as it results in students' greater involvement and thus also increased responsibility for the process of translation training. In the field of translation assessment, power and control lie heavily in the teacher's hands, however, it should by no means be fully relinquished to students as it could be "disempowering for the teacher as facilitator and for the learner" (Klimkowski 2015: 159). In an attempt to advocate negotiating control, the author focuses on formative assessment as one of the fields where students can take over some of the teacher's responsibilities in an empowering process of their own knowledge construction and evaluation.

The author analyses the possible ways of teaching self-assessment skills, which are indispensable in everyday translators' work, bearing in mind a gradual progression from self-reflection through self-critique to the basis of self-assessment. The presentation discusses a study conducted in the form of an exemplary self-assessment activity, which provides examples and results leading to a number of conclusions on the role of such student-involved assessment in balancing the distribution of power and control in the translation classroom. As concluded from the study, the advantages derived from self-assessment practice include among others increased awareness, responsibility for the learning process or an added benefit in the form of information which constitutes a kind of invaluable feedback for the teacher whose position here is that of a guide and learner. Together with a few implications for the development of self-assessment skills, the presentation suggests a vital shift from predominantly teacher-oriented evaluation to students' active participation in their own assessment.

✎ **PONTRANDOLFO, GIANLUCA; PICCIONI, SARA**
Universidad de Trieste; Università "G. D'Annunzio" di Chieti-Pescara

✎ **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

✎ **Título / Títol / Title**

USO DE CORPUS EN EL AULA DE TRADUCCIÓN: ¿LA COMIDA PRE-HECHA O COCINADA EN EL MOMENTO?
CORPUS USE IN TRANSLATION CLASSROOM: READY-MADE FOOD OR COOKED ON THE SPOT?

✎ **Palabras clave / Paraules clau / Keywords**
Corpus, traducción español<>italiano, estudio empírico / Corpus, translation Spanish<>Italian, empirical investigation

✎ **Resumen / Resum**
El presente estudio se centra en la evaluación del uso de distintas herramientas para la traducción por parte de estudiantes italianos de máster en la combinación español - italiano. Si bien nadie cuestiona la importancia de los corpus como fuentes de información conceptual y terminológica (Zanettin, 1998), colocacional (Stewart, 2000; Kubler, 2003) y fraseológica (Machniewski, 2006; Corpas Pastor 2008), el uso que de ellos hacen los estudiantes de traducción no ha sido, a día de hoy, un tema abordado con sistematicidad.

El estudio sienta sus bases en una investigación empírica: después de una introducción a la teoría y práctica de la lingüística de corpus (Torruella/Llisterra 1999; McEnery/Xiao/Tono 2006; Parodi 2008) y de una sección práctica dedicada al uso de corpus para la traducción (Xiao 2010; Zanettin 2012), a los estudiantes se sometió una prueba que consistía en la traducción de un breve texto semi-especializado. Se les pedía explicar qué herramientas habían empleado y a través de cuáles razonamientos habían llegado a la solución escogida para la traducción de colocaciones léxicas y unidades terminológicas previamente identificadas por el docente como potencialmente problemáticas. Para solucionar dichos problemas los estudiantes podían usar corpus de referencia, un minicorpus de textos comparables por temática y registro al texto a traducir, corpus paralelos, diccionarios, traductores automáticos, además de todas las herramientas disponibles en línea (motores de búsqueda, páginas web multilingües, glosarios, etc.).

La evaluación de las pruebas pretende responder a una serie de preguntas: ¿cuáles son las herramientas que los alumnos utilizan para solucionar las dudas colocacionales y los problemas terminológicos? ¿Cuál es el papel del corpus en la fase de búsqueda de los equivalentes?

Los resultados apuntan a una marcada preferencia por soluciones "listas para el uso", que se revelan eficaces para la solución de dudas colocacionales, pero inadecuadas desde el punto de vista terminológico.

✎ **Abstract**
The present paper focuses on the evaluation of the use of different translation-oriented resources by MA Italian students of translation, in the combination Spanish – Italian. Although nobody would question the importance of corpora as invaluable sources of conceptual and terminological (Zanettin 1998), collocational (Stewart, 2000; Kubler, 2003) and phraseological (Machniewski, 2006; Corpas Pastor 2008) information, it is not easy to predict the use of corpora by students. Moreover, the topic has not received systematic attention in Translation Studies.


This study stems from an empirical investigation: after an introduction on the theory and practice of corpus linguistics (Torruella/Llisterra 1999; McEnery/Xiao/Tono 2006; Parodi 2008), as well as a practical section devoted to the use of corpora for translation (Xiao 2010, Zanettin 2012), students were given a test consisting in the translation of a brief semi-specialised text. Furthermore, they were asked to indicate which resources they used and how they reached the solution they chose in order to translate lexical collocations and terminological units, previously detected as 'translation problems' by the trainer. To solve such problems students could use general language corpora, a specialized corpus made of texts similar to the one they translated in terms of topic and register, parallel corpora, monolingual and bilingual dictionaries, online machine translation software, as well as all the resources they found online (search engines, web pages, glossaries, etc.).

The tests' evaluation aims at answering the following questions: which are the resources chosen by students to solve phraseological doubts and terminological units? What is the role of corpora in finding the equivalences?

Results point to a definite preference for 'ready-made' solutions, which are effective for the solution of collocational doubts, but usually inadequate from a terminological perspective.

 **RODRÍGUEZ DE CÉSPEDES, BEGOÑA**

University of Portsmouth

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

ADDRESSING EMPLOYABILITY RESPONSIBILITIES IN THE CURRICULUM

 **Palabras clave / Paraules clau / Keywords**

Employability, translation competences, job opportunities

 **Abstract**


Employability is a lifelong process, it applies to all students whatever their situation, it is complex and involves a number of areas that interlink. It is about supporting students to develop a range of knowledge, skills, behaviours, attributes and attitudes which will enable them to be successful not just in employment but in life. It is a university-wide responsibility and it is about making the components explicit to students to support their lifelong learning. (Higher Education Academy, 2013)

Employability in translation studies is fostered by the application of current translation competences and skills including professionalization, enterprise and business skills in the curriculum. Enterprise is defined here as the application of creative ideas and innovations to practical situations (QAA, 2012). Employability also involves access to reliable information on training opportunities and resources in order to maximise the trainees' chances to access the job market.

In this paper, I will support the statements above by creating and adapting a workable employability framework applicable to the translation curriculum. I will argue that no single prescribed model can be applied to all institutions but that a collaborative approach is needed not only within the institution itself but also with external collaborators such as translation industry stakeholders and other universities.


Here, I will illustrate how employability can be developed in-house by involving alumni who work in the translation industry in curriculum developments and breaking through the "no experience-no job" barrier via pro-bono work with NGOs.


 **RODRÍGUEZ VÁZQUEZ, SILVIA; PYTHON, RANIA; MILETO, FIORENZA**
Dublin City University; University of Geneva; Università degli studi Internazionali di Roma

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

 **Título / Títol / Title** 

UNVEILING ACCESSIBILITY CHALLENGES IN THE USE OF TRANSLATION TECHNOLOGIES: IMPLICATIONS FOR TEACHING VISUALLY-IMPAIRED TRANSLATION TRAINEES

 **Palabras clave / Paraules clau / Keywords**
Accessibility, blind translators, CAT tools

 **Abstract**
Translation is now a highly technologized professional practice. The use of computer-assisted translation (CAT) tools has become the norm, to the extent that almost every translation commissioner expects translators to master such technology. Understandably, universities have been making countless efforts to adapt their translation curriculum to this new reality. The dynamics of the translation technology market –new version releases, emergence of new tools– often motivate changes in CAT tool-oriented courses from one academic year to another, rendering it sometimes difficult to be in line with most recent trends. The preparation of CAT tool lab sessions becomes even more demanding when screen reader users, often visually-impaired, are part of the audience.

Over the last years, members of the blind community have increasingly enrolled in and successfully completed higher-education translation programmes. As a result, their presence has become more noticeable within translator networks, with many of them joining the pools of international organisations and the European Commission. In this communication paper, we aim at examining the major challenges faced by blind translators when entering the professional market, particularly regarding the use of CAT tools. The ultimate goal is to study (i) which tools are better suited for them and (ii) which resources exist to overcome current accessibility barriers in the use of translation technology. The latter would, in turn, provide insight into how to adapt the methodology followed in CAT tools teaching to jointly meet the needs and expectations of both blind and sighted translation trainees.

To accomplish the above, we have complemented our knowledge as accessibility, screen reader software and translation technology experts with data gathered from a comprehensive survey targeting visually-impaired translation professionals. The call for participation was advertised through The Round Table mailing list, the leading information exchange hub for visually-impaired translators and interpreters. Preliminary findings from 35 respondents suggest that recent versions of the most popular CAT tools, including SDL software, are substantially less accessible than previous ones. Similarly, while scripting techniques are often referred to as a means to bypass inaccessible features, they are not seen as a sustainable solution. Above all, *Fluency* stands as the CAT tool that yielded the highest satisfaction rates; yet, blind translators feel that mastering this tool only is not enough to meet current translation job requirements. In this perspective, we believe that, if compliant with accessibility standards, the new generation of web-based tools could empower visually-impaired translators to enter the job market under similar working conditions as their sighted peers.

☞ **RODRÍGUEZ VÁZQUEZ, SILVIA**
Dublin City University

☞ **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

☞ **Título / Títol / Title** ☞

WHY SHOULD WEB ACCESSIBILITY BEST PRACTICES BE TAUGHT IN THE LOCALISATION CLASSROOM? INSIGHTS FROM AN EMPIRICAL STUDY

☞ **Palabras clave / Paraules clau / Keywords**

Localisation training, people with disabilities, web accessibility

☞ **Abstract**


In spite of the remarkable technology advancements that we have experienced over the last decades, the universal goal of granting access to information on the Web for all is far from being achieved. The rights of people with disabilities with regard to their participation in the digital information society are acknowledged in most national and international policies and yet, web professionals fail to create websites that are at least compliant with the web accessibility guidelines established by the W3C. Some scholars in the field have showed that one of the reasons why accessibility best practices are often overlooked by web designers and developers is their lack of awareness about how the different members of the aforementioned community browse the Web. This has led to the integration of web accessibility modules in computing-related courses, where students are presented not only with technical mechanisms to render web content accessible, but also with the assistive technologies that users rely on to access the Web.

We argue that a similar approach should be adopted in web localisation teaching, since translators and web localisation engineers should be responsible for the level of accessibility achieved in the target product. The acquisition of web accessibility knowledge and know-how by localisation trainees would not only benefit end users of the multilingual Web but also the students themselves, who could use these added value skills as an additional asset when entering the evolving and increasingly competitive localisation industry.

In this paper, we will support our case for the inclusion of web accessibility training in the localisation curriculum with (i) previous descriptive research work from the author –including the findings from a survey on multilingual web accessibility assessment targeting web accessibility experts– and (ii) the results from a recent experiment carried out with 28 localisation professionals. The experiment consisted of a localisation task and focused on one of the major accessibility barriers experienced by visually impaired users: images on the Web. The study, during which seven blind users were requested to assess the quality of the localisation task output, demonstrated that neither having intermediate or advanced HTML skills nor using computer assisted translation (CAT) tools is sufficient to deliver a localised website with accessible images. Only the localisers who had been previously trained on web accessibility issues were able to correctly identify and localise the mechanism commonly used to render image accessible: the alt attribute of the HTML element.

 **RODRÍGUEZ-CASTRO, MÓNICA; GODEV, CONCEPCIÓN**

University of North Carolina at Charlotte

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

SE-CONSTRUCTIONS: MODELING THE LANGUAGE STYLE IN SCIENTIFIC ABSTRACTS

 **Palabras clave / Paraules clau / Keywords**

Se-constructions, abstract, modeling

 **Abstract**

a) Objectives: The aim of this presentation is to demonstrate the use of scientific abstracts as a pedagogical tool that may aid the translating proficiency development of student-translators in rendering relatively complex structures that require the use of se-constructions in Spanish. The scope of this study is limited to English-to-Spanish translation.

b) Description: The presentation will include: 1) a rationale to support the focus on scientific abstracts as opposed to other possible text-types, 2) a description of the corpus of scientific abstracts used in the study, and 3) a quantitative and qualitative comparison between the use of se-constructions in a corpus of scientific abstracts written originally in Spanish, and the use of such constructions in a corpus of scientific abstracts translated from English into Spanish. Statistical methods will be used to model and evaluate the monolingual and parallel corpora of se-constructions.

c) Results or/and Conclusions: The presentation will argue that the significance of using the scientific abstract as a pedagogical tool is twofold. On the one hand, student-translators can observe the recurrency of a limited selection of se-constructions out of a relative large number of possible se-constructions that may appear in text-types other than scientific abstracts. This limited selection offers the advantage of functioning as a scaffold that may support the development of gradual command of se-constructions in translation projects. On the other hand, student-translators can observe this limited selection of se-constructions in context and, therefore, gain insight into subtle pragmatic aspects that are key to the development of se-constructions translation proficiency. Preliminary results indicate that translated abstracts exhibit an interference or carry over effect from English into Spanish, specifically with the passive voice. Results from the statistical analysis will be presented and discussed in detail.

 **RUIZ ROSENDO, LUCÍA; DIUR, MARIE**

Université de Genève; United Nations

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

COPING WITH THE CHALLENGES OF THE UNITED NATIONS LANGUAGE COMPETITIVE EXAMINATION: AN INTENSIVE MODULE

 **Palabras clave / Paraules clau / Keywords**


Outreach programme, language competitive examination, United Nations, conference interpreting, UN topics

 **Abstract**

In order to address the shortage of qualified interpreters in certain language combinations, and to prepare for the upcoming retirements, the United Nations decided in 2007 to launch an Outreach Programme. One of the objectives of the Outreach Programme is to help candidates prepare for the Language Competitive Examination (LCE), and to become better acquainted with the specificity of the UN work environment. Since then, more competitive examinations have been held in order to establish a roster of successful candidates from which to cover present and future vacancies. Despite the large number of applicants, very few candidates have managed to pass, the pass rate seldom exceeding 20 per cent. One of the causes of this relatively low pass rate could be that UN speeches in general and LCE speeches in particular present specific challenges that candidates have to master in order to pass the examination, i.e., topics, speed and accents. Against this background, we decided to delve deeper into the characteristics of the LCE and to design a specific module that could be applied in the context of the Outreach Programme. The presenters will argue the relevance of being aware of the challenges of the LCE and will describe the specific module designed to help prepare candidates for passing the LCE.

 **SAHIN, MEHMET**

Izmir University of Economics

 **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 / Títol / Title** 

MACHINE TRANSLATION: MOTIVATION OR INTIMIDATION FOR LANGUAGE LEARNERS AND NOVICE TRANSLATORS?

 **Palabras clave / Paraules clau / Keywords**

Post-editing machine translation, motivation, translator training

 **Abstract**

In the last decade, machine translation has shown a significant progress in terms of quality and efficiency for some of the widely-spoken languages such as English and Spanish. The use of MT as a medium of learning a second language and as a tool in the translation process has been discussed in the literature with some positive results for both in many contexts. Today, although MT is becoming ubiquitous and indispensable, little is known about the attitude of language learners and translators towards this development. This presentation is about a classroom research study which focuses on sophomore students of translation and interpreting for the English-Turkish language pair at a non-profit, foundation university in Turkey. The prospective translators are also language learners since they are required to study a third language throughout their studies.

After filling out a preliminary survey about their attitude towards MT, language learning, and translation, the participants completed a series of translation tasks using Google Translate in their A (Turkish) and B (English) languages as well as in their B and C (French, German, Spanish, Russian, etc.) languages. The participants were asked to conduct an error analysis for the MT output and they post-edited the MT output to produce translations of publishable quality using online resources. The error analysis and post-editing of MT output by the participants was followed by a peer-review process, and finally the participants completed a questionnaire which was designed to measure the possible differences in participants' attitudes towards and motivation for language learning and becoming a translator.

The study aims at finding the possible relationship between MT quality, post-editing skills, language competence, and motivation for language learning and becoming a translator. The study is also expected to provide some implications for the use of MT in language and translation classes.

☞ **SANZ-VILLAR, ZURIÑE; ZUBILLAGA GOMEZ, NAROA; MANTEROLA AGIRREZABALAGA, ELIZABETE**
Universidad del País Vasco

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

☞ **Título / Títol / Title** ☞

DIDÁCTICA DE LA TRADUCCIÓN AL EUSKERA. UNA APROXIMACIÓN BASADA EN CORPUS
DIDACTIC OF TRANSLATION INTO BASQUE. A CORPUS-BASED APPROACH

☞ **Palabras clave / Paraules clau / Keywords**
Corpus, euskera, inferencia / Corpus, Basque, interference

☞ **Resumen / Resum**

Desde que los estudios universitarios de traducción se integraron dentro del Espacio Europeo de Educación Superior (EEES), la metodología docente se basa en un proceso “enseñanza-aprendizaje”, en el que los alumnos se hacen partícipes de su propio aprendizaje. Así, “el enfoque didáctico utilizado consiste en aprender mediante el descubrimiento de fenómenos a partir de la experiencia, y no en aprender reproduciendo modelos previos” (Gamero 2005, 15). Por tanto, las tareas o encargos de traducción se han convertido en la base de la metodología docente actual de los estudios de traducción.

En nuestra ponencia presentamos nuestra metodología, la cual se centra igualmente en las diferentes tareas de traducción que los alumnos deben desarrollar. Sin embargo, queremos añadir un nuevo enfoque que contribuya tanto a la formación de los alumnos como a la investigación académica de los docentes. Se trata de crear un corpus alineado con las traducciones que los alumnos entregan. Para ello nos serviríamos de un programa creado bajo el seno del grupo TRALIMA/ITZULIK, el cual nos permite crear un corpus alineado multilingüe y hacer búsquedas (Zubillaga et al. 2015). Así, utilizando como material las traducciones de los alumnos, el profesor dispone del material necesario para analizar los fenómenos traductológicos más comunes o las dificultades con las que los alumnos se encuentran una y otra vez. El profesor puede así dar a los alumnos el feedback que necesitan, pero, al mismo tiempo, cuenta con un material que podría servir de base para desarrollar un posible manual de traducción. Esto sería especialmente interesante para las combinaciones lingüísticas con el euskera, ya que en la actualidad carecemos de manuales de traducción a nivel universitario.

Uno de los fenómenos que en el caso de las traducciones al euskera merece especial atención es el de la interferencia, ya que se ha podido comprobar en análisis realizados en la combinación lingüística alemán-euskera de textos literarios traducidos por traductores profesionales (Zubillaga 2013, Sanz 2015) que el texto meta en euskera se ve influenciado no sólo por el original alemán sino también por el español, debido a la situación de bilingüismo diglósico que se da en el País Vasco. Una vez creado el corpus con los textos traducidos por los estudiantes será interesante ver si se mantienen las tendencias observadas en los textos producidos por profesionales, y cómo el profesor se puede valer del material obtenido del corpus para hacer reflexionar a los alumnos de este (y otros) fenómeno(s).

☞ **Abstract**

Since the inclusion of Translation Studies in the European Higher Education Area (EHEA), the teaching methodology has drawn upon a “teaching-learning” approach, in which the students play an active role in the learning process. The aim of this didactic approach is for the students to discover phenomena based on their own experiences, and not for them to reproduce previous models (Gamero 2005, 15). Thus, translation assignments or tasks have become the current methodological basis within translation training.

In our paper we will present our methodology, which focuses on the different translation tasks that students need to accomplish. However, our aim is to adopt a new approach, one that contributes both to students’ training and to teachers’ academic research. The purpose will be to create an aligned corpus consisting of the translations that students have to hand in. For that, a tool developed within the TRALIMA/ITZULIK research group will be used, one that allows us to create parallel and multilingual corpora and once created, to conduct queries in it (Zubillaga et al. 2015). By creating the corpus and using the students’ translations as corpus data, the teacher can make use of it to analyze the most common translation phenomena or the difficulties that students may encounter over and over again. This makes it possible for the teacher to provide the necessary feedback to the students, and at the same time, the corpus data could be a basis for the creation of a possible translation handbook. This may be especially interesting in language combinations involving Basque, because at the present, there is no translation handbook at university level.

Regarding translation into Basque, one of the phenomena that is worthy of special attention is interference. When analyzing German-into-Basque translations of literary texts conducted by professional translators (Zubillaga 2013, Sanz 2015), it has been concluded that the Basque target texts are influenced not only by the original German texts but also by the Spanish versions, due to the diglossic bilingualism present in the Basque Country. Once the corpus is created with the students’ translations, it will be interesting to see if the tendencies observed in the translations made by professionals are maintained, and how the teacher can make use of the data obtained from the corpus to make the students reflect on this (and other) phenomena.

☞ **SCHRIJVER, IRIS; VAN SANTEN, FEDDE; CHAULIAC, MARGOT; LEIJTEN, MARIËLLE; ROBERT, ISABELLE**
University of Antwerp; ITV Hogeschool voor Tolken en Vertalen; University of Antwerp; University of Antwerp; University of Antwerp

☞ **Àmbito / Àmbit / Topic**
Àmbitos transversales de diseño curricular / Àmbits transversals de disseny curricular/ Cross-cutting aspects of curriculum design

☞ **Título / Títol / Title** ☞

THE INTERRELATEDNESS OF TRANSLATION COMPETENCE AND WRITING COMPETENCE: AN EMPIRICAL STUDY

☞ **Palabras clave / Paraules clau / Keywords**
Translation competence, writing competence, correlation

☞ **Abstract**
Translation teachers, scholars and practitioners alike agree on the importance of writing competence for translators. Most translation-competence models (PACTE, 2008, 2009, 2011; Göpferich, 2008) include components that refer to writing competence, albeit rather implicitly and often under the denomination of “(text)-productive competence in the target language”. This subcompetence, which seems to be restricted to different types of procedural linguistic knowledge, has not been addressed in detail in the literature. Moreover, how this subcompetence relates to overall translation competence has not been studied empirically to date. The aim of this presentation is to address the interrelatedness of writing competence and translation competence by reporting the results of a correlational study in two translation studies programmes.

Description

We conducted two studies: (1) a correlational study among 86 students enrolled in the Dutch writing course of the BA in Translation of the ITV Hogeschool (Utrecht; Netherlands); (2) an experimental study among 77 students of the BA in Applied Linguistics of the University of Antwerp (Belgium). In the first study, we correlated the scores of the writing tasks that the students completed in their Dutch writing course with the marks of the students’ translation courses (into Dutch). In the second study, we asked students to write an informative text in their mother tongue (Dutch) on the basis of three Dutch sources (report of the European Union, newspaper article, and online text). The writing process was registered by keystroke logging (Inputlog). Questionnaires were used to obtain qualitative data of the students’ metacognition, self-regulation and self-efficacy beliefs. During the data-analysis, the writing products were holistically assessed by six raters using a grid of five model texts. The writing scores were subsequently correlated with the marks of the students’ translation courses. In addition, the writing scores were triangulated with the questionnaire data and a number of product and process data variables to obtain an approximate writing profile of the translation students.

Results

In the presentation, we will discuss the results of the two studies in detail and address the conceptual and methodological challenges of assessing the relation between writing competence and translation competence. Finally, we will discuss how these results may inform the design of writing courses in translation studies programmes.

 **SCOCCHERA, GIOVANNA**

University of Bologna at Forlì

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title**

THE COMPETENT REVISER: A SHORT-TERM CASE STUDY ON REVISION TEACHING CONTENTS AND METHODS AND THE EFFECT OF REVISION-SPECIFIC TRAINING ON REVISION COMPETENCE ACQUISITION

 **Palabras clave / Paraules clau / Keywords**

Revision competence acquisition, revision education and training, revision case-study

 **Abstract**

Drawing from research on revision competence (Horguelin & Brunette, 1998; Chakhachiro, 2005; Künzli, 2006; Hansen, 2009) and from the adoption of a multi-component revision competence model (Scocchera, 2015), an experimental course for the acquisition and professional application of revision competence and its components was devised and offered within a Translation for Publishing Purposes module (first year students of the MA in Specialised Translation at the University of Bologna). Over the same training period (10 weeks between October and December 2015), students were also asked to participate in a short-term case study involving a four-stage translation revision assignment. The overall aim of the study was to investigate on the students' general attitude towards revision and their background skills as well as on the level of expertise gradually acquired in each revision sub-competence. A second, more specific objective of the study was to test the validity and efficacy of the revision teaching contents and methods chosen and to monitor the effects of such training on revision competence acquisition. A third and final objective was to collect qualitative data on the relationship between different revision procedures and modalities and the relevant revision products. The first three stages of the study (where students were required to carry out monolingual revision, comparative revision, revision with comments respectively) were completed before any specific revision teaching had taken place, while the fourth and last stage (a "revised", commented version of previous revision outputs) was completed after specific revision contents, both theoretical and practical, had been passed on. All students (26 in total) carried out the same four-stage revision tasks but they were divided into two separate groups and worked in two different revision modalities: one group was to track any changes made to the translated text, the other was to operate changes without keeping tracks on the text. On completion of the four-stage revision assignment, students were also asked to fill in an anonymous, retrospective questionnaire on both the case-study experience and the revision course content and methodology. This paper will illustrate the rationale behind the revision course offered, the design and realization of the study, the quantitative and qualitative data obtained from the four-stage revision assignment and the questionnaires, and will eventually provide insights and suggestions on what kind of revision-specific education and training opportunities can be devised and offered to translation students.

☞ **SEEBER, KILIAN G.; DELGADO LUCHNER, CARMEN; ZUBIAURRE WAGNER, ELENA**
University of Geneva

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

☞ **Título / Títol / Title**

EP-M@T: INTEGRATING E-TUTORS AND E-PEERS IN INTERPRETER TRAINING

☞ **Palabras clave / Paraules clau / Keywords**
E-tutor, e-peer, on-line training

☞ **Abstract**
University-level conference interpreting programs train prospects for a variety of markets: the domestic and international private market as well as the different institutional markets (e.g., the European Institutions and the UN Organizations). Consequently, the depth in which the structure and inner workings of these institutions are covered is necessarily limited. Whilst this knowledge is not comprehensively probed at the inter-institutional accreditation test, successful candidates are expected to have acquired it by their first assignment. As a part of an EP action grant, we developed EPM@T (European Parliament Materials for Interpreter Training), a self-contained, self-administered training module to fill this gap. This module allows learners to acquire knowledge about the structure and decision-making processes at the European Parliament that directly sub-serves the interpreting task in a European Parliament environment. It comprises several activities to promote the acquisition of EP-related knowledge in two key areas identified by DGINTE as essential for newly accredited interpreters, i.e. the structure and the decision-making processes of the organization. The fundamental pedagogical principles underlying the module are those of guided exploration and facilitated investigation (Stephenson 2001). Scaffolding is provided by an *E-tutor* and two *E-peers*: the *E-tutor* provides an introduction to each activity, helps learners navigate the module and provides immediate feedback on all activities with interactive components, while the *E-peers* accompany learners throughout the module's activities and explore content together with them. The concept and content of the module were implemented using Articulate Storyline 2, an e-learning authoring tool for the delivery of interactive content. The module meets the objectives of accessibility (it runs on multiple platforms and devices), flexibility (its activities can be completed in any order) and learner engagement (its activities require different levels of interaction and present information on different channels).
This presentation will focus on the pedagogical principles applied and illustrate their implementation.

☞ SERPA, TALITA; DE CAMARGO, DIVA CARDOSO

Universidade Estadual Paulista

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

O ENSINO DE UM *HABITUS* TRADUTÓRIO: UMA PROPOSTA DE EXPLORAÇÃO PEDAGÓGICA COM BASE EM CORPUS DAS COMPETÊNCIAS PROFISSIONAIS DO TRADUTOR

TEACHING TRANSLATIONAL *HABITUS*: A CORPUS BASED PEDAGOGICAL EXPLOITATION PROPOSAL FOR TRANSLATOR'S PROFESSIONAL COMPETENCES

☞ **Palabras clave / Paraules clau / Keywords**

Pedagogia da tradução baseada em corpus, competências, *habitus tradutório* / Corpus based translation pedagogy, competences, *translational habitus*

☞ **Resumen / Resum**

As abordagens pedagógicas de Perrenoud (2001) e Tardif (2002) associam o preceito de *habitus* (BOURDIEU, 1980) a um sistema que, integrando todas as experiências, funciona como uma matriz de percepções e ações, tornando possível a realização de tarefas graças às transferências de esquemas. Na concepção de Bourdieu (1982), os sujeitos agem a partir de bases de preferências que são produto da incorporação de estruturas apresentadas pelas instituições sociais, tais como a universidade. A partir da aplicação desse conceito nos Estudos da Tradução, Simeoni (1998) sugere a existência de um *habitus tradutório*, o qual contribui para a formulação de estratégias de tradução. No âmbito didático, Díaz Fouces (1999) afirma que, para haver uma orientação destinada ao ensino das habilidades tradutórias, é necessário um modelo que coordene o reconhecimento do uso da linguagem via *corpora*, de modo que este possa facilitar a sistematização das informações, a fim de servir como estrutura para a prática. Díaz Fouces considera que esse paradigma representa comportamentos (*habitus*) que podem ser descritos em categorias. Sendo assim, tomamos por hipótese que o *habitus tradutório* poderia ser apreendido por meio da observação de traduções compiladas na forma de *corpora* que salientem as escolhas lexicais frequentes entre textos traduzidos. Para tanto, apoiamos-nos na Linguística de Corpus (BERBER SARDINHA, 2004, 2010; TOGNINI-BONELLI, 2001), nos Estudos da Tradução Baseados em Corpus (BAKER, 1996, 1999, 2000) e na Pedagogia da Tradução Baseada em Corpus (LAVIOSA, 2008, 2009, 2010; CAMARGO, 2011), bem como no ensino de competências proposto por Hurtado-Albir (1993, 1995, 1999, 2000, 2001, 2005). Elaboramos uma exploração pedagógica e procedemos à organização de um *corpus* composto pelas obras *Maira* (1978) e *O povo brasileiro* (1995), do antropólogo brasileiro Darcy Ribeiro, e pelas respectivas traduções para o inglês. Esse *corpus* serviu-nos como base para um glossário que possibilitou verificar as opções dos tradutores, as quais foram ordenadas em um sistema, testado no contexto de um curso de Tradução de uma universidade do estado de São Paulo (Brasil). Nessa conjuntura, procuramos empreender uma reflexão sobre usos de *termos culturalmente marcados* da sociedade brasileira (*brasileirismos*) (BARROS, 2004; FAULSTICH, 2004), abrangendo, também, questões voltadas ao ensino de Terminologia para tradutores. Realizamos, por fim, um exercício de prática tradutória em que os estudantes depararam-se com o léxico darcyniano, o que nos permitiu verificar uma possível assimilação de competências, bem como constatar a probabilidade de aplicação da Pedagogia da Tradução Baseada em Corpus para o ensino do *habitus*.

☞ **Abstract**

Perrenoud's (2001) and Tardif's (2002) pedagogical approaches associate the concept of *habitus* (BOURDIEU, 1980) to a system that, by integrating all experiences, works as a matrix of perceptions and actions, making it possible to perform tasks thanks to schemes transfers. In this sense, Bourdieu (1982) considers that subjects act according to preferences which are products of incorporating structures presented by social institutions, such as the University. By applying this concept in Translation Studies, Simeoni (1998) suggests the existence of a *translational habitus*, which contributes to the formulation of translation strategies. Under didactic aspects, Díaz Fouces (1999) states that, in order to have a guideline devoted to teaching translational skills, it would be necessary to develop a model which would coordinate the recognition of language use via *corpora*, so that it would facilitate the systematization of information that would become a structure for practice. Díaz Fouces considers that this prototype represents behaviors (*habitus*) that can be described in categories. Based on these theories, we take the hypothesis that the *translational habitus* could be comprehended through the observation of translations which are compiled in *corpora*, highlighting the frequent lexical choices among translated texts. To develop this research, we rely on Corpus Linguistics (BERBER SARDINHA, 2004, 2010; TOGNINI-BONELLI, 2001), Corpus Based Translation Studies (BAKER, 1996, 1999, 2000), Corpus Based Translation Pedagogy (LAVIOSA, 2008, 2009, 2010; CAMARGO, 2011), along with Hurtado-Albir's (1993, 1995, 1999, 2000, 2001, 2005) theories about translation competences. Therefore, we developed a pedagogical exploration and proceeded the elaboration of a *corpus* composed by the works *Maira* (1978) and *O povo brasileiro* (1995), written by the Brazilian anthropologist Darcy Ribeiro, and by their respective translations into English. This *corpus* served as basis for a glossary which enabled to verify translators' choices, which were ordered into a system and tested in a Translation Studies program at a University in São Paulo State (Brazil). In this context, we tried to promote a reflection about the use of *culturally marked terms* in Brazilian society (*Brazilianisms*) (BARROS, 2004; FAULSTICH, 2004), covering questions related to the process of teaching Terminology to Translation learners as well. We conducted a translation practice in which students faced up Darcy

Comunicaciones

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Ribeiro's lexicon; this activity allowed us to verify a possible assimilation of skills in addition to establish the application of Corpus Based Translation Pedagogy for teaching translational *habitus*.

TELLO FONS, ISABEL; VALERO DOMÉNECH, ESPERANZA

Universidad Internacional de Valencia

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

Título / Títol / Title

HERRAMIENTAS DIDÁCTICAS PARA LA ENSEÑANZA UNIVERSITARIA DE LA TRADUCCIÓN E INTERPRETACIÓN ONLINE

EDUCATIONAL TOOLS FOR THE ONLINE TEACHING OF THE TRANSLATION AND INTERPRETING DEGREE

Palabras clave / Paraules clau / Keywords

E-learning, LMS, didáctica de la traducción e interpretación / E-learning, LMS, didactics of translation and interpreting

Resumen / Resum

En los últimos años, el panorama de la enseñanza universitaria de la Traducción e Interpretación en España está en constante evolución y han surgido universidades que ofrecen modalidades de enseñanza muy diferentes a las tradicionales presenciales. Los estudios a distancia de posgrado se han consolidado, siendo numerosos los centros que apuestan por másteres en diferentes especialidades de Traducción e Interpretación. Sin embargo, en lo referente a grados universitarios son todavía muy pocas las universidades que ofrecen estudios de traducción a distancia.

En este análisis nos proponemos indagar en las diferentes herramientas didácticas que los centros utilizan para impartir la docencia de la traducción. Haremos un repaso comparativo de los diferentes sistemas, así como una descripción de los retos metodológicos de la enseñanza online de estos estudios. En concreto, nuestro análisis se centrará en las aplicaciones didácticas de las diferentes herramientas de los LMS (sistemas de gestión de aprendizaje) para la enseñanza de la traducción. Herramientas de formación síncrona y asíncrona, de naturaleza audiovisual e interactiva como Moodle, Blackboard Learn and Collaborate, WebCT, EDX, entre otros, se analizarán desde el punto de vista de la didáctica de la traducción.

Además de describir estas herramientas, plantaremos casos prácticos del día a día en el aula de traducción online. Nuestra intención asimismo será la de iniciar un debate sobre el futuro escenario de esta modalidad de enseñanza en nuestra área.

Abstract

The teaching of Translation and Interpreting in Spain has been constantly changing throughout the last years, and some university centers have emerged providing online education in translation studies. Online postgraduate training in Translation and Interpreting is already consolidated with many universities having master's degrees on different translation areas. However, with regard to undergraduate education, there are just a few cases of schools which offer remote education on Translation and Interpreting.

Our study will focus on studying the didactic tools the universities use to convey the teaching of translation studies. We will carry out a comparative analysis of the systems and a description of the methodological challenges of online translation teaching.

In particular, we aim at analysing the didactic applications of LMS –learning management systems– for translation teaching. We will go over synchronous and asynchronous, audio-visual and interactive tools such as Moodle, Blackboard Learn and Collaborate, WebCT, and EDX, among others. They will be analysed from the point of view of the didactics of translation. Some day-to-day case studies in the translation classroom will be addressed as well. We finally will launch a debate on the future scenario of e-learning in Translation and Interpreting.

☞ **TONIN, RAFFAELLA**

Universidad de Bolonia

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title**

LA TRADUCCIÓN COLECTIVA DE UN ÁLBUM ILUSTRADO: DE LA PROPUESTA EDITORIAL A LA PUBLICACIÓN DE LA OBRA EN ITALIANO

A CASE STUDY OF COLLABORATIVE TRANSLATION: FROM THE BOOK PROPOSAL TO THE ITALIAN PUBLICATION OF A SPANISH PICTURE BOOK

☞ **Palabras clave / Paraules clau / Keywords**

Álbum ilustrado, gestión de proyecto, traducción colectiva / Collaborative translation, picture book, project management

☞ **Resumen / Resum**

En los últimos años, la práctica de la traducción colectiva de obras literarias ha entrado en contextos formativos – principalmente en masters de traducción editorial– con el objetivo de familiarizar al aprendiz con todos los pasos previos a la publicación del texto en el mercado de la lengua de llegada. A menudo, en estos talleres colaboran profesionales del mundo editorial que, a veces, se comprometen a publicar la traducción. El caso específico que proponemos se centra en la traducción, del castellano al italiano, del álbum ilustrado *Tu corazón en un cofre* de Rebecca Beltrán y Mercé López (Lumen, 2012). Veremos cómo un proyecto de traducción colectiva –dentro de la programación de un curso de traducción del último año del Grado de Mediación Lingüística Intercultural– se ha convertido en un verdadero producto editorial, pero, en este caso, sin acuerdos previamente pactados. Analizaremos las principales características del género textual dentro del marco de la traducción de la LIJ (literatura infantil y juvenil); a continuación pasaremos a detallar la estructura del proyecto, las fases de desarrollo, las tareas específicas de cada grupo de estudiantes y de cada estudiante dentro de los distintos grupos, la gestión de las relaciones intragrupal e intergrupales, las herramientas empleadas, y, sobre todo, explicaremos el diseño que había detrás, a saber el desarrollo de competencias y subcompetencias específicas entre las que sobresale la competencia interpersonal (Kelly, 2002 y 2005). Además, veremos cómo la experiencia no se concluyó con la evaluación del taller: tras el envío de la propuesta de publicación a varias editoriales italianas, cuya elaboración constituía una de las tareas principales, el proyecto desembocó inesperadamente en un contrato editorial para cada uno de los alumnos involucrados y en un libro actualmente en distribución en Italia

☞ **Abstract**

Recently, collective translation of literary texts has become part of Editorial Translation Courses and Masters aiming to reproduce every single step prior to the publication of a book in the editorial market of the target language involved. In these contexts, professional editors often collaborate and sometimes they contribute to publish the translations. The case we present is the translation, from Spanish into Italian, of *Tu corazón en un cofre*, a picture book by Rebecca Beltrán & Mercé López (Lumen, 2012). We will see how a collaborative translation project, developed during the last-year of the University Degree in Linguistic and Intercultural Mediation, finally became a real book, although no previous agreement with Publishing Houses was planned. First, we will analyze the main features of the literary genre, i.e. picture books addressed to children and young adults in translation practice; then we will relate the structure and development of the project, the management of the collaboration among different work-teams, specific tasks assigned to each team and to students within the teams, tools employed, such as e-learning platforms, etc. We will focus on the aim of the project: developing specific translation competences and sub-competences, especially interpersonal one (Kelly, 2002 y 2005). Moreover, we will see how the experience did not finish with the final assessment of the workshop. Since one of the task was to draft a written book proposal to be submitted to some Publishing Houses, this experience ended in a real contract for the students involved and in a book available in the Italian market.

☞ **TONIOLI, VALERIA**

UAB - Ca' Foscari Venecia

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title**

TÉCNICAS Y ESTRATEGIAS DE MEDIACIÓN DE LOS MEDIADORES INTERLINGÜÍSTICOS E INTERCULTURALES EN ITALIA: UN ESTUDIO DE CASO

MEDIATION TECHNIQUES AND STRATEGIES OF INTERCULTURAL AND INTERLINGUISTIC MEDIATORS IN ITALY: A STUDY OF CASE

☞ **Palabras clave / Paraules clau / Keywords**

Mediación, interpretación, comunicación intercultural / Mediation, interpreting, intercultural communication

☞ **Resumen / Resum**

La finalidad de nuestra comunicación, compuesta por tres partes, es presentar los primeros resultados de una investigación cualitativa de doctorado sobre la figura del mediador interlingüístico e intercultural en Italia.

La gran heterogeneidad que caracteriza a la figura del mediador intercultural así como la importancia de su papel, han sentado las bases para estudiar las habilidades y la formación necesarias para ser un profesional de alto perfil a nivel nacional.

En el marco de nuestra investigación, sobre mediación, se ha realizado una encuesta sobre tareas, programas de formación y áreas de intervención que caracterizan la mediación intercultural en diferentes zonas de Italia. Entre los resultados obtenidos, destaca que la competencia comunicativa intercultural en la formación de los mediadores interculturales aún no se ha investigado de forma sistemática a nivel nacional.

La especificidad de la investigación del grupo de la Universidad Ca' Foscari de Venecia en el campo de la comunicación intercultural (Balboni, 2007) y el desarrollo de un modelo de observación de las habilidades comunicativas e interculturales (Balboni, Caon, 2015), puede aportar importantes reflexiones en este ámbito.

Esta nueva perspectiva en comunicación intercultural ha sido adoptada para proponer un modelo original de mediación y para clasificar las técnicas y estrategias utilizadas por los mediadores interculturales.

Dicho modelo de mediación y la clasificación de técnicas y estrategias, que serán presentados en la segunda parte de la comunicación, han sido utilizados para realizar un estudio de caso.

A través de una metodología de análisis cualitativo desarrollada por el grupo MIRAS de la Universidad Autónoma de Barcelona, se han grabado sesiones de mediación en hospitales italianos y se han analizado las estrategias y las técnicas de mediación utilizadas por los mediadores en la facilitación de la comunicación entre pacientes extranjeros y proveedores de los servicios socio-sanitarios. Los datos recogidos han sido procesados a través del software Atlas Ti. Los resultados de este análisis serán presentados en la tercera parte de la comunicación.

☞ **Abstract**

The aim of our communication, made up of three sections, is to present the first results of a PhD qualitative research about the figure of the interlinguistic and intercultural mediator in Italy.

The heterogeneity in the training of mediators and the importance of this figure laid the foundations to study fundamental competencies of mediators and how they should be trained to get a professional high profile qualification.

Along our research we developed a survey about roles, areas of interventions and training courses for intercultural mediators in different areas of Italy. Among the results obtained we noticed that intercultural communication in the training of mediators has not been investigated at a systematic national level.

The specificity of the researches carried at Ca' Foscari upon intercultural communication (Balboni, 2007) and the creation of a model of observation of intercultural communication and skills (Balboni, Caon, 2015) can supply a remarkable contribution to scientific linguistic research.

This new perspective of study in intercultural communication has been adopted in our study in order to propose an original mediation model and to classify techniques and strategies used by intercultural mediators.

The original model of mediation and the classification of techniques and strategies, that will be presented in the second part of the communication, has been used to realize a case study.

Through a qualitative methodology developed by the research group MIRAS of the Universitat Autònoma of Barcelona, we recorded mediation sessions in Italian hospitals. Moreover, we analysed strategies and techniques used by mediators in order to facilitate the communication between patients and doctors. Collected data have been analysed using the software Atlas Ti. These results will be presented in the third part of the communication.

 **TORRES SIMÓN, ESTER; PYM, ANTHONY**

Universitat Rovira i Virgili

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

THEORY AND PRACTICE IN PROFESSIONAL EMT MASTERS

 **Palabras clave / Paraules clau / Keywords**

Curriculum, masters in translation studies, theory vs. practice, EMT

 **Abstract**

For young students and early career translators, a Masters is a good option to prepare for the translation market. Since 2009 the European Masters in Translation network has encouraged the coordinated development of Masters by setting a framework of transversal competences rather than content or a particular training methodology. This framework allows participant programs to adapt to national demands and specific market requirements.

This research looks into the status of translation theory and research versus professional practice in the EMT labelled Masters Programs, by evaluating:

- 1) How many credits, either compulsory or optional, are offered for theory and research.
- 2) How many credits, either compulsory or optional, are offered as professional courses.
- 3) Which programs have professional internships and for how long those last.

Preliminary results of the 69 programs evaluated show extreme differences. Translation theory is sometimes taught as a core module, sometimes as an optional subject. Master's theses are in some cases research-oriented and account for a 30% of the total credits, in other instances they take the shape of a commented translation, and in some cases they are not required. "Translation as a profession", when it is available as a subject can account for up to 12% of the total credits. Internships are compulsory in some case, and optional in others, providing from 3% to 30% of the total credits.

Results might indicate different views grounded in dichotomies like "Learning practice by doing, or learning practice founded on theory?" and "should masters be professional only or should they have a research focus?" and leads to awareness on the role of theory, introduction to the professional business, and internships in a Masters in translation.

☞ **VAN EGDOM, GYS-WALT; VAN SANTEN, FEDDE**

Zuyd University of Applied Sciences; ITV Hogeschool voor Tolken en Vertalen

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

EL ESTÁNDAR MUST: LA DIDACTIZACIÓN DE LAS ESTRATEGIAS DE TRADUCCIÓN

THE MUST STANDARD: DIDACTISATION OF TRANSLATION STRATEGIES

☞ **Palabras clave / Paraules clau / Keywords**

Estrategias, didactización, currículo / Strategies, didactisation, curriculum

☞ **Resumen / Resum**

Los primeros estudios sistemáticos en materia de traducción, se dedicaron principalmente a analizar los textos fuente (y meta) con el fin de averiguar cómo se puede conseguir el máximo grado de equivalencia.

Con el descriptivismo, las nociones de equivalencia y correspondencia perdieron autoridad. Al mismo tiempo, los estudios dedicados a las estrategias de traducción quedaron relegadas al olvido.

Pese al giro efectuado en la disciplina, en un estudio relativamente reciente (1993/1997), Andrew Chesterman concedió nueva importancia a dichas estrategias, componiendo una clasificación compuesta por treinta estrategias de traducción. Cabe señalar que, al llevar las premisas descriptivistas a su máximo rigor, Chesterman observa las decisiones estratégicas del traductor desde afuera.

Al ser la más universal, la más reciente y, aparentemente, la más científica, profesores y estudiantes han recibido la clasificación de Chesterman como mano tendida de la teoría a la práctica, con la que tratan de construir, a partir de la treintena de estrategias, un marco conceptual y teórico que permite alimentar la práctica profesional en la que los estudiantes trabajarán tras la graduación. Sin embargo, dos decenios después de aparecer la clasificación y tras muchos intentos de integrar las treinta estrategias en el currículo, se ha puesto de manifiesto que la clasificación se resiste a ser utilizada como instrumento didáctico. Pese a sus innegables méritos, no se deja instrumentalizar para fines ajenos a la descripción e interpretación posterior, ambos pertenecientes exclusivamente a la investigación académica.

Con objetivos didácticos en mente y sin perder de vista la individualidad intrínseca de tanto el proceso educativo como el proceso traductor, dos grandes institutos neerlandeses de formación de traductores lanzan el proyecto MUST (el 'Maastricht-Utrecht Standard of Translation'). El proyecto pretende aislar los problemas de traducción que el estudiante sabe identificar progresivamente durante el proceso de aprendizaje y señalar las correspondientes estrategias de traducción que el estudiante ha de aprender para resolver dichos problemas.

El resultado del proyecto MUST será de uso práctico inmediato. Una clasificación de estrategias, ordenadas desde el punto de vista didáctico, facilitará el desarrollo curricular, tanto de competencias traductoras como de investigación. El proyecto ofrece un enfoque de la didáctica de la traducción que integra nociones clásicas con nuevos instrumentos.

☞ **Abstract**

The first systematic studies in translation focused mainly on analyzing the source (and target texts) in order to ascertain how to achieve equivalence between source text and target text.

With the rise of descriptivism, equivalence and correspondence was no longer given pride of place. At that time, research on translation strategies was relegated to oblivion.

Despite this evolution, translation strategies acquired prime importance in a relatively recent study of Andrew Chesterman's (1993/1997). He provided a classification of thirty such strategies. What strikes the eye apropos this classification is that, by adhering to descriptivist principles, Chesterman leaves the actual decision making process unaddressed.

Deemed the most universal, the most recent and apparently the most scientific, this classification is hailed by teachers and students alike. When building a conceptual or theoretical framework, the often draw extensively on it, in an attempt to bridge the gap between theory and practice. However, two decades after the publication of the classification, and after many attempts to integrate the thirty strategies into translation courses, the classification resists didactic application. Despite its undeniable merits, it cannot be instrumentalized for purposes other than description and retrospective significance, and, for this reason, cannot be said to cater the primary needs of aspiring translators.

With these needs in mind, yet fully aware of the intrinsic individuality of both the educational process and the translation process, two major Dutch translator training institutes launch the MUST ('Maastricht-Utrecht Standard of Translation') project. The project is aimed at identifying translation problems that students encounter progressively during the learning process and determining the corresponding translation strategies that students must learn to solve these problems. The outcomes of the project MUST will be of immediately practical use. By introducing a new classification of strategies – one that fits the bill of translation didactics –, we hope to provide an inter-curricular rationale for the gradual development of translation competence in general and professional investigative competence in particular. The project offers an approach to the translator education that combines classical notions with new instruments.

☞ **VILJANMAA, ANU**
University of Tampere

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

☞ **Título / Títol / Title** ☞

DAS ZUHÖREN: DAS STIEFKIND DES DOLMETSCHERTRAININGS
LISTENING IN INTERPRETER TRAINING: A NEGLECTED FIELD?

☞ **Palabras clave / Paraules clau / Keywords**
Zuhören, Dolmetschkompetenz, Dolmetschertraining / Listening, interpreting competence, interpreter training

☞ **Resumen / Resum**

Im Dolmetschertraining werden angehenden Dolmetschern traditionsgemäß die unterschiedlichen Teilfertigkeiten der Dolmetschkompetenz vermittelt. So wird im Studium durch eine Verflechtung von Theorie und Praxis bzw. verschiedenen Übungen das Augenmerk unter anderem auf das Erlernen von Fertigkeiten wie Notizentechnik, passendem Sprachgebrauch und rhetorisches Können sowie die richtige Vorbereitungstechnik gelegt. In der Dolmetscherausbildung – wie auch in der Dolmetschforschung – ist jedoch dem Zuhören und der Zuhörkompetenz von Dolmetschern bislang nur äußerst wenig Aufmerksamkeit geschenkt worden. Dabei bildet das Zuhören zweifelsohne eines der wichtigsten, wenn nicht per se das wichtigste Element eines jeden Dolmetschprozesses. Bevor der Dolmetscher überhaupt etwas dolmetschen kann, muss er das Gesagte erst einmal gehört, verstanden und verinnerlicht haben. Aus der Dolmetscherperspektive betrachtet ist das Zuhören somit der unbestrittene Ausgangspunkt jeder Dolmetschleistung und die Zuhörkompetenz des Dolmetschers somit ausschlaggebend für den Erfolg oder Misserfolg der gedolmetschten Kommunikation. Es scheint somit zumindest nicht unangebracht, dem Zuhören auch in der Dolmetscherausbildung eine durchaus größere Rolle als bisher zuzuweisen. Forschungsergebnisse und Erkenntnisse aus der heutigen Zuhörforschung können dabei als Wegweiser und Werkzeuge dienen. Wie dies verwirklicht werden kann, ist eine der zentralen Fragen in meiner laufenden Forschungsarbeit.

Das Zuhören als Phänomen zwischenmenschlicher Kommunikation kann beim Dolmetschen sowohl als unsichtbarer dolmetscherinterner Prozess (kognitiver Verstehensprozess des Dolmetschers), wie auch als ein von außen sichtbarer externer Prozess des Dolmetschers betrachtet werden (aktives Zuhören, das z.B. durch Nicken und andere körpersprachliche Elemente zum Ausdruck gebracht wird). Der Konferenzbeitrag zeigt verschiedene Möglichkeiten auf, wie Konzepte und Auffassungen aus der Zuhörforschung in den Dolmetschunterricht (insbesondere in den Konsektiv-/Dialogdolmetschunterricht) eingebettet werden könnten, und berichtet schließlich diesbezüglich von ersten Erfahrungen in einem Dolmetschkurs an der Universität Tampere, Finnland.


☞ **Abstract**


This is a summary of the German abstract.

In interpreter training, interpreting students are taught the different skills and subskills needed in interpreting. These skills include among others note-taking, memory techniques, language use, preparation for an assignment, prosody and rhetoric skills. However, the phenomena of listening and listening skills have not received much attention in interpreter training and interpreting studies so far. This is surprising considering the fact that listening is the first and very fundamental step in the interpreting process. If the interpreter is not able to listen effectively, there hardly is a chance for the message to be interpreted correctly.

The aim of my ongoing PhD research is to find and test ways of how to integrate findings and theory from current listening research into interpreter training, especially dialogue interpreter training.


Listening can be looked at as an invisible internal process of the interpreter (cognitive processes) as well as an external behavioral process that can be observed from the outside (nodding, eye contact etc.). This paper looks at first alternatives how to integrate insights from listening research and theory into interpreting classes (especially consecutive/dialogue interpreting) and reports on preliminary findings from an interpreting course at the University of Tampere, Finland.

 **VILLANUEVA JORDÁN, IVÁN**
Universidad Peruana de Ciencias Aplicadas

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

 **Título / Títol / Title** 

ENSEÑAR A SUBTITULAR: LA TOMA DE CONCIENCIA DEL PROCESO Y LA AUTOGESTIÓN DE RECURSOS
TEACHING SUBTITLING: PROCESS AWARENESS AND STUDENTS' SELF-MANAGEMENT

 **Palabras clave / Paraules clau / Keywords**
Traducción audiovisual, subtitulación, perfil de curso / Audiovisual translation, subtitling, course profile

 **Resumen / Resum**

Esta comunicación parte de los resultados de una encuesta sobre las percepciones que dos grupos de estudiantes de un programa de pregrado en Lima (Perú) tenían sobre la subtitulación. La variable que distinguía a ambos grupos era haber cursado el taller de traducción audiovisual, un curso obligatorio del noveno nivel del programa que incluía dos unidades de aprendizaje sobre subtitulación interlingüística. Los resultados de esta encuesta servirán para contextualizar el diseño de un curso de subtitulación que provea a los estudiantes de las herramientas necesarias para ofrecer este tipo de servicios de forma sostenible en su entorno local.

La subtitulación interlingüística no es un servicio generalizado entre la gran mayoría de traductores profesionales de Lima. Existen algunas restricciones en la especialización y preconceptos sobre el mercado que impiden una apuesta seria por la traducción audiovisual: se desconocen sus submodalidades, se considera sumamente técnica y compleja, se desconocen los procesos de producción, se asume que la demanda en Lima es inexistente.

Por ello, a diferencia del conocimiento generalizado que los traductores profesionales manejan sobre los encargos de traducción escrita y que los traductores en formación pueden aprender del cotidiano y no necesariamente por un influjo directo de un curso o taller, el diseño que se propone aborda los principios técnicos y de autogestión que el estudiante debería considerar para facilitar que sus habilidades como subtítulo sean un activo de su perfil profesional.

De esta manera, se sostiene que, además del aprendizaje de software especializado y las normas operacionales, el estudiante sea plenamente consciente de las etapas del proceso de subtitulación, así como de las implicancias de cada etapa en la elaboración de cotizaciones y planes de trabajo, y en la gestión de recursos. Estos contenidos se presentarán de manera estructurada y de la mano de sugerencias de evaluación. Si bien estas propuestas se enmarcan en el perfil de un traductor independiente, pueden adecuarse también a procesos que impliquen no solo la autogestión, sino el manejo del trabajo de terceros y de proyectos en equipo.

 **Abstract**

This paper starts by showing the data collected through a questionnaire on the perception of subtitling services. Two groups of students from an undergraduate translation program in Lima (Peru) were surveyed: the students of one group were about to take the audiovisual translation workshop, while the other students had already passed it during their last year of training. These results are useful to justify the contents of a subtitling course that provides the students with the necessary tools to offer this kind service on a sustainable basis.

Interlingual subtitling is not a widely offered service among most of professional translators in Lima. There are some constraints and preconceptions regarding audiovisual translation that impede further interest in this translation modality: it is considered to be really complex and technical; it is considered that there is no demand for these services; and only recently some schools have started to offer training. This scenario makes it difficult for a translator trainee to access to information on how subtitling work can be managed in contrast to regular written translation.

Since audiovisual translation is still a topic pertaining to academic settings in Lima, a course intended to develop professional competencies should focus on process awareness and self-management abilities, besides technical and procedural knowledge, in order to make subtitling a profitable service. Process awareness and self-management abilities are important for students to assess their own resources, prepare quotes, and plan group or individual subtitling projects. These contents will be sequenced according to a regular course on subtitling, and assessment tasks will also be proposed during the presentation.

✎ **VILLEGAS SALAS, LILIA IRLANDA**
Universidad Veracruzana

✎ **Ámbito / Àmbit / Topic**

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

✎ **Título / Títol / Title**

CONTINGENCIAS DIDÁCTICAS EN LA FORMACIÓN PROFESIONAL DE TRADUCTORES
DIDACTIC CONTINGENCIES IN TRANSLATOR'S PROFESSIONAL TRAINING

✎ **Palabras clave / Paraules clau / Keywords**

Traducción profesional, didáctica de la traducción, prácticas traductorales / Professional translation, translation didactics, translation practices

✎ **Resumen / Resum**

Se pretende:

1. Explorar y discutir las ventajas formativas y los riesgos profesionales del acompañamiento docente en una práctica profesional de traducción consistente en la versión castellana de un texto humanístico de relevancia y actualidad. Dicha práctica cuenta con bases empíricas de auto-observación dirigida y co-participante (3 sesiones dialógicas, 2 entrevistas a profundidad y 3 auto-reflexiones) de un equipo de traducción conformado por dos traductoras recién licenciadas y una traductora profesional quien, habiendo dirigido sus tesis de titulación, desempeñó en esta etapa la función de guía y gestora de un proyecto competente de incursión.
2. A partir de una experiencia traductora concreta, proponer una ruta crítica profesionalizadora a fin de orientar posibles prácticas complementarias y posteriores a la formación superior no exclusiva en traducción.

Con base en un proyecto concluido de traducción profesional de un documento de corte académico originalmente escrito en inglés y generado al interior de un órgano diplomático de difusión en el Consejo de Europa, se analizan prácticas didácticas específicas de acompañamiento en el oficio de traducción a dos licenciadas en Lengua Inglesa en una institución de educación superior del sureste de México.

Se presenta la ruta crítica analizada desde el enfoque crítico de la doble reflexividad que comprende el siguiente esquema:

1. El análisis del proyecto
 - 1.1. La naturaleza de la propuesta y sus ámbitos
 - 1.2. La naturaleza del texto a traducir
 - 1.3. Condiciones tempo-espaciales y de trabajo
2. Conformación del equipo de traducción
 - 2.1. Antecedentes: dirección de trabajo de grado
 - 2.2. Exámenes iniciales
 - 2.3. Estipulación y distribución de funciones
 - 2.4. Inmersión: un importante eslabón didáctico
3. Planeación
 - 3.1. Esbozo de desafíos principales
 - 3.2. Glosario operativo
 - 3.3. Cronograma
4. Negociación de estrategias operativas
 - 4.1. Dropbox: estructura y administración
 - 4.2. Distribución de capítulos
5. Las fases de trabajo entre pares
 - 5.1. Traducción
 - 5.2. Revisión
 - 5.3. Diferenciación entre experta y aprendices del oficio
6. Edición
 - 6.1. Comunicación con el autor y con los editores
 - 6.2. Gestión administrativa

Se concluye que una experiencia formativa de incursión profesional en el mundo laboral con altos niveles de exigencia complementa y trasciende exitosamente lo que un programa educativo curricular pueda aportar. Se refrenda que la

concepción de un proyecto integral permite trazar una ruta crítica para el diagnóstico y el afrontamiento de desafíos traductivos actuales. El ejercicio de la doble reflexividad es crucial para efectuar el salto de la formación académica a la actividad profesional.

Abstract

The aim is:

1. To explore and discuss the training pros and professional risks of teacher's support in a translation professional practice consisting of Spanish version of a very recent humanistic text of relevance. Such practice is grounded on led co-participative and self-observation (3 dialogical sessions, 2 in-depth interviews and 3 auto-reflections) by a translation team composed of two recently graduated female-translators and one professional female-translator who directed their undergraduate thesis. In this stage the later worked as guide and manager of an incursion competent project.
2. To propose a training critical-route whose goal is to guide possible complementary practices post-higher education, non-exclusive translation-orientated. Such proposal is based on a concrete translational practice.

Based on a concluded professional translation project of an academic text, originally written in English, generated in a diplomacy organ at Council of Europe, some didactic supportive practices in translation seen as a craft, are analyzed. The students are recently graduated in English Language in a higher education institution of Southwest Mexico.

A critical-route analyzed from the critical and doubly reflective approach is exposed. It is composed of:

1. Project analysis
 - 1.1. The nature and scope of the proposal
 - 1.2. The nature of the to-be-translated text
 - 1.3. Space-time and working conditions
2. Translation team composition
 - 2.1. Background: undergraduate thesis direction
 - 2.2. Initial exams
 - 2.3. Functions: what and who?
 - 2.4. Immersion: an important didactic stage
3. Planning
 - 3.1. Main challenges
 - 3.2. Operational glossary
 - 3.3. Timetable
4. Negotiating operational strategies
 - 4.1. Dropbox: management & structure
 - 4.2. Chapter distribution
5. Peer-tasks phases
 - 5.1. Translation
 - 5.2. Checking
 - 5.3. Differentiation between expertise & apprenticeship
6. Copy-editing
 - 6.1. Author & editors communication
 - 6.2. Management

It is concluded that a training experience of professional incursion in the working world with higher standards of exigency supplements and transcends successfully that which an educational curriculum can give. It is proved that to conceive a project in an integral manner allows to sketch a critical-route to diagnose and tackle current translational challenges. Double-reflexivity is crucial to operate the necessary leap between curricular training and professional activity.

☞ **VOTTONEN, ERJA**

University of Eastern Finland

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

MIXING THEORY AND PRACTICE – THE TEACHERS' PERSPECTIVE ON TRAINING TRANSLATORS

☞ **Palabras clave / Paraules clau / Keywords**

Translation training, interview, translation theory


☞ **Abstract**

There has been discussion about whether translators need translation theory or can they succeed in their work without it (see e.g. Chesterman and Wagner 2002; Gutt 2005). In translator training, students majoring foreign language and translation studies are taught both translation theory and practice. However, sometimes it might appear that the theory is confined to lecture courses, while the practice is learned in seminars and training sessions – separately from each other. There are theoretical aspects that can be useful to the work of translators. For example, researchers have presented different kinds of classifications to explain the decision-making process of translators, and knowledge of translation strategies is considered as one of the aspects of translation competence. Finding solutions for translation problems might take a lot of time and effort. Theoretical knowledge of translation strategies might speed up the process, when translator has a schema of different ways to solve problems.

In this presentation I report the results of an interview made for the translation teachers working at a Finnish university. The aim is to survey how the teachers combine theory and practice in their translation exercises. Especially, I am interested in teaching of translation strategies. What kind of theory do teachers bring out in exercises? What kinds of methods do they use to combine theory and practice? Is there theory at all? An interesting point of view is also whether the teachers' educational or professional background effects on whether they lean on the theory or their professional backgrounds. This interview made for the teachers is a part of my doctoral thesis where I study this subject from the point of view the students as well. These interviews will be performed during the spring of 2016. I chose interviewing as a method to approach the subject because it might be more productive for my research position than other forms of surveys.

 **WALCZYŃSKI, MARCIN**

University of Wrocław

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

EVALUATING INTERPRETING TRAINEES' PERFORMANCE IN A CONSECUTIVE INTERPRETING TEST WITH REFERENCE TO AFFECTIVE FACTORS

 **Palabras clave / Paraules clau / Keywords**

Interpreting test, interpreting evaluation, affective factors

 **Abstract**


Evaluating the performance of interpreting trainees during an interpreting test is not an easy task. It seems that in this type of linguistic transfer there are also quite many extralinguistic factors which contribute to the (mostly decreased) quality of the interpreting output. Among them are affective factors experienced by interpreting trainees in the test situation.

The aim of the presentation is to discuss one of the methods of evaluating the performance of interpreting trainees in an in-class consecutive interpreting test, during which – apart from examining the output generated by trainees in terms of equivalence and correctness – the instructor also considers the activity of affective factors (i.e. anxiety, stress, fear, inhibition, language ego, motivation etc.). Including this aspect in interpreting evaluation can arguably help to better organise interpreting training since rendering real-life interpreting services is rarely free from the activity of such affect-related factors. This evaluation method is based on the assumption that interpreting education should not take place in a decontextualized vacuum (i.e. with no reference to what professional interpreting really looks like or to what an interpreter experiences while interpreting). An interpreting test, being itself a stressful activity, and its outcomes can show how interpreting trainees deal with those factors and to what extent those factors influence the quality of the output manifesting itself, among others, in the problems with maintaining equivalence and correctness.

The tool used in such evaluation is an interpreting performance evaluation form, devised and tested by the author himself, combined with the self-reflection sheets filled in by the trainees after the test and the notes which the trainees took while taking the test.

 **WALLACE, MELISSA**

University of Texas at San Antonio

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

THE ETHICS OF SERVICE LEARNING: VISIBILITY AND VOLUNTEERISM FOR INTERPRETERS AND TRANSLATORS IN TRAINING

 **Palabras clave / Paraules clau / Keywords**

Ethics, service learning, trait theory

 **Abstract**

Many translation and interpreting studies programs at higher education institutions are embracing service learning as a way to connect campuses to their communities in order to fulfill their tripartite missions of teaching, research and public service. In translator and interpreter education programs, offering novice practitioners an opportunity to integrate into professional contexts in order to acquire real-world experience seems like an obvious advantage. Nonetheless, positioning our students – interpreters and translators in training-- as volunteers, carries certain potential risks and invites interrogation.

In spite of the novice TI practitioner having enormous potential to generate trust among service users, act as ambassadors between the profession and the academy, and raise awareness about professional language mediation among lay people, do their positions as volunteers marginalize them and reinforce their non-professional status? What are the effects on their self-perception and how they are perceived as professionals by stakeholders outside of higher education? In other words, what are the broader ethical consequences of positioning students as unpaid participants in an industry characterized by market disorder, low social prestige, and a professional status that can best be described in most countries as “emerging”? How do educators and administrators of TI Studies programs navigate the desire for their students to enter into an intellectually and professionally rewarding situation without reinforcing the image of translators and interpreters as non-professionals?

This presentation will explore the ethics of service learning and practicum experiences in university-level translation and interpreting programs. The discussion seeks to provide a framework for evaluating the role of language mediation volunteer work in an educational context by considering principles of good practice from service learning pedagogy, especially in light of trait theory and the state of translation and interpreting as a profession in evolution that can ill afford to position itself as a hobby for bilinguals in the public’s perception. Furthermore, suggestions will be offered for ways that students and program managers can communicate positive messages to the community host and thus mitigate the risk for TI students of being perceived as non-professionals.

☞ **WIŚNIEWSKA, MARTA**
Czestochowa University of Technology

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

☞ **Título / Títol / Title** ☞

CHALLENGES OF HUMOUR TRANSLATION IN THE INTERLINGUAL AUDIOVISUAL TRANSLATION CLASSES

☞ **Palabras clave / Paraules clau / Keywords**
Humour translation, audiovisual translation, intercultural communicative competence

☞ **Abstract**
Translating humor across cultures is a particularly challenging and demanding translation issue. The shifts of meaning in the case of humour translation are unavoidable and even desirable, and they result from the specificity of humour translation.

Audiovisual texts are ubiquitous today and form an important part of contemporary culture. The classic Audiovisual Translation (AVT)- modes, interlingual subtitling and dubbing make films accessible across linguistic borders, like any other form of interlingual translation. Although the types of audio-visual translation are obviously very different, they have one major feature in common: they interfuse linguistics, science, technology, art and aesthetics. All these have to be mixed harmoniously enough so as the final result (subtitles or dubbing) is comprehensible and comfortable as much as possible for the viewer.


One of the most productive instances of humour is intertextuality. Only through a cultural and pragmatic equivalent could the audience in the TL relate to humour, otherwise receivers would not consider the origin of the intertextual reference.

The wordplay, which is inseparably connected to humor, poses particular problems for the translator as it is intrinsically linked to the source language and culture, and consequently is often described as untranslatable. The translator's task is further complicated when instances of wordplay are encountered in audiovisual texts due to the constrained and semiotic nature of the medium.

The aim of this project is to explore interlingual audiovisual translation and the factors which impact on the transfer of multimodal meaning between two cultural and linguistic systems. The students analyse the range of culturally specific modes of oral forms, the relevance of visual and aural stimuli and their interaction with each other. They are equipped with the strategies to handle the limitations imposed by subtitling, identify core meanings and contextualise these appropriately within the new lingua-cultural environment. This paper tries to formulate the bases and problems for a research of the translation of audiovisual humour in the English-Polish and English-German context. It presents certain culture-specific considerations in the taste in humour and the issues connected with its translation. This paper focuses on the norms, strategies and approaches that translators should employ when translating humour in audiovisual translation.

 **YETKIN KARAKOÇ, NIHAL**

Izmir University of Economics

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

LEARNING OUTPUTS REVISED FOR INDIVIDUAL DIFFERENCES IN THE COURSE OF CONSECUTIVE INTERPRETING

 **Palabras clave / Paraules clau / Keywords**

Consecutive interpreting, assessment instruments, individual differences

 **Abstract**

The present study is intended to propose ways to enhance motivation of the fourth-grade undergraduate consecutive interpreting class which is comprised of varying interpreting competences. The point of departure is that to borrow Gile's term (1995), the practisearcher, who has been offering this compulsory course at a Turkish private university for eight years, observed that considerable differences arising from linguistic competences created a huge gap between students of considerable performance differences, which resulted in much enhanced confidence in those with higher performances and self-depreciation in those with lower performances. Such self-image has been found to become a disadvantage for both groups as the former group has not tried to develop their competence fervently, whereas the latter group has given up trying, if any, at all to perform better than before. The paper proposes some assessment instruments like student portfolio, interviews, self-criticism, peer and lecturer feedback as well as tasks included in and not limited to Galán-Mañas and Albir (2015) applied in and out of class under learning outputs aiming to allow all students to know different abilities of one another which would alleviate the noncognitive pressure in all, to overcome stagefright or develop self-expression, as well as to develop linguistic and interpreting competences individually no matter the existing level, on the ultimate way to create a psychologically more peaceful and academically more productive atmosphere.

ZANOTTI, CRISTIAN

Universitat Autònoma de Barcelona

Àmbito / Àmbit / Topic

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

Títol / Títol / Title

LA EXPLICACIÓN: UNA PROPUESTA DE REPRESENTACIÓN DE LA EQUIVALENCIA EN TRADUCCIÓN JURÍDICA
THE EXPLANATION: A PROPOSAL OF EQUIVALENCE REPRESENTATION IN LEGAL TRANSLATION

Palabras clave / Paraules clau / Keywords

Traducción jurídica, comparación jurídica, representación de la equivalencia / Legal translation, legal comparison, equivalence representation

Resumen / Resum

El objetivo de la comunicación es presentar un instrumento textual para la representación de la equivalencia léxica, a través de una explicación de tipo comparativo. Delimitamos nuestro contexto de referencia a partir de un traductor no especialista en derecho que se encuentra ante el problema del anisomorfismo terminológico.

Este traductor se caracteriza por organizar el conocimiento especializado según una estructura borrosa e incompleta del campo conceptual, puesto que no relaciona correctamente los nudos conceptuales, que siguen una organización prevalentemente jerárquica. Este hecho lo diferencia del jurista, que organiza las relaciones conceptuales de acuerdo con el sistema jurídico, es decir, los vínculos son más bien causales y horizontales.

Nuestro problema se detecta en fases concretas del proceso traductor: la comprensión (y su consiguiente detección), así como su tratamiento y resolución. Los instrumentos metodológicos actualmente disponibles no son directamente aplicables por parte de un traductor no jurista, puesto que se basan en una organización del conocimiento de tipo onomasiológico. En cambio, los rasgos cognitivos del traductor nos sugieren crear un procedimiento adaptado a sus necesidades, esto es, de tipo semasiológico.

Por ello, proponemos un procedimiento de análisis comparativo, cuyo producto final es un texto explicativo contrastivo que proporciona el conocimiento temático de manera acorde al perfil del traductor. Las etapas que seguimos son las siguientes. En primer lugar, a partir del examen de un texto, detectamos una pareja de términos que son comparables entre ellos. Sucesivamente, a través de un sistema de preguntas, los descomponemos en característica definitorias. La pregunta representa un apoyo cognitivo para la descripción de los elementos que componen un término. En segundo lugar, evaluamos los rasgos comunes y diferentes para determinar el nivel de equivalencia. Finalmente, redactamos un texto explicativo de base comparativa, siguiendo las mismas preguntas avanzadas anteriormente.

El resultado es un texto, que pertenece al prototipo explicativo y que es de apoyo en la actividad traductora y, sobre todo, complementa la subcompetencia temática del traductor. La explicación se caracteriza por aportar información temática comparada y explicitar el nivel de equivalencia entre las unidades objeto de análisis.

Abstract

The aim of this communication is to present a textual instrument able to represent lexical equivalence, through the mean of a comparative explanation. Our context of reference is a translator not a specialist in Law, in a situation of a problem of terminological anisomorphism.

This translator organises the specialised knowledge according to a blurred and incomplete conceptual structure, where the conceptual net is mainly hierarchical. This fact differentiates our translator from the jurist. The latter organises the conceptual relations according to the legal field, where relations are mostly causal and horizontal.


Our problem is found in particular stages of translation process: comprehension (and its following detection), treatment and solution. The methodological instruments, which are currently available, are not directly applicable by a non-expert translator, since they reproduce an onomasiological knowledge structure.

For this reason, we propose a procedure for comparative analysis; its result is an explicative text, which supplies thematic knowledge according to translator's profile. The steps we follow are the following. Firstly, we do a textual analysis, where comparable terms are found. Then, through a system of wh-questions, we split the terms into defining characteristics. Wh-questions are a relevant cognitive support for the term description. Secondly, we evaluate the features in order to determine the level of equivalence. Lastly, we write an explicative comparative text, following the previous questions.

The result is a text that is helpful in translation, and it completes the thematic subcompetence of the translator. This explanation provides additional thematic and comparative information. It also makes explicit the level of equivalence between two terms.

 **ZHANG, ZHENG**

Beijing Normal University

 **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

 **Título / Títol / Title** 

A PROJECT-DRIVEN APPROACH TO TRANSLATOR TRAINING. A CASE OF THE MTI CAT COURSE AT BNU, CHINA

 **Palabras clave / Paraules clau / Keywords**

CAT, MTI, translator training

 **Abstract**

This paper is a case study of MTI (Master of Translation and Interpreting, MTI) program, which is to bring up high-level, application-oriented and professional translators for whom one of the mandatory courses offered at BNU(Beijing Normal University) is a 36-hour-CAT(Computer-aided Translation, CAT), and all the MTI students are supposed to be able to use one CAT skillfully, such as Trados, or Déjà vu, and do their translation with its help. The author tries a new approach, that is, to bring into class a project of translating Management Information Systems and breaks up this course into three modules, the first one is the preparation(theoretic instruction, 6 hours), the second one is implementation(using this tool to translate, 20 hours) and the third one is role change. At the end of the course, each student finishes a 60000-word translation, which is highly spoken of by the publisher. On the basis of the data collected, the author believes that project-driven approaches are helpful to reach the objectives of MTI and improve all-round competence of MTI students.

✎ ŽIGON, TANJA; ZLATNAR MOE, MARIJA; MIKOLIČ JUŽNIČ, TAMARA
University of Ljubljana

✎ **Ámbito / Àmbit / Topic**

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

✎ **Título / Títol / Title**

DIE BEDEUTENDE ROLLE DES MUTTERSPRACHENUNTERRICHTS FÜR DAS ERFOLGREICHE ÜBERSETZEN
THE IMPORTANCE OF CONTINUOUS FIRST LANGUAGE INSTRUCTION FOR SUCCESSFUL TRANSLATION

✎ **Palabras clave / Paraules clau / Keywords**

Übersetzerische Kompetenz, Mutter-/Fremdsprache, der professionelle Sprachgebrauch / Translation competence, first/second language, language professionals

✎ **Resumen / Resum**

Im Beitrag werden die Ergebnisse einer kontrastiven Analyse der Übersetzungen aus der ersten Fremdsprache in die Muttersprache und umgekehrt dargestellt. Die Übersetzungen im Rahmen der Untersuchung wurden von den Studierenden an der Abteilung für Übersetzen und an linguistischen Abteilungen (englisch, deutsch und italienisch) der Philosophischen Fakultät der Universität Ljubljana angefertigt.

Zunächst wurden die Lehrpläne aller Abteilungen verglichen, um festzustellen, wie viele Kontaktstunden man an einzelnen Studienprogrammen dem Muttersprachen- und Fremdsprachenunterricht widmet. Aus den Lehrplänen konnten wir entnehmen, dass man an der Abteilung für Übersetzen wesentlich mehr Aufmerksamkeit dem Muttersprachenunterricht schenkt als an den linguistischen Abteilungen, wo man sich sehr wenig oder gar nicht mit der Muttersprache befasst. Ferner wurde ein Experiment durchgeführt, bei dem die Studierenden zuerst einen Text aus der ersten Fremdsprache in die Muttersprache (slowenisch) und danach umgekehrt übersetzt haben. Die Analyse der Übersetzungen hat gezeigt, dass die Studierenden der Übersetzung ihre Aufgabe besser gemeistert haben; überraschend war es, dass es zu großen qualitativen Unterschieden auf den grundlegenden sprachlichen Ebenen kam – Rechtschreibung, Morphologie, Syntax –, was auf mangelhafte muttersprachliche Kenntnisse der Studierenden hinweist. Deswegen ist es von großer Bedeutung, dass man im Rahmen des Studiums an der muttersprachlichen Kompetenz weiterarbeitet, damit die Studierenden sie später, beim professionellen Sprachgebrauch einsetzen können.

Im weiteren Verlauf des Experiments haben die Studierenden einen slowenischen Text in ihre erste Fremdsprache übersetzt. Da man dem Erwerb der fremdsprachlichen Kompetenz beim Studium der Fremdsprachen viel Aufmerksamkeit widmet, haben wir erwartet, dass diesmal die Übersetzungen der Studierenden von der linguistischen Abteilungen viel kohärenter werden als die der Übersetzung-Studierenden. Doch sprachen die Ergebnisse eine andere Sprache: Nur bei einer Sprachkombination waren die Übersetzungen der Studierenden an der linguistischen Abteilung besser als die Übersetzungen der Studierenden an der Übersetzungsabteilung und noch hier haben die Letzteren bei den Lösungen auf der stilistischen und Bedeutungsebene besser abgeschnitten.

Da die stilistischen Elemente und die Textbedeutung am engsten mit der muttersprachlichen Kompetenz verbunden sind und da die Übersetzungen der Übersetzungstudierenden in die erste Fremdsprache bei zwei Sprachkombinationen besser waren, konnte etwas überraschend die wichtige Rolle der muttersprachlichen Kompetenz für das Übersetzen in eine Fremdsprache bestätigt werden. Das spricht dafür, dass die Entwicklung einer hohen muttersprachlichen Kompetenz nicht nur bei der Ausbildung der angehenden Übersetzer eine wichtige Rolle spielt, sondern auch bei der Ausbildung aller zukünftigen Fachleute, die mit den Texten arbeiten werden – sowohl in der Mutter- als auch in der Fremdsprache.

✎ **Abstract**

The paper presents the results of a comparative study of language and translation students' translations into their first and second language. We compared the curricula of one translation department and three language departments (English, German and Italian) at the University of Ljubljana to see how many contact hours are dedicated to the instruction of both languages. We found that while the translation curriculum gives much attention to the development of first-language competence, there is little or no time dedicated to this in the language departments. We also conducted an experiment in which third-year students from the four departments translated a text from the second language (English, German or Italian) into the first language (Slovene). The results showed an expected advantage of translation students in translating from the second language to the first. There was an unexpected quality gap between the groups on the basic levels of morphology, syntax and punctuation, which indicates that the students come to university with insufficient competence in their first language, and that continuous instruction is necessary at the university level to train them to use it professionally. In the follow-up experiment, third-year students of the same departments did a translation from their first language into their second languages. We expected that the quality of language students' translations would surpass the quality of translations done by translation students, because of the focus on the foreign language at the language department. This was the case, however, in only one of the tested groups, and even there, on the level of meaning and style, the translation students did slightly better than language students. Since those two levels are closely connected to the higher-level reading competence in the first language, these results somewhat surprisingly indicate that even in translation from the first language into the second language, the competence in the first language might play an important role, and that first-language instruction is not only fundamental in

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the training of future professional translators, but also a necessary part of education in all study programs that train students to work with texts – in their mother tongue as well as in foreign languages.

 **ZIMÁNYI, KRISZTINA; SULZER, CHRISTOF; O'SHEA, JOHN**

Universidad de Guanajuato

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

THE MAKINGS OF A DIPLOMA COURSE IN TRANSLATION IN CENTRAL MEXICO

 **Palabras clave / Paraules clau / Keywords**

Diploma in translation, Mexico, pilot study

 **Abstract**

On realizing the scarcity of professional training opportunities for translators in third level institutions in Central Mexico, we set out to complete a research study on the state of the art of translation in the State of Guanajuato, where our university, Universidad de Guanajuato, is located.

With the objective of establishing a diploma course at the Department of Languages of Campus Guanajuato, we interviewed and / or surveyed

- practitioners (translators who have been working for a number of years whether certified by local authorities to carry out the translation of legal documents or not);
- industry representatives who could shed light on the growing demand of language services in a progressive business environment (in the so-called Industry Corridor of the Bajío area were the automobile manufacturing and its service industries as well as a variety of clothes and shoes production-related commerce has recently sprung up);
- high school and university students' interest in potential courses in translation (with special reference to students in social sciences and humanities and language strands);
- as well as university staff's requirements for publishing in foreign languages (due to the increased pressure to produce research output in international journals, translating articles into English has become more common).

As the final stage of the investigation, we plan to run a pilot of the diploma course we designed based on the findings of the data we collected from the sources mentioned previously. In order to benefit the most from the pilot course, we are implementing a variety of feedback processes in order to arrive at a final course design that suits the potential student population as well as responds to the needs of the local service users.

Apart from a pre-course needs analysis, a mid-term survey and a final evaluation of the overall course, we opted to work within a reflective practice framework whereby the course participants become co-researchers and active contributors to decisions regarding the language pairs involved, the outline and content of the individual modules (Introduction to Strategies and Techniques of Translation; The History of Translation Theories; Issues in Translation (including ethics, technical advances, intercultural issues, etc.); a Specialization).

We propose to present the evaluation techniques and processes involved and the analysis of the findings that result from the feedback obtained. We hope that they provide us with conclusive evidence as to the verification of the plan to launch the diploma course in earnest.

☞ **ZIMÁNYI, KRISZTINA**

Universidad de Guanajuato

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

TEACHING THE SAME CLASS? NOT SO. TWO RESPECTIVE VERSIONS OF AN INTRODUCTORY TRANSLATION COURSE FOR ENGLISH AND SPANISH AS A FOREIGN LANGUAGE TEACHER TRAINEES

☞ **Palabras clave / Paraules clau / Keywords**

Elective translation class, language teacher training, Central Mexico

☞ **Abstract**

The Language Department at Campus Guanajuato of the Universidad de Guanajuato in Central Mexico runs two essentially parallel undergraduate training courses for future language teachers: one for teachers of Spanish as a second language and another for English for speakers of other languages. The two courses mirror each other as far as their structure is concerned, thus, the two include a series of core as well as elective modules. Among the latter, the students can take an introductory course to translation techniques and strategies. While the course descriptors, the content and the approaches are identical, due to the obvious difference in the student population, their level and knowledge of other languages, their work prospects and the demand for translation, the theoretically twin courses show some variance.

The aim of the proposed presentation is to discuss the variables to be considered when designing and delivering the course through a continuous course evaluation by the students enrolled in the courses and a reflexive diary on the teacher's part. Apart from the customary needs analysis and course-end evaluation, a survey has been designed to receive constant feedback from the participants in order to cater for their interest and match their abilities. The surveys are delivered online in google for easy analysis at the end of each class to maximize the students' contribution to the study. The mostly quantitative data from their answers will feed into the teacher's reflexive practice and will, hopefully, benefit a revision of the course design.

For historical reasons, given the teacher's previous experience in imparting the course on the English teacher training program, the adjustments are expected to be made on the Spanish teacher training BA, although a reverse process is also envisaged. The paper will present the student profiles (including age, interests, years of study, knowledge and level of other language(s), possible previous experience in translation), the significant positive or negative instances of feedback, entries from the teacher's reflexive diaries and the arc of the newly emerging course design.

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✎ **AGUILAR-AMAT, ANNA; MESA-LAO, BARTOLOMÉ**
Universitat Autònoma de Barcelona; Copenhagen Business School

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

✎ **Título / Títol / Title** ✎

EL PAPEL DEL ESQUEMA GRÁFICO EN LA MEDIACIÓN LINGÜÍSTICA Y LA ENSEÑANZA DE LA TRADUCCIÓN ESPECIALIZADA

THE ROLE OF THE GRAPHIC REPRESENTATIONS IN LINGUISTIC MEDIATION AND TRAINING OF SPECIALIZED TRANSLATORS

✎ **Palabras clave / Paraules clau / Keywords**
Sistemas conceptuales, terminología, traducción especializada / Conceptual systems, terminology, specialized translation

✎ **Resumen / Resum**

El mediador lingüístico, ante un texto especializado, recurre a la construcción de un esquema gráfico de sus contenidos. El objetivo de este esquema o diagrama es diseñar estructuras mentales que distingan los conceptos principales de los conceptos subordinados y emplacen los referentes. Esta comunicación revisará el papel del sistema conceptual (o esquema gráfico) en la formación de mediadores lingüísticos en contextos de traducción especializada.

Esquematizar es una actividad común en el proceso de aprendizaje. Las abstracciones y la jerarquía conceptual (la creación de estructuras de conceptos relacionados entre sí) ayudan a comprender y representar una posible aproximación a la realidad. La construcción de un texto especializado se basa siempre en una organización de conceptos y la representación de estos conceptos en forma de diagrama sirve para comprender, explicar y conectar estos conceptos. Esta actividad, cuando se realiza en el aula, es funcionalmente útil cuando pretendemos despojar a un texto de la verbosidad de la sintaxis y el estilo para centrarnos en las ideas básicas. De algún modo se trata de una «traducción» que va de lo verbal e idiomático a lo conceptual.

Para conseguir que un esquema cumpla su función en la comunicación entre el experto, el aprendiz de especialista y el lego es importante que el diagrama sea coherente y no encripte la información. Sin embargo, el proceso de esquematización conceptual que realiza un mediador lingüístico puede llevar a la creación de un nuevo sistema, ya que si el mediador ordena los conceptos desde la terminología específica que encuentra en un texto (enfoque *bottom-up*) el resultado puede no encajar con la taxonomía propuesta por el experto (enfoque *top-down*).

En esta comunicación desambiguaremos los conceptos con los que nos referimos a los diferentes esquemas de representación conceptual que pueden utilizarse en el aula (i.e. (árbol de campo, mapa conceptual, diagrama conceptual, diagrama de flujo, diagrama radial, *mind map* o red conceptual) para el desentramado de conceptos aplicado a la formación de mediadores lingüísticos en contextos de traducción especializada.

✎ **Abstract**

Any linguistic mediator working with a specialized text uses a graphic representation to outline its contents. The aim of this graphic scheme is to draw mental structures that distinguish the main concepts from the subordinate ones, while linking them to their linguistic referents. This presentation will approach the role of the conceptual systems (or graphic representations) for training linguistic mediators in the context of specialized translation.

Outlining is a common activity in learning processes. Abstractions and conceptual hierarchies (creating structures of linked concepts) help to understand and represent a given approach to reality. Building a specialized text is a process based on the organization and representation of concepts in the form of a diagram that serves to understand, explain and connect these concepts. This activity, when performed in the classroom, is functionally useful when we try to strip a text from the verbosity of its syntax and style to focus on the conceptual level. Somehow it can be understood as a "translation" process moving from verbal and idiomatic representation to a conceptual representation.

In order to fulfill its role in communication between experts, expert trainees and non-experts in the subject matter, it is important that the diagram is consistent and without encrypted information. However, when unravelling a given conceptual system, linguistic mediators can create new approaches to such systems, since they will mainly reach the concepts from the specific terminology in a text ('bottom-up' approach) while the expert may suggest another way to organize concepts ('top-down' approach).

This communication will introduce different ways to work with conceptual representations (i.e. conceptual maps, flow chart, radial diagram, mind map or conceptual network) in the classroom for training future linguistic mediators in the context of specialized translation.

☞ **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

☞ **Título / Títol / Title** ☞

PRÁCTICA DE LEXICOGRAFÍA EN LA ENSEÑANZA DE LA LENGUA DE ESPECIALIDAD (ESPAÑOL JURÍDICO)
 LEXICOGRAPHIC PRACTICE IN THE TEACHING OF THE LANGUAGE OF SPECIALIZATION (LEGAL SPANISH)

☞ **Palabras clave / Paraules clau / Keywords**

Checo-español, glosario, colocación terminológica / Spanish-Czech, glossary, terminological collocation

☞ **Resumen / Resum**

El proyecto que se lleva a cabo en el Departamento de Idiomas de nuestra facultad dentro del marco del curso “Español Jurídico” consiste en elaboración de un glosario español-checo basado en textos de monografías representativas de las principales ramas de derecho (constitucional, administrativo, civil, penal, procesal).

Los estudiantes desarrollan en esta práctica sus capacidades de organización y de trabajo en grupo. Cada uno es responsable de de recopilación de términos jurídicos y sus colocaciones de una parte del texto y de la traducción de las respectivas entradas. Finalizada esta parte, se comparan los resultados de todos los participantes, se discuten en grupo y se da la forma definitiva al glosario colectivo.

Esta simple práctica de lexicografía ayuda a los estudiantes de una rama no filológica a comprender mejor el concepto de término/colocación terminológica en el vocabulario técnico y general, les sugiere un uso más premeditado y crítico de los diccionarios e instrumentos lingüísticos electrónicos y, por último, les enseña compartir los resultados de su trabajo con sus colegas. (Cada edición del glosario está disponible a todos los estudiantes matriculados en la asignatura “Español jurídico” y para el futuro se planea su publicación on-line a nivel universitario.)

☞ **Abstract**

The legal area in the Czech Republic puts an increasing emphasis on the model of a lawyer capable of expressing the terms of his/her professional field in a foreign language and even of translating legal standards, court rulings or contracts. Translations are less and less assigned to persons without a legal background while lawyers with broad linguistic competences assume the pivotal role.

The Department of Foreign Languages of our Faculty – which strives to provide future solicitors, judges, public prosecutors and other civil servants with appropriate linguistic instruments for the sake of their professional practice – has responded to this situation by incorporating a project aiming at familiarising students with the philological methods of interpretation of legal texts into its teaching of legal language.

The project specifically consists in preparing a Spanish-Czech glossary based on texts excerpted from representative monographs from the main branches of law (i.e. constitutional, administrative, civil, criminal and procedural law).

In the framework of this practical training, students develop their organisational and group work capacities. Each student is responsible for compiling, from a part of a given text, legal terms and their collocations and for translating the individual entries. Once this part is finished, results of all participants are compared, subsequently discussed in group and then a final version of the glossary is collectively drafted.

Such a simple lexicographic practice helps non-philological students understand better the concept of term / terminological collocation in general as well as technical dictionaries, gives them guidelines for a more careful and critical use of electronic dictionaries and other electronic language instruments and also trains them in sharing results of their work with the colleagues. (Each edition of the glossary is available to all the participants of the course “Legal Spanish”; its on-line publication on the level of the entire university is planned for future.)

☞ **FARIA, JULIANA GUIMARÃES; BARBOSA, DIEGO MAURÍCIO**

Universidade Federal de Goiás

☞ **Àmbit / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

REFLEXÕES SOBRE A PROPOSTA DE FORMAÇÃO DO INTÉRPRETE DE LÍNGUA BRASILEIRA DE SINAIS NA
UNIVERSIDADE FEDERAL DE GOIÁS - BRASIL

*REFLECTIONS ON THE PROPOSAL FOR TRAINING OF BRAZILIAN SIGN LANGUAGE INTERPRETER AT THE
UNIVERSIDADE FEDERAL DE GOIÁS (UFG) - BRAZIL*

☞ **Palabras clave / Paraules clau / Keywords**

Intérprete, língua brasileira de sinais, formação / Interpreter, Brazilian sign Language, training

☞ **Resumen / Resum**

O tema dessa comunicação é uma reflexão sobre a formação do intérprete de língua brasileira de sinais. Tem como objetivo refletir sobre a importância da formação e as competências e habilidades necessárias para a atuação do intérprete de língua de sinais, relatando a proposta construída pela Universidade Federal de Goiás, no Brasil. Foram desenvolvidas reuniões de trabalho na Universidade Federal de Goiás para discussão sobre as habilidades e competências necessárias para a formação do intérprete de línguas de sinais no Brasil e consultados resultados de pesquisas e legislações nacionais da área. Identificou-se que 88% dos intérpretes de línguas de sinais no Brasil atuam no campo educacional (MARTINS, 2013) e que a legislação exige formação mínima para nível médio (Lei 12.319/2010), porém há instrumentos jurídicos (Decreto 5626/2005 e Lei 13.146/2015) que recomendam a formação do intérprete em nível superior, em cursos de bacharelado, inclusive exigindo formação em cursos superiores para intérpretes atuantes em escolas de nível médio e ensino superior. A Universidade Federal de Goiás iniciou a oferta do curso de Bacharelado em Letras: Tradução e Interpretação em Língua Brasileira de Sinais/Português em 2014 e a sua proposta inicial se assemelhava ao currículo de formação do professor de Língua Brasileira de Sinais. Entretanto, após estudo e reuniões de trabalho da equipe de professores, houve alteração da proposta de formação, identificando que há necessidade de ter um foco maior voltado às habilidades e competências de um profissional intérprete, em detrimento ao professor da língua alvo. Assim, a proposta inicial de desenvolver a reflexão analítica e crítica sobre a linguagem como fenômeno psicológico, educacional, social, histórico, cultural, político e ideológico, a nova proposta de formação do intérprete passou a ser de desenvolver o domínio dos conteúdos, métodos e técnicas que são objeto dos estudos da tradução e seus respectivos processos de tradução e interpretação em diversos contextos sociais. O foco da formação, que estava apenas no amplo campo da linguagem, passou a considerar a especificidade da interpretação em diferentes contextos sociais, comunitários e de conferência.

☞ **Abstract**

The topic of this communication is the education of the interpreter of the Brazilian Sign Language. It aims at reflecting on the importance of the education and the competences and skills needed for the actuation of the sign language interpreter, reporting the proposition built by the Universidade Federal de Goiás, in Brazil. Work reunions were developed at the Universidade Federal de Goiás to discuss the skills and competences needed for the education of the sign language interpreter in Brazil and research results and national laws on the area were referred to. It was identified that 88% of the sign language interpreters in Brazil work in the educational area (MARTINS, 2013) and that the law demands a minimal education for high school (Law 12.319/2010), however there are legal instruments (Decree 5626/2005 and Law 13.146/2015) that recommend the education in higher learning courses for interpreters working in high schools and higher level institutions. The Universidade Federal de Goiás began to offer the course of Translation and Interpretation in Brazilian Sign Language/Portuguese in 2014, and its initial proposition was similar to the educational syllabus of the Brazilian Sign Language teacher. However, after studies and work reunions of the team of teachers, the proposition was altered, identifying that it is necessary to have a greater focus on the skills and competences of a professional interpreter, instead of those of a teacher of the target language. Thus, the initial proposition of developing analytical and critical reflection about the language and as a psychological, educational, social, historical, cultural, political and ideological phenomenon, the new proposition of education for the interpreter started to be to develop the domain of the contents, methods and techniques that are the object of the studies of translation and its respective processes of translation and interpretation in several social contexts. The focus of the education, which was only in the wide field of language, started to consider the specificity of the interpretation in different social, communal and conference contexts.

☞ **HADDAD, ANIS BEHNAM NAOUM**

Al-Hamdaniya University

☞ **Àmbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

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

☞ **Palabras clave / Paraules clau / Keywords**

Back translation, quality assurance, translation competence

☞ **Abstract**

This paper differs from normal BT service and studies in that the student translator (not the client) decides on the accuracy and reliability of the translation depending on a well-defined set of criteria relevant to the text type and style. It also differs in that the text selected is neither a legal document nor a scientific report as usually practiced in BT service, but an ordinary political text. The study focuses on whether or not back translation is really needed in training student translators. If needed, to what extent may it contribute to improving translation quality with regard to the target language readers' expectation? To what extent is it useful as a pedagogical exercise intended to evaluate and improve translational competence?

An English political text translated into Arabic by a 4th-year-student (2006) has been fully edited and retranslated by five MA students as a team work during their 1st term study in the Department of Translation, University of Mosul. The agreed upon Arabic translation was given back to the MA students by the end of the 2nd term to be individually translated back into English. The back-translated texts elements in the texts were compared with the original to detect ambiguity, and to guarantee its accuracy, text integrity, pragmatic adequacy and readability. Moreover, short interviews were held with the test subjects shortly after back translating the text into Arabic (2nd attempt) in which some basic questions intended to illicit specific information about the reliability and degree of accuracy of BT as a translation quality assurance technique were raised. In order to verify the results, the 1st attempt and the 2nd attempt of BT were compared with reference to the test subjects' answers during the interviews.

Building on the experience that the translators got from their first performance, they modified their first cognitive model of the text by reconsidering the global context of the text and reshaping the political scene in their minds to suit what was originally intended. Moreover, the second performance, which was a bridge to the first performance, managed to overcome a lot of instances of translation inconsistencies: reducing the number of lexical errors, enhancing coherence, and enabling the back translated text to have the intended effect on the target readers.

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

✎ **Título / Títol / Title** ✎

TRANSLATOR TRAINER'S INTERPERSONAL COMPETENCE AND E-LEARNING ACTIVITIES

✎ **Palabras clave / Paraules clau / Keywords**
Translator trainer's competence, E-learning, interpersonal skills

✎ **Abstract**
The study is an attempt to answer the question whether regular translator training classes at the university level can be replaced with remote learning courses, without the physical presence of the instructor in the classroom. The starting point for the deliberations is the role of a translator trainer/teacher and his or her interpersonal skills required in the educational process. While field competence and pedagogical competence are traditionally perceived as the foundations for translation teaching skills, psychological and emphatic abilities of a translator trainer seem equally important. A good teacher should be able to adjust the course design and class activities to learning styles of individual students. This is particularly true for translation classes, where students work at their own pace, adopting various strategies to complete the task, sometimes treating translation as an intimate activity and reluctant to show their draft texts. Yet, even this group seeks the advice and instruction of the teacher during the process of task completion, which requires the teacher to take a deliberate psycho-educational approach. Theoretical reflections and personal observations are backed up with the results of the survey conducted among English Philology students on their expectations concerning practical translation classes and their form. The students expect and highly value the active presence of a teacher, ready to provide practical advice and show the path leading to the choice of the appropriate translation strategy. The main conclusion that can be drawn from the study is that interpersonal competence and the presence of a translator's trainer in the classroom is highly important in running the translation course. The final feedback and evaluation of a completed translation task submitted via an e-learning platform is not enough to support the students in gaining translator's skills. Since the role of a competent teacher, a specialist in the field, an experienced instructor with high interpersonal skills is crucial in the learning process, remote learning activities may constitute a valuable complement to other instruction methods in the translation teaching curriculum, yet they should not replace them entirely.

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

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LA TERMINOLOGÍA SOCIOPROFESIONAL DE LA TRADUCCIÓN EN EL MERCADO HISPANO: DICCIONARIO
SOCIOPROFESIONAL DEL TRADUCTOR

*SOCIO-PROFESSIONAL TRANSLATION TERMINOLOGY ON THE HISPANIC MARKET: DICCIONARIO
SOCIOPROFESIONAL DEL TRADUCTOR*

☞ **Palabras clave / Paraules clau / Keywords**

Terminología socioprofesional, empoderamiento socioprofesional, servicios de valor añadido, proveedores de servicios de traducción / Socio-professional terminology, socio-professional empowerment, added value services, translation service providers

☞ **Resumen / Resum**

a) Objetivos del trabajo

Los objetivos de este diccionario se orientan a sistematizar la terminología socioprofesional básica empleada en el mercado hispano. De este objetivo general se desprenden otros dos: 1). Brindar una herramienta eficaz para que los traductores noveles hispanos puedan insertarse con éxito en el mercado laboral; y 2). Facilitar a los centros de formación de traductores una fuente de consulta que les permitirá familiarizarse con diversas prácticas y espacios laborales.

b) Descripción del estudio

Esta investigación terminográfica sistemática descriptiva circunscrita a la terminología socioprofesional está constituida por 307 unidades terminológicas cuyos destinatarios son estudiantes de traducción, docentes de traducción y de otros cursos relacionados con la traducción, traductores profesionales, encargados de centros de práctica, proveedores de servicios de traducción entre otros interesados.

El corpus de vaciado resulta representativo por cuanto está conformado por 337 fuentes y equilibrado por pertenecer a diferentes géneros textuales (artículos académicos, tesis doctorales y de maestría, estudios de mercado, entradas de blogs gremiales y profesionales, normas de calidad, normativa legal, páginas web empresariales).

En la macroestructura del diccionario se pueden encontrar dos prólogos, una introducción, las normas de uso, el árbol de campo, el lemarío propiamente dicho, las referencias y dos anexos.

En la microestructura se incluye la entrada, la categoría gramatical, el área y subárea temática en función del árbol de campo especialmente diseñado, la definición, el contexto seleccionado con un criterio didáctico y deontológico, la fuente del contexto, las remisiones, y las notas.

c) Resultados o conclusiones

Los géneros textuales que contienen mayor número de unidades terminológicas socioprofesionales son las fuentes de instituciones académicas y gremiales conjuntamente con las páginas web de proveedores de servicios de traducción seguidos por blogs profesionales.

Las áreas temáticas más productivas terminológicamente hablando fueron la relativas a la gestión empresarial (52%), herramientas (48%), servicios de valor añadido (45%) contratación y ejercicio profesional respectivamente con 42% cada una.

En lo tocante a recursos de formación, la sintagmación, que asciende al 80% del corpus terminológico des estudio, es a todas luces el más recurrente.

La terminología socioprofesional puede ser explotada por diferentes colectivos implicados en la traducción (estudiantes, docentes, proveedores de servicios, investigadores de mercado, centros de práctica, entre otros) para empoderar a los traductores. El conocimiento y uso activo de la terminología socioprofesional coadyuvará con el empoderamiento del traductor y la consecuente elevación de su estatus profesional.

☞ **Abstract**

a) Objective

The main objective of this study is systematizing the basic socio-professional terminology used on the Hispanic translation market. Other two objectives derived from this general objective are: 1) to provide an effective tool so that junior Hispanic translators may successfully join the labor market; and 2) to provide translators' training centers with a source of reference that may enable them to become familiar with various labor practices and working spaces.

b) Description

This systematic, descriptive and terminographic research is focused on socio-professional terminology and is composed of 307

terminological units. The target recipients are translation students, translation and translation-related course instructors, professional translators, internship center heads, translations service providers, among other interested parties.

The working corpus is a representative corpus composed of 337 sources - and is a balanced one since different textual genres have been included (academic papers, doctoral and master's theses, market surveys, association and professional blog entries, quality standards, legal rules, business webpages.)

The macrostructure of the Dictionary is composed of two prologues, one introduction, the rules of use, the conceptual structure, terminological unit entries, references and two appendixes.

The microstructure of the Dictionary is composed of the entry, grammatical category, thematic area and subarea based on a specially-designed concept structure, definition, selected context with some didactic and deontological criteria, source of context, cross references and notes.

c) Outcome or conclusions

The genres that contain most socio-professional terminological units are sources of academic and association institutions jointly with webpages from translation service providers followed by professional blogs.

Speaking about terminology, the most productive thematic areas related to business management (52%), tools (48%), added value services (45%) hiring and professional exercise, respectively, with 42% each.

Regarding most frequent formation resources, the syntagmatic formation represents 80% of the corpora, and is evidently the most recurrent.

Socio-professional terminology may be used by different translation-related groups (students, professors, service providers, market researchers, internship centers, among others) for translator's empowerment. Knowledge and active use of socio-professional terminology shall contribute to translator's empowerment and the subsequent improvement of their professional status.

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

✎ **Título / Títol / Title** ✎

MODES OF TRANSFER AS A KEY TO SUCCESSFUL TRAINING OF SIGHT TRANSLATION

✎ **Palabras clave / Paraules clau / Keywords**

Sight translation, modes of transfer, didactics

✎ **Abstract**

This paper attempts to answer the question: what should be considered when devising a model of sight translation teaching? I will be looking for answers in a holistic model of translation competences developed for sight translation by J. Żmudzki (2015) focusing on a translation competence to perform operations which underlie the process of sight translation, especially translation transfer.

Effective training of translation skills depends on the knowledge which competences should be developed in order to satisfactorily perform a given type of translation. It can help both trainees and teachers. Those who undergo a translation course can discover their strengths and weaknesses or plan how to work on their deficits. On the other hand, translation teachers can devise an effective model for translation teaching, choose most suitable methods and describe desired learning outcomes.

In his holistic model of translation competences developed for sight translation J. Żmudzki (2015) identifies a translation competence to perform operations which underlie the process of sight translation (reception of the source text, translation transfer and production of the source text). The paper describes briefly all four modes of transfer and attempts to spark a discussion on their application and training possibilities.

Current translation teaching focuses only on the training of simulative translation transfer, yet translation teachers should prepare their trainees for the challenges of the profession and practise all four modes of transfer (synthesizing, descriptive, explicative and simulative) during translation classes so that they are able to apply a given mode of transfer, e.g. when the translator initiator states: "Please don't translate the whole text. Tell me if its author agrees with our demands."

The role of sight translation teachers should be to choose most suitable methods and tools to develop translation competence to perform operations underlying the process of sight translation (reception of the source text, translation transfer and production of the source text). Moreover, they should include the training of all four modes of transfer in order to prepare their trainees for translation situations they will be faced with as professional translators.

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

⇄ **Título / Títol / Title** ⇄

SHAPING THE INTERPRETERS OF THE FUTURE, AND OF TODAY: EL PROYECTO SHIFT

SHAPING THE INTERPRETERS OF THE FUTURE, AND OF TODAY: THE SHIFT PROJECT

⇄ **Palabras clave / Paraules clau / Keywords**

Oralidad, didáctica de la interpretación, interpretación a distancia / Orality, Interpreter training, remote interpreting

⇄ **Resumen / Resum**

Como consecuencia de la globalización y del continuo desarrollo y mejora de las TIC, la lengua hablada viaja a través de nuevos dispositivos y medios. Tendencias análogas se pueden observar en el ámbito de la interpretación de lenguas orales donde, además de la tradicional interpretación presencial (donde el intérprete y los interlocutores comparten el mismo espacio), la interpretación a distancia se está difundiendo a través del uso del teléfono y de la videoconferencia. Se precisa, pues, una importante actualización de los modelos teóricos existentes de discurso oral y comunicación mediada por el intérprete, y de los enfoques existentes a la didáctica de la interpretación.

A partir de estas premisas, el proyecto SHIFT, financiado dentro del programa ERASMUS+, ha constituido una red europea – formada por universidades que ofrecen programas de interpretación junto a empresas de interpretación- cuyo objetivo es el de desarrollar una solución pedagógica completa para la formación de intérpretes a distancia a nivel universitario y de formación permanente. Dicha solución se basará en: a) un análisis detallado de la oralidad en la comunicación monolingüe a distancia (inglés, español, italiano) y de la comunicación mediada por intérprete a distancia (italiano/español, inglés/español, italiano/inglés) y b) un análisis de mercado con el objetivo de analizar la demanda actual y futura de interpretación remota y, por consiguiente, las implicaciones formativas.

Ya que la demanda de interpretación a distancia está aumentando especialmente en el sector público y en el empresarial, donde la modalidad de interpretación empleada con más frecuencia es la dialógica, el proyecto se centrará en la didáctica de la interpretación dialógica a distancia.

⇄ **Abstract**

As a result of globalization and of the continuous development and improvement of ICT, spoken language travels through new devices and media. Similar trends can be observed in the field of spoken-language interpreting where, alongside traditional onsite interpreting (i.e. where the interpreter and the speakers share the same space), remote interpreting is spreading through the use of telephone and videoconferencing. There is therefore a strong need for updating existing theoretical models of oral discourse and interpreter-mediated communication, and existing approaches to interpreter education.

Against this backdrop, SHIFT, an Erasmus+ funded three-year project, will create a European network - consisting of universities offering interpreting programmes and of interpreting service providers - whose goal is to develop a comprehensive pedagogical solution for training in remote interpreting at HE level and in Lifelong Learning. This will be based on a) an in-depth study of orality in remote monolingual communication (English, Spanish, Italian) and remote, interpreter-mediated communication (for Italian<->Spanish, English<->Spanish, Italian<->English), and b) a market analysis to gain an in-depth understanding of the current and future demand for remote interpreting and the educational implications. Given that the demand for remote interpreting is growing especially in public service and business interpreting, where the main mode of interpreting is dialogue interpreting, the project will focus on the teaching of remote interpreting in dialogue situations.

LISTA • LLISTA • LIST
de PARTICIPANTES & de PARTICIPANTS
of PARTICIPANTS



Por orden alfabético

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Proceso de Adquisición de la Competencia Traductora y Evaluación
Procés d'Adquisició de la Competència Traductora i Avaluació
Process in the Acquisition of Translation Competence and Evaluation




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