

didTRAD·PACTE 2018

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

**IV Congrès Internacional sobre Investigació
en Didàctica de la Traducció**

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

Grupo | Grup | PACTE | Group

20-22 junio | *juny* | June 2018

UAB

Universitat Autònoma de Barcelona

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Aitor Martínez Bastidas
Jacqueline Minett

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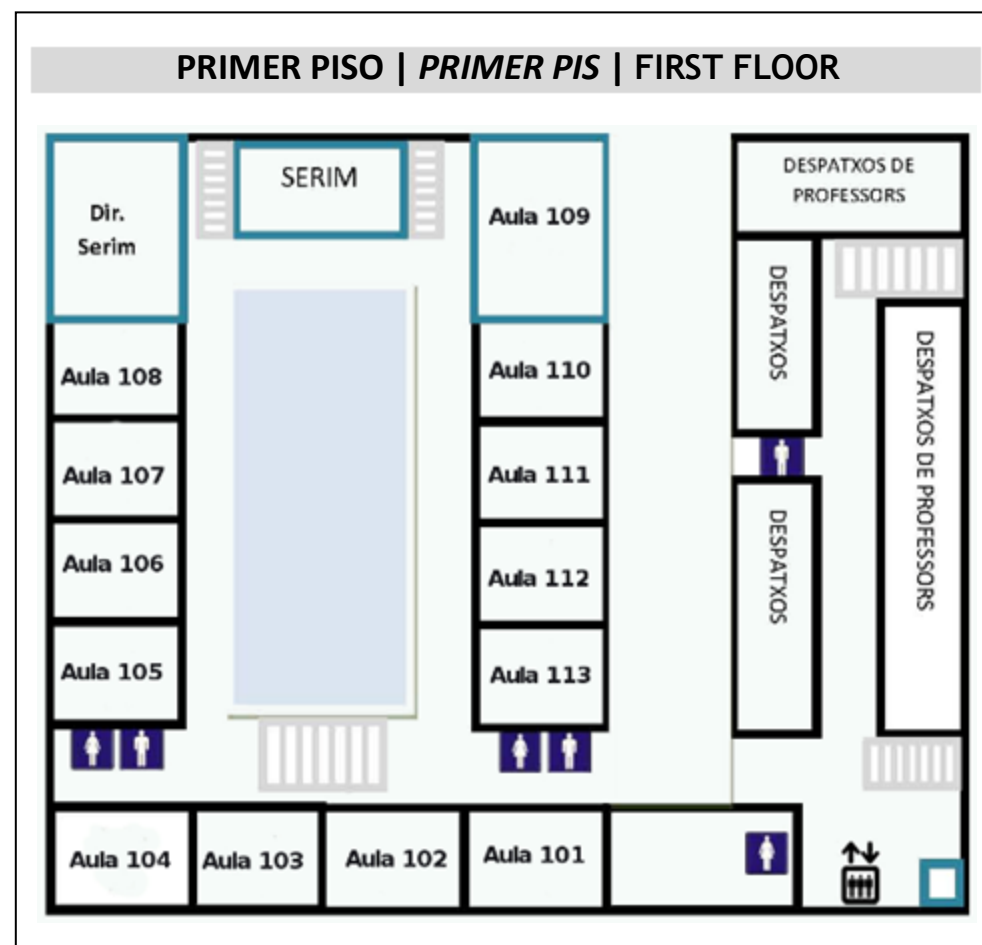
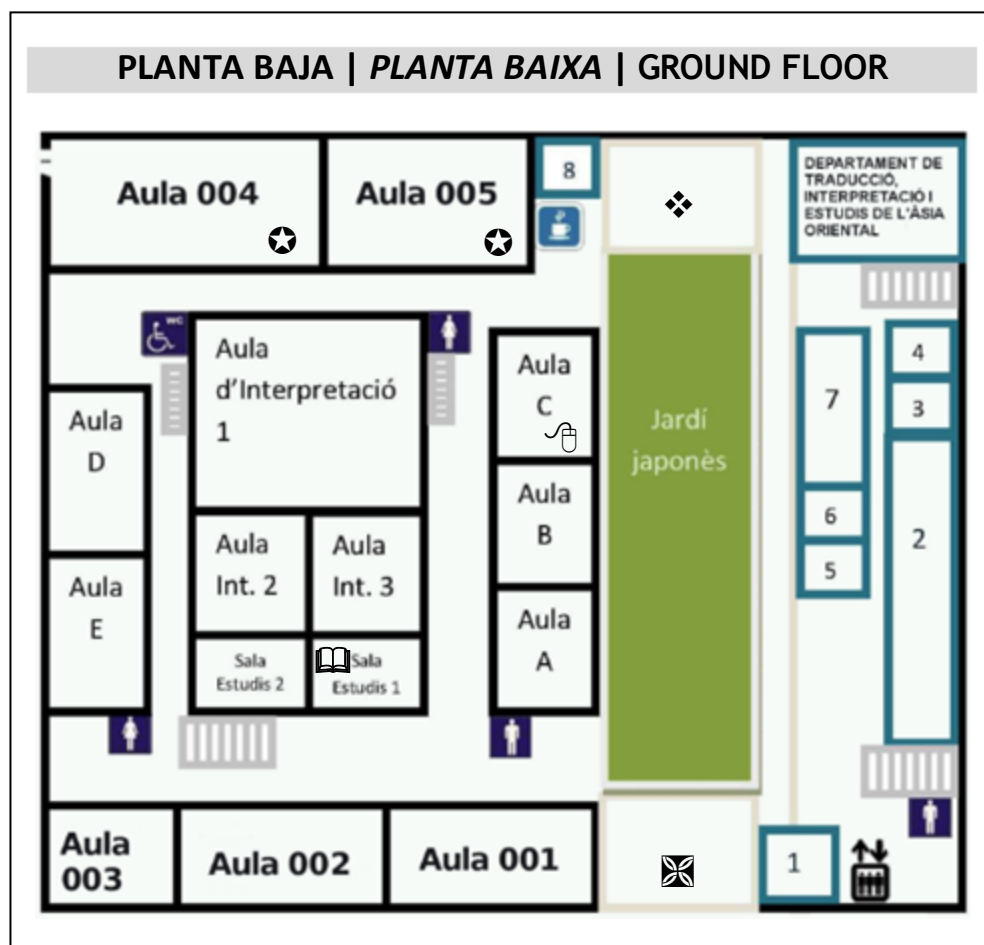
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LINGÜÍSTICOS Y TRADUCCIÓN

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- ✳ Entrada | Entrance
- ★ Sesió plenària | *Sessió plenària* | Plenary Session
- ❖ Pausa cafè | *Pausa cafè* | Coffee Break
- 🖥 Aula multimèdia | *Aula multimèdia* | Computer Lab
- 📖 Exposició de llibres | *Exposició de llibres* | Book exhibition

PROGRAMA

PROGRAMME

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PACTE

Departament de Traducció i d'Interpretació



20/06/2018

13:00 – 15:00h	Recepción Recepció Registration				
15:00 – 15:30h	Inauguración Inauguració Opening				Aula • Room 4
	Dr. Joaquín Beltrán <i>Director • 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	Dr. Albert Branchadell <i>Decano • Degà • Dean</i> FACULTAT DE TRADUCCIÓ I D'INTERPRETACIÓ	Dra. Amparo Hurtado Albir <i>Investigadora principal • Principal Researcher</i> GRUPO GRUP PACTE GROUP	
	<i>Interpretación simultánea / Interpretació simultània / Simultaneous interpretation: CATALÀ > ESPAÑOL/ENGLISH</i> <i>Interpretación de lengua de signos / Interpretació de llengua de signes Sign language interpreting</i>				
15:30 – 16:30h	Conferencia plenaria Conferència plenària Plenary Session				Aula • Room 4
Dr. Defeng Li – “Teaching of Translation Technology: Curriculum, Methods and Teacher Education” • Moderador Chair: Patricia Rodríguez-Inés					
<i>Interpretación simultánea / Interpretació simultània / Simultaneous interpretation: ENGLISH > ESPAÑOL</i>					
16:30 – 17:00h	Pausa café Pausa cafè Coffee break				
17:00 – 18:45h	[ET] Aula-Room 101	[INT] Aula-Room 102	[LT] Aula-Room 103	[DC] Aula-Room 104	[AP] Aula-Room 5
Sesión 1 <i>Sessió 1</i> Session 1	NÚRIA D'ASPRER Moderador Chair	CARMEN BESTUÉ Moderador Chair	CHRISTIAN OLALLA-SOLER Moderador Chair	MARISA PRESAS Moderador Chair	ANABEL GALÁN-MAÑAS Moderador Chair
	Traducción y revisión grupales vs. <i>intentio auctoris</i> . Un modelo mixto de enseñanza de la traducción literaria Konstantinos Paleologos	A stimulated recall study on comprehension strategies for interpreting: implications for interpreter training Stephanie Díaz-Galaz	Translation Competence and Language Skills: How language-dependent is Translation Competence? Daniela Di Mango	Bridging the gap for journalistic translation training: Translation placement for new media journalism Ran Xu	Innovaciones en el sector de las PME de traducción de Francia. Implicaciones para la formación Anna Kuznik
	Una propuesta práctica para la formación de traductores literarios: experiencias del Laboratorio Trädūxit Barbara Bertoni	Explicitating for Fluency. Evidence from Trainee Interpreters' Retrospective Protocols Ewa Gumul	Desarrollo de una base de datos para facilitar el uso de distintos materiales en el estudio de kanji Alba Serra Vilella	Divulgación y traducción técnicas. Necesidades del mercado y nicho formativo Amaia Gómez-Goikoetxea	Las competencias del gestor de proyectos de traducción desde la perspectiva de formadores y empleadores Cristina Plaza-Lara
	La traducción de la poesía infantil y su aplicación didáctica Gloria Bazzocchi	The effect of note-taking on fluency in consecutive interpreting Hanne Cardoen	Lo que no se quiere discutir: ¿Quiénes son los profesores de lengua inglesa en programas de formación de traductores en Chile? Néstor Singer Contreras; Rosa Basaure Cabero	La práctica profesional de traducción: importancia de esta fase formativa en la consolidación de la competencia traductora Cristián Araya Medel	Crowdsourcing 101 for the Translation Curriculum: The Case of Amazon's Mechanical Turk Ivan Ortega-Santos
	[Ø]	[Ø]	[Ø]	Modelo transversal de portafolios / entorno personal de aprendizaje (PLE) en estudios universitarios de Traducción Marcos Cánovas Méndez	[Ø]

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

[AP] Enseñanza de aspectos profesionales

Ensenyament d'aspectes professionals | Teaching professional aspects

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

[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

[LS] Enseñanza de la interpretación y traducción de lenguas de signos | *Ensenyament de la interpretació i traducció de llengües de signes* | Teaching signed languages interpreting and translation

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


21/06/2018

09:15 – 10:30h	[ET] Aula-Room 101	[ET] Aula-Room 102	[INT] Aula-Room 103	[AP] Aula-Room 104	[ET] Aula-Room 4
Sesión 2 <i>Sessió 2</i> Session 2	ELSA HUERTAS-BARROS Moderador Chair Las estrategias de aprendizaje en la educación de traductores: para aprender a aprender Álvaro Echeverri	CHRISTIAN OLALLA-SOLER Moderador Chair Language competence and intercultural awareness in translator training: An observation of translation students' attitudes towards cultural differences between Italian and Maltese Sergio Portelli	ANNA GIL-BARDAJÍ Moderador Chair "Is this really worth the effort?" The role of introspection and self-assessment in interpreter training Elena Aguirre Fernández Bravo	GABRIELE GRAUWINKEL Moderador Chair ¿Para qué sirve la carrera de Traducción e Interpretación? Propuestas didácticas para fomentar el potencial de las competencias adquiridas durante el grado Ana Muñoz-Miquel	MESA REDONDA [3h] TAULA RODONA ROUNDTABLE La formación del traductor técnico Patricia Rodríguez-Inés [Moderadora Moderator] Cécile Frérot; Amaia Gómez Goikoetxea; Inna Kozlova; Maite Veiga
	¿Cómo desarrollar la autoeficacia del estudiantado de Traducción? Una experiencia formativa María del Mar Haro Soler	Realia as an area of analysis and an instrument in language, culture and translation teaching: working with contemporary and historical texts between Scandinavian languages and Italian Giovanni Fort	A Case Study of Arabic-Speaking Undergraduate Interpreter Trainees' Strategies: A Model for Classroom Practices Omar Atari	Sprachmittlerausbildung und Arbeitsmarkt: Perspektiven, Kompetenzen und Erwartungen der Hochschulabsolventen Goranka Rocco	
	Calibrated Parsing Items Evaluation: A Docimologically Valid and Reliable Translation Evaluation Method Alireza Akbari	[Ø]	Role-play for Simulation Purposes in Consecutive Interpreting Nihal Yetkin Karakoç	[Ø]	
10:30 – 11:00h	Pausa café <i>Pausa caffè</i> Coffee break				

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
- [AP] **Enseñanza de aspectos profesionales**
Ensenyament d'aspectes professionals | Teaching professional aspects

- [INT] **Enseñanza de la interpretación** | *Ensenyament de la interpretació* | Teaching interpreting
- [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
- [LS] **Enseñanza de la interpretación y traducción de lenguas de signos** | *Ensenyament de la interpretació i traducció de llengües de signes* | Teaching signed languages interpreting and translation
- [Ø] **Espacio sin comunicación** | *Espai sense comunicació* | Free slot

21/06/2018  CONT.

11:00 – 12:15h	[ET] Aula-Room 101	[ET] Aula-Room 102	[TC] Aula-Room 103	[AP] Aula-Room 104	[ET] Aula-Room 4
Sesión 3 <i>Sessió 3</i> Session 3	VERÓNICA LÓPEZ-GARCIA Moderador Chair Teaching audiovisual translation face-to-face and online: The challenges of offering the same curriculum through different delivery modes Carme Mangiron	GLORIA BAZZOCCHI Moderador Chair Un estudio empírico sobre la adquisición de la competencia traductora japonés-español. Diseño y resultados del estudio piloto Laura Asquerino Egoscozabal	ANNA KUZNIK Moderador Chair Compétence numérique - composante clé du professionnalisme du traducteur Natliya Nikolaevna Gavrilenko	ANA ALCAINA Moderador Chair Assessing interpersonal skills in translator training: the cases of INSTB Koen Kerremans; Maria Fernandez-Parra; Kalle Kontinen; Rudi Loock; Sonia Vandepitte; Iulianna van der Lek-Ciudin; Gys-Walt van Egdorn	MESA REDONDA [Cont.] TAULA RODONA ROUNDTABLE La formación del traductor técnico Patricia Rodríguez-Inés [Moderadora Moderator] Cécile Frérot; Amaia Gómez Goikoetxea; Inna Kozlova; Maite Veiga
	Volunteer Subtitle Translators Organizations as a Model for a Social Constructivist Approach to Translator Education Cavusoglu Ebru	Un estudio empírico sobre la adquisición de estrategias cognitivas para resolver problemas de traducción Olga Jeczmyk Nowak	Tecnologías de la traducción: nuevos perfiles profesionales y nuevas competencias en la formación de traductores María del Carmen Espín García; Pilar Cid-Leal; Marisa Presas	Modelling of excellence in translation Ingemar Strandvik; Ildikó Faber	
	A Missing Cornerstone - why do most audiovisual workflow management systems fail? Aleksei Kozulyaev	La curación de contenidos y la adquisición de la competencia traductora y cibercultural María Dolores Sestopal; Victor Hugo Sajoza Juric	Translator Education at a Crossroads: The Impact of Automation Begoña Rodríguez de Céspedes	Translation Quality Assessment: exploring the importance of engaging 'revision' in translation training Jun Yang	

ÀMBITS | ÀMBITS | TOPICS

- [ET] **Enseñanza de la traducción** | *Ensenyament de la traducció* | Teaching translation
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Ensenyament d'aspectes professionals | Teaching professional aspects

- [INT] **Enseñanza de la interpretación** | *Ensenyament de la interpretació* | Teaching interpreting
- [DC] **Diseño curricular en la formación de traductores e intérpretes**
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- [Ø] **Espacio sin comunicación** | *Espai sense comunicació* | Free slot


21/06/2018 ☞ CONT.

12:15 – 13:30h	[ET] Aula-Room 101	[AP] Aula-Room 102	[DC] Aula-Room 103	[LT] Aula-Room 104	[LS] Aula-Room 105
Sesión 4 <i>Sessió 4</i> Session 4	CHRISTIAN OLALLA-SOLER Moderador Chair Über Sprachenpaare hinaus: Literarisches Übersetzen in einem mehrsprachigen Kontext Klaus Kaindl	CÉCILE FRÉROT Moderador Chair Linking Academia and the World of Work: How a university can turn into a service provider. The case study of the Caribbean Interpreting and Translation Bureau (CITB) at the University of the West Indies (UWI) Eric Maitrejean	INNA KOZLOVA Moderador Chair New Trends of Translation Teaching at the Post Graduate Level in Algeria: A descriptive study of translation curricula and their transversal aspects at University of Algiers 2 Yasmine Kellou	ALLISON BEEBY Moderador Chair Rebranding translation in additional-language teaching Anthony Pym	JULIANA GUIMARÃES FARIA Moderador Chair Formação de Intérpretes e Tradutores de Língua de Sinais: constatações e desafios da atuação tradutória entre línguas e modalidades Carlos Henrique Rodrigues
	Growing with Translation: Language Majors and Literary Translation Courses at U.S. Universities Regina Galasso	On whose shoulders? - Investigating interaction, participation and roles in translation workflows in collaborative environments Dragoş Ciobanu; Alina Secară; Jun Yang	Política pública y competencia traductora: El desafío del diseño curricular para la enseñanza de la traducción en Chile frente a las barreras lingüístico-culturales del siglo XXI Rosa Isabel Basaure Cabero; Néstor Singer Contreras	Las competencias de traductores e intérpretes para la enseñanza de español como lengua extranjera (ELE) Carla Botella Tejera; M^a del Mar Galindo Merino	Contribuições da linguística aplicada: ensino de libras para tradutores e intérpretes Flávia Medeiros Álvaro Machado; Lucyenne Matos da Costa Vieira-Machado
	The versatility of the translating facilitator Patrick Williamson	Developing Curricula in Communities of Practice: Transcreation as a Way forward in the Changing Language Services Industry Elsa Huertas Barros; Juliet Vine	Development of a New Translator Education Program in Iran Farzaneh Farahzad; Samar Ehteshami	Un modelo de competencia en lenguas extranjeras orientada a la traducción Astrid Schmidhofer	Techniques deployed by spoken and sign language public service interpreters: a comparative study Agnieszka Biernacka; Aleksandra Kalata-Zawłocka
13:30 – 15:00h	Pausa comida <i>Pausa dinar</i> Lunch break				

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- [ET] **Enseñanza de la traducción** | *Ensenyament de la traducció* | Teaching translation
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21/06/2018  CONT.

15:00 – 16:15h	[ET] Aula-Room 101	[ET] Aula-Room 102	[LS · LT] Aula-Room 103	[INT] Aula-Room 104	[ET] Aula-Room 4
Sesión 5 <i>Sessió 5</i> Session 5	ÁLVARO ECHEVERRI Moderador Chair Teorías implícitas como base de una pedagogía para el cambio conceptual María del Carmen Espín García Marisa Presas	ALLISON BEEBY Moderador Chair Translation competence and expertise: a bone of contention? Catherine Way	CARLOS HENRIQUE RODRIGUES Moderador Chair Competências cognitivas: formação para interpretação simultânea de língua portuguesa para libras Flávia Medeiros Álvaro Machado	ANA ALCAINA Moderador Chair Teaching information and communication technologies: a proposal for the interpreting classroom Claudio Fantinuoli; Bianca Prandi	MESA REDONDA [3h] TAULA RODONA ROUNDTABLE Topsy-turvy testing: a bottom-up approach to translation competence Gys-Walt van Egdom [Moderador Moderator] Iris Schrijver; Fedde Van Santen; Heidi Verplaetse; Alireza Akbari
	Exploring the role of translation theory in advanced students' justifying of translation solutions Erja Vottonen	Results of a longitudinal multiple-case study investigating the development of translation competence in novice translators: strategicness of the translation process Marta Chodkiewicz	Formação de tradutores e intérpretes de línguas de sinais: um estudo comparado com a estrutura de proposta de formação de tradutores e intérpretes de línguas orais Juliana Guimarães Faria; Anabel Galán-Mañas	Exploring the added value of sight translation training for translation dictation with voice recognition Ludovica Maggi; Julián Zapata	
	Teaching Translation: From Theory to Practice. A Questionnaire-Based Study Hanan Bennoudi; Boutania Cherakoui	Educating translators for new roles and responsibilities: Interfacing with corporate and technical communication Gary Massey; Regine Wieder	[LT] La fase de comprensión y documentación, esenciales en el proceso traslativo. Estudio de los problemas surgidos en las aulas de traducción de LEA (Langues Étrangères Appliquées) Jorge Valdenebro Sánchez	[Ø]	
	Pausa café <i>Pausa cafè</i> Coffee break				

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- [ET] Enseñanza de la traducción | *Ensenyament de la traducció* | Teaching translation
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- [Ø] Espacio sin comunicación | *Espai sense comunicació* | Free slot

21/06/2018  CONT.

16:45 – 18:00h	[ET] Aula-Room 101	[ET] Aula-Room 102	[INT] Aula-Room 103	[ET] Aula-Room 4
Sesión 6 Sessió 6 Session 6	CATHERINE WAY Moderador Chair	MAITE VEIGA Moderador Chair	ANABEL GALÁN-MAÑAS Moderador Chair	MESA REDONDA [Cont.] TAULA RODONA ROUNDTABLE
	El aprendizaje colaborativo como metodología para desarrollar la autoeficacia del estudiantado de Traducción: un estudio empírico María del Mar Haro Soler	Teaching Journalistic Translation: a methodological pathway Glória Regina Loreto	Aspects multimodaux de la formation à l'interprétation pour les médias Andrey Kalinin	Topsy-turvy testing: a bottom-up approach to translation competence Gys-Walt van Egdorn [Moderador Moderator]
	Translation project in a translation classroom Ksenia Galuskina; Joanna Sycz-Opoń	Signo, texto, sentido: características de textos multimodales y su importancia en la práctica de la traducción Angelika Hennecke	Simultaneous Interpreting in Socio-Political Discourse: Discursive Approach to Interpreter Training Mariia Mikhailovskaia	Iris Schrijver; Fedde Van Santen; Heidi Verplaetse; Alireza Akbari
	[Ø]	Los géneros médico-jurídicos: propuesta didáctica para la traducción del Consentimiento Informado mediante las plataformas Gentt TransTools Paula Saiz Hontangas; Nati Juste Vidal	Technology and interpreter training: the example of virtual mock conferences Manuela Motta	
18:00 – 18:45h	Pòsters • Pòsters • Posters			
Sesión 7 Sessió 7 Session 7	Encuentro con los autores de los pósters Trobada amb els autors dels pòsters Meeting with the authors of the posters			Aula 1 Aula 1 Room 1

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 and interpreters

[AP] Enseñanza de aspectos profesionales

Ensenyament d'aspectes professionals | Teaching professional aspects

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

[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

[LS] Enseñanza de la interpretación y traducción de lenguas de signos | Ensenyament de la interpretació i traducció de llengües de signes | Teaching signed languages interpreting and translation

[Ø] Espacio sin comunicación | Espai sense comunicació | Free slot


22/06/2018

09:40 – 10:30h	[ET] Aula-Room 101	[ET] Aula-Room 102	[AP] Aula-Room 103	[TC] Aula-Room 104	[LT] Aula-Room 105
Sesión 8 <i>Sessió 8</i> Session 8	GABRIELE GRAUWINKEL Moderador Chair Anna Gil-Bardají	PATRICIA RODRÍGUEZ-INÉS Moderador Chair Natalia Peñín Fernández; Susana Álvarez-Álvarez	GARY MASSEY Moderador Chair Eric Maitrejean	PILAR SÁNCHEZ-GUÓN Moderador Chair Jean Nitzke; Silvia Hansen-Schirra; Anke Tardel	FIONA KELSO Moderador Chair Muriel Waterlot
	La enseñanza de la traducción del árabe al español/catalán: especificidades y retos pedagógicos	El error en la traducción inversa: Estudio de un corpus de traducciones de estudiantes italianos	From Booth Etiquette to Business Ethics instruction within a professional academic programme	DigiLing and training the translator of tomorrow	Functional & task based translation teaching in FLE
	Übersetzen in nicht-übersetzungswissenschaftlichen Studiengängen. Bestandsaufnahme und neue Ansätze für die Übersetzung Italienisch-Deutsch Anne-Kathrin Gärtig	Translation into a second Language Márcia Moura da Silva	The digital translators of tomorrow: resources and models offered by the DigiLing Project Alina Secară; Dragoş Ciobanu; Caroline Reiss	Snowball Effects and Snowfall Effects in Translation Classrooms: What Happens to Wikipedia Articles Developed by Trainees Piotr Szymczak	Segmentation as a key issue for translation students Alice Delorme Benites
10:30 – 11:00h	Pausa café <i>Pausa cafè</i> Coffee break				

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
- [AP] **Enseñanza de aspectos profesionales**
Ensenyament d'aspectes professionals | Teaching professional aspects

- [INT] **Enseñanza de la interpretación** | *Ensenyament de la interpretació* | Teaching interpreting
- [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
- [LS] **Enseñanza de la interpretación y traducción de lenguas de signos** | *Ensenyament de la interpretació i traducció de llengües de signes* | Teaching signed languages interpreting and translation
- [Ø] **Espacio sin comunicación** | *Espai sense comunicació* | Free slot

22/06/2018  CONT.

11:00 – 12:15h	[ET] Aula-Room 101	[ET] Aula-Room 102	[DC] Aula-Room 103	[LT] Aula-Room 104	[AP] Aula-Room 4
Sesión 9 <i>Sessió 9</i> Session 9	MAITE VEIGA Moderador Chair Propuesta de elaboración de material de enseñanza de traducción en el par lingüístico portugués-español Bruna Macedo de Oliveira	CATHERINE WAY Moderador Chair Translation process methods in training and assessment: Pros and cons Peter Jud	ANNA MATAMALA Moderador Chair Competencia investigadora en estudiantes de Máster en Traducción: percepciones y perspectivas Anne Bécart	FIONA KELSO Moderador Chair Communicative Translation in Foreign-Language Teaching: Results of an Experiment with Second-year University Students Nune Ayvazyan	MESA REDONDA [3h] TAULA RODONA ROUNDTABLE Formación para el emprendimiento y la profesionalización en los estudios de traducción e interpretación Anna Kuznik; Anabel Galán-Mañas; Christian Olalla-Soler [Moderadores Moderators] Begoña Rodríguez de Céspedes; Susana Álvarez Álvarez; Cécile Frérot; Elsa Huertas Barros; Olga Torres Hostench; Ana Gregorio Cano
	Teaching translation in Brazil: a brief overview of undergraduate courses in translation Samira Spolidorio	La toma de decisiones en el proceso de traducción de un texto especializado María Claudia Geraldine Chaia	Los distintos modos operandi de prácticas profesionales de traducción en universidades chilenas: importancia de esta fase en la formación de traductores profesionales y sus principales características Cristián Araya Medel	Diálogos literarios y su traducción como fuentes pedagógicas para la competencia comunicativa traductora Zhishuo Ding	
	[Ø]	Translation Pedagogy: a Rational-Ethical Approach Shabnam Naderi	Learning in the wild: a phenomenological investigation of online volunteer translation Anna Comas-Quinn	Dimensión afectiva en la enseñanza de lenguas en programas de traducción: evolución de las representaciones sociales de alumnos de primer y quinto año de pregrado Néstor Singer Contreras; Manuel Rubio Maríquez; Raquel Rubio Martin	

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 and interpreters
- [AP] **Enseñanza de aspectos profesionales**
Ensenyament d'aspectes professionals | Teaching professional aspects

- [INT] **Enseñanza de la interpretación** | *Ensenyament de la interpretació* | Teaching interpreting
- [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
- [LS] **Enseñanza de la interpretación y traducción de lenguas de signos** | *Ensenyament de la interpretació i traducció de llengües de signes* | Teaching signed languages interpreting and translation
- [Ø] **Espacio sin comunicación** | *Espai sense comunicació* | Free slot

22/06/2018 ☞ CONT.

12:15 – 13:30h	[ET] Aula-Room 101	[ET] Aula-Room 102	[ET] Aula-Room 103	[TC] Aula-Room 104	[AP] Aula-Room 4
Sesión 10 Sessió 10 Session 10	AMAIA GÓMEZ-GOIKOETXEA Moderador Chair	CARME MANGIRON Moderador Chair	PATRICIA RODRÍGUEZ-INÉS Moderador Chair	PILAR SÁNCHEZ-GUJÓN Moderador Chair	MESA REDONDA [Cont.] TAULA RODONA ROUNDTABLE
	Mapping and Analysing Translator Education and Training in Greek-speaking Countries Despina Lamprou	Expanding translation training to accessibility: the ACT and ADLAB PRO projects Anna Matamala; Pilar Orero	Propiciamiento de contextos de aprendizaje para contribuir a la competencia traductora: experiencia práctica de una universidad chilena para el desarrollo de la subcompetencia extralingüística Ángela Morales Santibáñez; Marcela Contreras Torregrosa	Herramientas tecnológicas para la gestión terminológica del intérprete: análisis de una experiencia de aprendizaje situado María Dolores Rodríguez Melchor; Lourdes de la Torre Salceda	Formación para el emprendimiento y la profesionalización en los estudios de traducción e interpretación Anna Kuznik; Anabel Galán-Mañás Christian Olalla-Soler [Moderadores Moderators]
	Enseñanza de la traducción científico-técnica en China y reflexiones sobre la formación en el contexto universitario chino de los futuros traductores expatriados en el campo petróleo Lin Liang	La enseñanza de la audiodescripción en España: panorama actual de sus prácticas de enseñanza y aprendizaje, en base a los resultados de un cuestionario Nuria Mendoza; Anna Matamala	Coming Closer to the Communities of Practice through Simulated Project-based Translation Teaching. The Case Study Exemplified by BA LSP Translation Course. Marta Lisowska	Training Interpreters Using Corpus Tools for Interpreting Preparation Ran Xu	Begoña Rodríguez de Céspedes; Susana Álvarez Álvarez; Cécile Frérot; Elsa Huertas Barros; Olga Torres Hostench; Ana Gregorio Cano
[Ø]	[Ø]	Wikipedia translations as a tool in translator education – the students' perspective Małgorzata Kodura	[Ø]		
13:30 – 15:00h	Pausa comida <i>Pausa dinar</i> Lunch break				

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 and interpreters

[AP] Enseñanza de aspectos profesionales

Ensenyament d'aspectes professionals | Teaching professional aspects[INT] Enseñanza de la interpretación | *Ensenyament de la interpretació* | Teaching interpreting

[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[LS] Enseñanza de la interpretación y traducción de lenguas de signos | *Ensenyament de la interpretació i traducció de llengües de signes* | Teaching signed languages interpreting and translation[Ø] Espacio sin comunicación | *Espai sense comunicació* | Free slot

22/06/2018 ☞ CONT.

15:00 – 16:40h	[ET] Aula-Room 101	[ET] Aula-Room 102	[LS] Aula-Room 103	[INT] Aula-Room 104
Sesión 11 Sessió 11 Session 11	CARMEN BESTUÉ Moderador Chair	ÁLVARO ECHEVERRI Moderador Chair	CARLOS HENRIQUE RODRIGUES Moderador Chair	ANNA KUZNIK Moderador Chair
	Traducción jurídica y traducción jurada: claves para un entendimiento didáctico y profesional Mercedes Enríquez-Aranda	La e-evaluación sumativa para cursos de traducción presenciales y masivos Laura Verónica Bruno; Ileana Luque; Marcela Serra Piana	Formación de intérpretes de lengua de señas. Una propuesta a partir de la Competencia Traductora Diego Daniel Roa; Yanina Laila Boria	El Service-Learning (SL) o aprendizaje-servicio en la formación de intérpretes médicos en el contexto de Texas Ana Gregorio Cano
	Legal translator training in Mexico: UNAM's online legal translation certificate María Fernanda Arámbula Hernández; Ioana Cornea; Mariana De la Vega; Andrew Tucker	La empleabilidad de los egresados en Traducción e Interpretación: ¿mito o realidad? Susana Álvarez Álvarez	Interpretación Español-Lengua de Señas Argentina en medios de comunicación audiovisual. Procesos de acompañamiento y capacitación para su incorporación Yanina Laila Boria; Defensoría del Público de Servicios de Comunicación Audiovisual	Intérpretes mexicanos en los servicios públicos: un acercamiento etnográfico Cristina Victoria Kleinert
	[Ø]	The potential of reflective practice in the translator classroom Paulina Pietrzak	Desenho curricular do programa de ensino de tradução e interpretação jurídica observado em cursos de graduação de bacharelado em letras-libras de universidades brasileiras Marcos Luiz dos Santos Brabo	First steps into a Community Interpreting training model in Quebec Noelia Burdeus-Domingo; Yvan Leanza; Suzanne Gagnon; Sophie Pointurier; Lamia Belfares
[Ø]	[Ø]	[Ø]	Learning Outcomes in Community Interpreting Training: Selection, Alignment and Assessment Lluís Baixauli-Olmos	
16:40 – 17:15h	Clausura, entrega de premio al mejor póster y sorteo de libros Clausura, lliurament de premi al millor pòster i sorteig de llibres Closing session, best poster award and book draw Aula-Room 4			
	Café de despedida Cafè de comiat Farewell Coffee Jardín japonés Jardí japonès Japanese garden			
20:40h	Cena del Congreso Sopar del Congrès Conference Dinner			

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

[AP] Enseñanza de aspectos profesionales

Ensenyament d'aspectes professionals | Teaching professional aspects

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

[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

[LS] Enseñanza de la interpretación y traducción de lenguas de signos | *Ensenyament de la interpretació i traducció de llengües de signes* | Teaching signed languages interpreting and translation

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

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 22 de junio 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 22 de juny 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 June 22. Thanks for taking part!

🌀	TÍTULO	AUTOR	ÁMBITO	🌀
	Títol Title	Autor Author	Àmbit Topic	
🌀	Consideraciones curriculares para el caso chileno: La influencia del contexto internacional en la formación de los traductores	Rosa Isabel Basaure Cabero; Marcela Contreras Torregrosa	[ET]	🌀
🌀	Proyectos de investigación aplicada como modalidad didáctica de la traducción científica (francés-español): una experiencia preprofesional	Carolina Bley Loez; Miguel Tolosa Igualada	[ET]	🌀
🌀	Las tecnologías en el aula: uso de keylogging para analizar cómo las utilizan los estudiantes al traducir	Laura Verónica Bruno; Mariona Sabaté Carrove; Paula Estrella	[TC]	🌀
🌀	La formación en traducción e interpretación en Argentina (PROYECTO FOTIA-04/J025)	María Claudia Geraldine Chaia	[ET]	🌀
🌀	Economics in Business and Literary Translation: A Survey of Business and Literary Translators in Hong Kong and its Implications for Translation Teaching and Training	Andy Lung Jan Chan	[AP]	🌀
🌀	El diseño de la base de datos terminológica para la traducción ENALLTerm de la Universidad Nacional Autónoma de México	Ioana Cornea	[ET]	🌀
🌀	El proyecto NACT: hacia un marco europeo de niveles de competencias en traducción	PACTE	[ET]	🌀
🌀	El consumo multimodal como corpus de estudio: una propuesta para la enseñanza de inglés en estudios de traducción	Néstor Singer Contreras; José Luis Poblete Bravo	[LT]	🌀
🌀	Produção do conhecimento sobre formação de tradutores e intérpretes de língua de sinais no Brasil	Renata Cristina Vilaça-Cruz; Juliana Guimarães Faria	[LS]	🌀



ÁMBITOS ÀMBITS TOPICS	
[ET] Enseñanza de la traducción <i>Ensenyament de la traducció</i> Teaching translation	[INT] Enseñanza de la interpretación <i>Ensenyament de la interpretació</i> Teaching interpreting
[TC] Enseñanza de la tecnología <i>Ensenyament de la tecnologia</i> Teaching technology	[DC] Diseño curricular en la formación de traductores e intérpretes <i>Disseny curricular en la formació de traductors i intèrprets</i> Curricular design for translator and interpreter training
[LT] Enseñanza de lenguas para traductores e intérpretes <i>Ensenyament de llengües per a traductors i intèrprets</i> Teaching languages for translators e interpreters	[LS] Enseñanza de la interpretación y traducción de lenguas de signos <i>Ensenyament de la interpretació i traducció de llengües de signes</i> Teaching signed languages interpreting and translation
[AP] Enseñanza de aspectos profesionales <i>Ensenyament d'aspectes professionals</i> Teaching professional aspects	[Ø] Espacio sin comunicación <i>Espai sense comunicació</i> Free slot



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

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

Location shown on page 2 of the Faculty map



Sorteig de llibres | Book draw



En la clausura del congreso se sortearán los siguientes libros:

- *Researching Translation Competence by PACTE Group*. A. Hurtado Albir (ed.), John Benjamins, 2017.
- *Traducción y Traductología* (9ª ed.). A. Hurtado Albir, Cátedra, 2001 (2017).
- *Traducción, Interpretación y Estudios interculturales*. L. Molina y L. Santamaria (eds.), Editorial Comares, 2016.
- *Metodología de la traducción directa del inglés al español*. M. Orozco Jutorán, Editorial Comares, 2012.
- Un manual de la serie *Aprender a traducir* (libro del profesor y libro del estudiante) de la Universitat Jaume I (a elegir).
- Un manual de traducción de la editorial Eumo (a elegir).
- Un número de la revista *Quaderns de traducció* (a elegir).

En la Sala de estudio 1 de la planta baja del edificio (donde se encuentra la exposición y venta de libros), encontrará las indicaciones para participar en el sorteo.



En la clausura del congrés es farà el sorteig dels llibres següents

- *Researching Translation Competence by PACTE Group*. A. Hurtado Albir (ed.), John Benjamins, 2017.
- *Traducción y Traductología* (9ª ed.). A. Hurtado Albir, Cátedra, 2001 (2017).
- *Traducción, Interpretación y Estudios interculturales*. L. Molina i L. Santamaria (eds.), Editorial Comares, 2016.
- *Metodología de la traducción directa del inglés al español*. M. Orozco Jutorán, Editorial Comares, 2012.
- Un manual de la sèrie *Aprender a traducir* (libro del profesor y libro del estudiante) de la Universitat Jaume I (a escollir).
- Un manual de traducció de l'editorial Eumo (a escollir).
- Un número de la revista *Quaderns de traducció* (a escollir).

En la Sala d'estudi 1 de la planta baixa de l'edifici (on trobarà l'exposició i venda de llibres) trobarà les instruccions per a participar en el sorteig.



The following books will be drawn at the closing session of the conference:

- *Researching Translation Competence by PACTE Group*. A. Hurtado Albir (ed.), John Benjamins, 2017.
- *Traducción y Traductología* (9ª ed.). A. Hurtado Albir, Cátedra, 2001 (2017).
- *Traducción, Interpretación y Estudios interculturales*. L. Molina and L. Santamaria (eds.), Editorial Comares, 2016.
- *Metodología de la traducción directa del inglés al español*. M. Orozco Jutorán, Editorial Comares, 2012.
- A translation teaching handbook from the series *Aprender a traducir* (teacher's book and student's book) published by the Universitat Jaume I (to be chosen by the winner).
- A translation teaching handbook published by Eumo (to be chosen by the winner).
- An issue of the journal *Quaderns de traducció* (to be chosen by the winner).

Instructions for taking part in the draw can be found in study room 1 on the ground floor of the building (where the book exhibition and sale are taking place).

RESÚMENES *RESUMS* ABSTRACTS



Ordenados por modalidad de presentación

Ordenats per modalitat de presentació

Ordered by Conference Presentation Types

Resúmenes • *Resums* • Abstracts

- Conferencia plenaria | *Conferència plenària* | Plenary session..... 16
- Mesas redondas | *Taules rodones* | Roundtables..... 17
- Comunicaciones | *Comunicacions* | Oral Presentations..... 28
- Pósters | *Pòsters* | Posters.....152



Conferencia plenaria
Conferència plenària
Plenary session

16

☞ LI, DEFENG

University of Macau

☞Título / Títol/ Title☞

TEACHING OF TRANSLATION TECHNOLOGY: CURRICULUM, METHODS AND TEACHER EDUCATION

☞ Abstract

Translation technology has been on the rise amid the recent enthusiasm about big data, cloud computing and artificial intelligence. Many translation training programmes have been offering one or more courses on translation technology to their students and many more programmes are under pressure to offer this module or course in their training programmes. Translation Technology, as a field of research, has also been attracting attention. Amongst others, the journal *Hermes* recently featured a special issue *Translation Technology Research in Translation Studies*. However, research on translation technology in the classroom remains scanty and many questions are yet to be explored and possibly answered. For instance, what should be taught in a course or module of translation technology and in what stage of training should this course be offered, how effective has the training been, how translation technology teachers been trained before and after taking up the teaching of the course. This talk discusses these issues, drawing from a recent survey of 244 translation technology teachers, conducted in the Chinese translation training context. The findings and implications should have applications in much wider contexts.

Se ofrecerá interpretación simultánea al español | S'ofrirà interpretació simultània al castellà.

Mesas redondas

Taules rodones


∞ **Roundtables** ∞

de • from **17** ∞ **27** ^a • to

 **KUZNIK, ANNA; GALÁN-MAÑAS, ANABEL; OLALLA-SOLER, CHRISTIAN** (Moderadores / Moderators)
Uniwersytet Wrocławski; Universitat Autònoma de Barcelona

 **Participantes / Participants / Participants**

Álvarez Álvarez, Susana (Universidad de Valladolid); Frérot, Cécile (Université Grenoble Alpes); Gregorio Cano, Ana (University of Texas at Arlington); Huertas Barros, Elsa (University of Westminster); Rodríguez de Céspedes, Begoña (University of Portsmouth); Torres Hostench, Olga (Universitat Autònoma de Barcelona)

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol / Title** 

FORMACIÓN PARA EL EMPRENDIMIENTO Y LA PROFESIONALIZACIÓN EN LOS ESTUDIOS DE TRADUCCIÓN E INTERPRETACIÓN

ENTREPRENEURSHIP AND PROFESSIONALISATION IN TRANSLATOR AND INTERPRETER TRAINING

 **Palabras clave / Paraules clau / Keywords**

emprendimiento; profesionalización; empleabilidad / entrepreneurship; professionalisation; employability

 **Resumen / Resum**

La empleabilidad, entendida como la habilidad de conseguir un empleo, mantenerlo y ser capaz de moverse en el mercado de trabajo, es uno de los aspectos centrales de la estrategia Europa 2020, así como del marco estratégico para la cooperación europea en Educación y Formación (ET 2020) debido a que la Comisión Europea prevé que en 2020 disminuirán los empleos de escasa cualificación y aumentará la demanda de empleos de media y alta cualificación. Es por ello que la Comisión Europea hace hincapié en que la universidad debe dotar a los graduados de las competencias necesarias para puestos de alta cualificación, y sitúa la empleabilidad de los graduados en la Nueva Agenda de capacidades para Europa.

La formación para la empleabilidad debería abarcar desde el inicio de la formación hasta, como mínimo, la graduación y, como sugiere Romero (2004), debería contemplar los siguientes elementos: la formación académica (que implicará una filosofía de aprendizajes activos y aplicados), la experiencia laboral, los conocimientos de inserción, las técnicas de búsqueda de puestos vacantes y las competencias requeridas por el mercado. En este contexto general de la formación para la empleabilidad, la formación para el emprendimiento y la profesionalización de los estudios de traducción e interpretación parecen ser dos estrategias clave para conseguir la óptima empleabilidad de los jóvenes en Europa.

En la formación de traductores e intérpretes, y de otros perfiles profesionales relacionados con la práctica traductora, existe un interés creciente por la formación para la empleabilidad (Torres-Hostench, 2007, 2010; Calvo, Kelly y Morón, 2010; Choucy y Calvo, 2011; Peverati, 2013; Álvarez-Álvarez y Arnáiz-Uzquiza, 2017; Cuminatto, Baines y Drugan, 2017; Galán-Mañas, 2017; Rodríguez de Céspedes, 2017; Schnell y Rodríguez, 2017). En esta línea, Galán-Mañas (2017) sostiene que cada centro debería disponer de un programa de formación para mejorar la empleabilidad de su estudiantado, a parte de los servicios de ocupación que pueda tener la universidad. El hecho de que el programa se diseñe en el propio centro garantizará una formación que contemple las especificidades de la profesión y del mercado local, lo que demuestra Kuznik en el contexto de una formación de traductores especializados integrada en programas más amplios de enseñanza de lenguas aplicadas, literatura y estudios culturales (Kuznik, 2015; Kuznik y Little, 2017). No obstante, como apuntan Álvarez-Álvarez y Arnáiz-Urquiza (2017), aún son pocos los centros que integran este tipo de formación en sus planes de estudio pese a la percepción negativa de los estudiantes de traducción e interpretación en cuanto a su preparación para el mundo laboral y la importancia que otorgan a este tipo de formación para su desarrollo profesional (Olalla-Soler, Sánchez Hita y Prado Junquera, 2015).

En la primera parte de la mesa redonda los participantes presentarán sus experiencias en diseño y ejecución de proyectos curriculares centrados en la mejora de la empleabilidad del alumnado y sus estudios llevados a cabo recientemente en torno al emprendimiento y la profesionalización.

- Begoña Rodríguez de Céspedes (University of Portsmouth) tratará de la profesionalización del alumnado y de futuros retos laborales.
- Susana Álvarez-Álvarez (Universidad de Valladolid) presentará el proyecto de innovación educativa "Objetivo: Empleabilidad. El desarrollo de competencias profesionales en los Estudios de Traducción e Interpretación".
- Anna Kuznik (Uniwersytet Wrocławski) mostrará en su intervención cómo la formación para una mejor empleabilidad de los traductores ha sido integrada en un programa más amplio de empleabilidad diseñado para los futuros especialistas en comunicación multilingüe y multicultural.
- Cécile Frérot (Université Grenoble Alpes) se centrará en su intervención en la metodología de integración de proyectos colaborativos auténticos en la formación de traductores especializados.

- Anabel Galán-Mañas (Universitat Autònoma de Barcelona) tratará de la necesidad de incluir la formación para el emprendimiento en el grado de traducción e interpretación.
- Christian Olalla-Soler (Universitat Autònoma de Barcelona) hablará sobre los beneficios de los programas de mentoría entre estudiantes y profesionales autónomos de la traducción y la interpretación para la inserción laboral y el desarrollo del emprendimiento de los estudiantes.
- Elsa Huertas Barros (University of Westminster) presentará propuestas para el desarrollo de competencias profesionales para profesionales de la traducción.
- Olga Torres-Hostench (Universitat Autònoma de Barcelona) enfocará su comunicación en el tema de las necesidades de formación para el ejercicio de la post-edición y de la traducción automática.
- Ana Gregorio Cano (University of Texas at Arlington) hablará del componente aprendizaje-servicio como elemento clave en la formación de intérpretes en los servicios públicos en el contexto del área del norte de Texas.

En la segunda parte de la mesa redonda los participantes debatirán varios temas, formulados previamente por los moderadores, que girarán en torno a los siguientes aspectos de la formación de los traductores e intérpretes: espíritu emprendedor; formación para la inserción laboral; requerimientos deontológicos de la profesión (ética profesional, confidencialidad, imparcialidad, etc.); prácticas curriculares, prácticas extracurriculares y aprendizaje servicio; empleabilidad según los ámbitos y contextos locales; funcionamiento del mercado laboral; captación de clientes; perfiles profesionales y características específicas (tareas, géneros textuales que traducen/interpretan, tipos de encargo, etc.); tareas propias del traductor/intérprete (traducción, edición de textos, revisión y corrección de textos, asesoramiento lingüístico y cultural, gestión de proyectos, mediación intercultural, acompañamiento lingüístico y cultural, post-edición, etc.); condiciones y entorno de trabajo (físico y virtual) del traductor y del intérprete.

Presentaciones:

Begoña Rodríguez de Céspedes

La profesionalización del alumnado y futuros retos laborales

El principal reto con el que se encuentran los alumnos de traducción en la actualidad es la incertidumbre con la que se hallan una vez salen de las aulas e intentan integrarse en el mundo laboral. Es una de nuestras tareas como docentes el facilitar este paso. Existen varias vías que podemos utilizar en el programa de estudios que les ayudarán a encontrarse mejor preparados (Rodríguez de Céspedes, 2017). Una de ellas es la empleabilidad, entendida como la capacidad de ser flexibles, de tener habilidades transversales y de reaccionar ante las necesidades propias y del mercado con emprendimiento. Otro reto actual es la automatización que afecta cada vez más a la profesión del traductor.

Susana Álvarez Álvarez

Formación para el emprendimiento y la profesionalización en los estudios de traducción y la interpretación

Aunque se están llevando a cabo en los últimos años numerosas iniciativas para mejorar las competencias profesionales de los estudiantes en el marco de los Estudios de Traducción e Interpretación (TeI) (Vandepitte, 2009; Calvo, Kelly y Morón, 2010; Chouc y Calvo, 2011; Peverati, 2013; Massey y Ehrensberger-Dow, 2014), varias investigaciones recientes ponen de manifiesto que los aspectos profesionales no están integrados de forma clara en todos los planes formativos de Grado en TeI, es decir, existe un desajuste entre los contenidos que se están enseñando en las universidades y las necesidades reales del mundo profesional (Álvarez-Álvarez y Arnáiz-Uzquiza, 2017; Rodríguez De Céspedes, 2017).

Nuestra intervención en la mesa redonda tiene como objetivo presentar el proyecto de innovación educativa *Objetivo: Empleabilidad. El desarrollo de competencias profesionales en los Estudios de Traducción e Interpretación*, que se está desarrollando en la Facultad de Traducción e Interpretación de la Universidad de Valladolid desde el curso académico 2016-2017. El objetivo del proyecto es complementar las competencias y contenidos profesionales integrados en las diferentes asignaturas del Grado en TeI de la UVa con un plan específico para la empleabilidad, que permita dotar a los estudiantes de un mayor número de herramientas para acceder al mundo laboral.

Anna Kuznik

Un proyecto financiado de profesionalización de la formación de traductores integrada en carreras lingüísticas y literarias. El caso de la Facultad de Letras de la Universidad de Breslavia

En mi intervención presentaré los objetivos y las principales actividades de profesionalización que se han realizado en Polonia en la Facultad de Letras (Wydział Filologiczny) de la Universidad de Breslavia (Uniwersytet Wrocławski) a lo largo del curso académico 2014-2015. Dicho proyecto ha sido financiado por el Centro Nacional de Investigación y Desarrollo de Polonia (Narodowe Centrum Badań i Rozwoju). Dado que, en Polonia, según la combinación lingüística, la formación específica de traductores puede situarse a nivel de grado o de postgrado, esta formación suele ser integrada dentro de carreras universitarias más amplias, destinadas de manera general a futuros especialistas en comunicación multilingüe y

multicultural. De allí surge la necesidad según la cual los proyectos de profesionalización de este tipo tienen que ser a la vez amplios, integradores y flexibles, sin perder de vista la especificidad de cada perfil profesional, lo que constituye un gran reto educativo.

Cécile Frérot

Integración de proyectos colaborativos auténticos para la profesionalización de futuros traductores

Proponemos una metodología de integración de proyectos colaborativos auténticos en la formación de traductores especializados para aumentar la profesionalización de los estudiantes a la hora de entrar en el mercado laboral. Dicha metodología se basa en el desarrollo de competencias interpersonales, organizacionales y tecnológicas dentro de un marco socio-constructivista aplicado a la traducción y centrado en el concepto de «learner empowerment¹». Incorporar el lugar de trabajo en el currículum trae consigo la realización, en plazo limitado, de traducciones en equipo mediante la gestión de proyectos desde la recepción del encargo de traducción hasta su entrega al cliente (ONG). La evaluación hace hincapié en la evaluación profesional (por parte del cliente) y por pares (dentro de un equipo determinado) mientras los participantes subrayan el valor añadido de este enfoque por proyecto en su formación.

Anabel Galán-Mañas

Formación para el emprendimiento en el grado de traducción e interpretación

El emprendimiento es una de las prioridades de la Unión Europea, y tiene como finalidad promover el crecimiento y la creación de empresas. Con el objetivo de fomentar el espíritu emprendedor, la Comisión Europea ha aprobado el Plan de Acción sobre Emprendimiento 2020, uno de cuyos pilares es la educación y la formación para el emprendimiento en todos los niveles educativos. El Marco estratégico Educación y Formación 2020 va en la misma línea y establece como uno de sus objetivos estratégicos incrementar la creatividad y la innovación, incluido el espíritu empresarial, también en todos los niveles de educativos.

El fomento del emprendimiento es especialmente necesario en la formación de traductores e intérpretes, sobre todo si tenemos en cuenta los resultados de un reciente estudio de mercado realizado con graduados de Traducción e Interpretación de la Universitat Autònoma de Barcelona (Galán-Mañas, en evaluación), según el cual un 74% de los egresados trabaja por cuenta ajena, el 15,2% trabaja como autónomo, un 8,8% combina el trabajo por cuenta ajena y como autónomo y un 2% ha creado su propia empresa. Si tenemos en cuenta que la mayoría de servicios de traducción e interpretación se externalizan (Kuznik, 2010), el porcentaje de egresados que trabaja por cuenta propia es relativamente bajo. Esto podría deberse a la falta de formación en competencia emprendedora.

En nuestra comunicación presentaremos diferentes estrategias que tienen como objetivo desarrollar la competencia emprendedora del estudiantado y mejorar su empleabilidad, especialmente en términos de calidad de empleo.

Christian Olalla-Soler

El programa de mentoría de la Asociación Profesional de Traductores e Intérpretes de Cataluña como puente entre los estudiantes de traducción e interpretación y los profesionales autónomos

En esta presentación abordaré el programa de mentoría de la Asociación Profesional de Traductores e Intérpretes de Cataluña (APTIC), que se basa en un modelo de mentoría múltiple. Este programa se ofrece desde el curso académico 2015/2016 en colaboración con la Universitat Autònoma de Barcelona y la Universitat de Vic. El objetivo del programa de mentoría de APTIC es que los estudiantes conozcan la profesión de los traductores e intérpretes desde el punto de vista de los profesionales autónomos. Para ello, cada estudiante pasa una jornada laboral con cada mentor. Durante este día, el estudiante realiza las tareas que el mentor le asigna. Estas tareas están relacionadas con la traducción, la interpretación y la corrección de textos, el establecimiento de tarifas, la ética laboral, la gestión de proyectos y de terminología, la ergonomía, el marketing y las herramientas TAO, entre otras. En esta presentación se abordarán los siguientes aspectos: 1) los beneficios de los programas de mentoría en general y en particular para los futuros profesionales autónomos de la traducción y la interpretación, y 2) el funcionamiento, los contenidos y el procedimiento de evaluación del programa.

Elsa Huertas Barros

Propuesta para la gestión de competencias profesionales y el desarrollo de un espíritu emprendedor en la formación de traductores

La formación de traductores proporciona a los estudiantes de traducción una amplia variedad de competencias transversales que difícilmente se pueden encontrar en otras disciplinas, lo que los convierte en individuos flexibles y versátiles con numerosas posibilidades de encontrar un empleo (Kelly, 2005: 34; 2007). No obstante, resulta imprescindible que los estudiantes también desarrollen su autoconciencia de las destrezas que poseen y aquellas que todavía necesitan adquirir o mejorar. Varias investigaciones ponen de manifiesto que en el mercado laboral actual es cada vez más común que los empleados deban asumir plena responsabilidad de su desarrollo profesional (Kuijpers y Scheerens, 2006; Smythe et

al., 2013). En nuestra intervención en la mesa redonda, presentaremos una propuesta que integra las competencias transversales incluidas en el proyecto Tuning (González and Wagenaar, 2003, 2005, 2008) y las competencias necesarias para la autogestión de competencias profesionales. Esta propuesta fomenta entre los estudiantes una autoevaluación crítica que les permitirá gestionar su desarrollo profesional, así como desarrollar un espíritu emprendedor en el mercado actual.

Olga Torres Hostench

Nuevos perfiles profesionales: el poseedor de traducción automática

La traducción automática se está introduciendo en empresas de todo tipo, por supuesto, también en las empresas de servicios lingüísticos. Está propiciando la aparición de nuevos perfiles profesionales tales como el de poseedor de traducción automática.

En esta presentación de cinco minutos me gustaría comentar las habilidades que se requieren a un poseedor de traducción automática a partir de ofertas de trabajo reales y compararlas con las habilidades que se recomiendan en el estándar de calidad ISO sobre servicios de posesión de traducción automática.

El objetivo de la presentación es dar a conocer este perfil profesional y explicar las habilidades que se necesitan para desempeñar este trabajo, de manera que los docentes de traducción que asistan a la sesión puedan incorporar actividades didácticas para mejorar estas habilidades en los estudiantes.

Ana Gregorio Cano

El componente aprendizaje-servicio como elemento clave en la formación de intérpretes en los servicios públicos en el contexto del área del norte de Texas

La profesionalización de la figura del intérprete tiene un largo camino por recorrer en Estados Unidos, en particular, en el estado objeto de nuestro estudio: Texas, donde la población hispana y, sobre todo, los ciudadanos estadounidenses con raíces hispanas son considerados en términos generales “bilingües” y, por ello, capaces de desarrollar la labor propia de un traductor y/o intérprete. En UT Arlington creemos firmemente en que la sociedad texana actual necesita a los profesionales que se forman en nuestro programa de traducción e interpretación. Con el objetivo de que nuestros estudiantes cuenten con una visión panorámica y experiencia en primera persona del mercado laboral y de la situación real que les rodea, incluimos en el currículum de nuestro programa el componente aprendizaje-servicio para lo que hemos creado varios convenios con diferentes socios de la comunidad (el Departamento de Policía de Arlington, el hospital Children’s de Dallas, la organización One Safe Place en Fort Worth, entre otros).

Abstract

Employability, defined as the ability to find and keep a job, and to be able to move around the labour market is a central aspect of the Europe 2020 strategy as well as of the strategic framework for European cooperation in education and training (ET 2020), as the European Commission expects that in 2020 the number of low-skilled jobs will decrease while the demand for medium- and high-skilled jobs will increase. Thus, the European Commission emphasises that universities need to provide their graduates with the necessary skills for highly qualified positions, and situates graduates' employability in the New Skills Agenda for Europe.

Training for employability should span from the beginning of training to at least graduation and, as suggested by Romero (2004), it should encompass the following elements: academic training (which entails an active and applied learning approach), work experience, insertion skills, job-searching techniques, and the competences required by the market. In this general context of training for employability, the training for entrepreneurship and the professionalisation in Translator and interpreter education appears to be a key strategy for achieving the optimum employability of young people in Europe.

In Translator and interpreter training, and in the training of other professional profiles related to translation, there is growing interest in employability training (Torres-Hostench, 2007, 2010; Calvo, Kelly and Morón, 2010; Chouc and Calvo, 2011; Peverati, 2013; Álvarez-Álvarez and Arnáiz-Uzquiza, 2017; Cuminatto, Baines and Drugan, 2017; Galán-Mañas, 2017; Rodríguez de Céspedes, 2017; Schnell and Rodríguez, 2017). In this line, Galán-Mañas (2017) argues that each university should implement a training programme to improve the students' employability, in addition to the employment services that the university may provide. Designing a programme in the university itself would ensure that the training is adapted to the requirements of the profession and the local market, as Kuznik demonstrates through the training of specialist translators as part of broader programmes of applied languages, literature and cultural studies (Kuznik, 2015; Kuznik and Little, 2017). However, as Álvarez-Álvarez and Arnáiz-Urquiza (2017) note, there are still few universities that integrate this type of training into their curricula despite the negative perception of translation and interpreting students of their readiness for the world of work and the importance they attribute to this type of training for their professional development (Olalla-Soler, Sánchez Hita and Prado Junquera, 2015).

In the first part of the roundtable, participants will present their experiences in the design and implementation of curricular projects focused on improving students' employability and their recent studies on entrepreneurship and

professionalisation.

- Begoña Rodríguez de Céspedes (University of Portsmouth) will focus on the students' professionalisation and on future employment challenges.
- Susana Álvarez-Álvarez (Universidad de Valladolid) will present an educational innovation project to foster the development of professional skills in translator and interpreter training.
- Anna Kuznik (Uniwersytet Wrocławski) will show how training to improve translators' employability was integrated into a broader employability programme designed for future multilingual and multicultural communication specialists.
- Cécile Frérot (Université Grenoble Alpes) will focus on the methodology for integrating authentic collaborative projects into the training of specialised translators.
- Anabel Galán-Mañas (Universitat Autònoma de Barcelona) will address the need to include training for entrepreneurship in the degree of translation and interpretation.
- Christian Olalla-Soler (Universitat Autònoma de Barcelona) will talk about the benefits of mentoring programmes involving students and freelance translators and interpreters for the integration into the workplace and the development of the students' entrepreneurial skills.
- Elsa Huertas Barros (University of Westminster) will present proposals for the development of professional skills for professional translators.
- Olga Torres-Hostench (Universitat Autònoma de Barcelona) will focus her presentation on the training needs for post-editing and the use of machine translation.
- Ana Gregorio Cano (University of Texas at Arlington) will discuss the service-learning component as a key element in the training of community interpreters in the context of the northern area of Texas.

In the second part of the roundtable, the participants will discuss several topics raised by the moderators, which will focus on the following aspects of translator and interpreter training: entrepreneurial skills; training for the insertion into the market; ethical requirements of the profession (professional ethics, confidentiality, impartiality, etc.); curricular and extra-curricular work placements and service learning; employability according to local contexts; the functioning of the labour market; client acquisition; professional profiles and their specific characteristics (tasks, text genres that are generally translated/interpreted, types of assignments, etc.); translator/interpreter tasks (translation, text editing, proofreading and correction, linguistic and cultural counselling, project management, intercultural mediation, post-editing, etc.); working conditions, and working environment (physical and virtual) of the translator and the interpreter.

Presentations:

Begoña Rodríguez de Céspedes

Professionalisation of students to meet challenges in the job market

The transition from the classroom to the workplace is a major challenge facing translation students upon completion of their studies. It is our role as trainers to make this transition as smooth as possible for them. There are several possible avenues within the curriculum via which to achieve this (Rodríguez de Céspedes, 2017). The first is through the teaching of employability skills: defined as the ability to be flexible, to hone transversal skills and to react to individual and labour market needs in an entrepreneurial manner; and, the second is helping them to deal appropriately with the pressing issue of automation in the professional sector.

Susana Álvarez Álvarez

Training for entrepreneurship and professionalization in Translation and Interpretation Studies

Although a number of initiatives and projects have been carried out in recent years to improve professional skills of students in the framework of the Translation and Interpreting Studies (T&I) (Vandepitte, 2009; Calvo, Kelly and Morón, 2010; Chouc and Calvo, 2011; Peverati, 2013); Massey and Ehrensberger-Dow, 2014), recent research shows that professional contents and skills are not generally embedded into all T&I curricula, that is, there is a mismatch between the contents being taught in universities and the real needs of the professional market (Álvarez-Álvarez y Arnáiz-Uzquiza, 2017; Rodríguez De Céspedes, 2017).

Our intervention at the roundtable entitled "Training for entrepreneurship and professionalization in Translation and Interpretation Studies" is aimed at presenting the educational innovation project called *Objective: Employability. The development of professional skills in Translation and Interpreting Studies*. This project has been carried out at the Faculty of Translation and Interpreting of the University of Valladolid (UVa) since the 2016-2017 academic year. The aim of the project is to complement the professional competences and contents integrated in the different subjects of the T&I Degree at the UVa with a specific action plan for employability, which will provide students with the tools necessary to enter the labour market.

Anna Kuznik

A funded project to enhance professionalisation in translator training integrated in broader linguistic and literary careers. The case of the Faculty of Letters at the University of Wrocław

In my brief communication I will present main objectives and activities carried out during the academic year 2014-2015 in Poland, in the Faculty of Letters (Wydział Filologiczny) at the University of Wrocław (Uniwersytet Wrocławski), as part of a professionalisation training programme funded by the Polish National Centre for Research and Development (Narodowe Centrum Badań i Rozwoju). Depending on the language combination involved, translator training in Poland is placed at the undergraduate or graduate level, that is why each professionalisation training programme should be transversal and specific at the same time, comprehensive, flexible and well adapted to distinctive work needs. In the case of this concrete funded programme the requirements of broader communicative linguistic and literary job profiles were combined with specific needs for translation-related jobs.

Cécile Frérot

Contributing to the professionalization of future translators by means of collaborative project work

With a view to integrating collaborative project work into translator education, we have developed a pedagogical approach aimed at future translators. Based on interpersonal, organizational and technological competences applied to translator education, this approach draws on a socio-constructivist perspective that promotes "learner empowerment¹". Incorporating the translator's workplace into the curriculum entails carrying out translation projects with professional deadlines and teamwork throughout all stages of project management until the translation delivery. The assessment instruments encompass a professional perspective based on a client satisfaction grid, an interpersonal dimension based on peer-assessment as well as an overall questionnaire on student's satisfaction.

Anabel Galán-Mañas

Entrepreneurship training in the BA in Translation and Interpreting

Entrepreneurship is one of the priorities in the European Union. It aims to bring growth and create new jobs. With the aim of fostering entrepreneurship, the European Commission has adopted the Entrepreneurship 2020 Action Plan. One of the pillars of the Entrepreneurship 2020 Action Plan is entrepreneurship education and training at all levels, from primary school to university and beyond. The Education and Training 2020 strategic framework is in the same vein, and one of its strategic objectives is to increase creativity and innovation, including entrepreneurship, also at all levels of education.

Fostering entrepreneurship is particularly necessary in translator and interpreter training if we take into account the results of a recent market research carried out with Translation and Interpreting graduates from Universitat Autònoma de Barcelona (Galán-Mañas, in evaluation). According to the study, 74% of the graduates are employees, 15.2% are freelancers, 8.8% are both employees and self-employed, and 2% have set up their own businesses. Considering that most translation and interpreting services are outsourced (Kuznik, 2010), the percentage of self-employed graduates is relatively low, which could be due to a lack of training in entrepreneurial skills.

In my paper, I will present different strategies aimed at fostering entrepreneurial skills and improving the students' employability, especially in terms of job quality.

Christian Olalla-Soler

Bridging the gap between translation and interpreting students and freelance professionals. The Mentoring Programme of the Professional Association of Translators and Interpreters of Catalonia

In this presentation I will talk about the mentoring programme carried out by the Professional Association of Translators and Interpreters of Catalonia (APTIC) based on a multiple-mentoring model. It has been offered since the academic year 2015/2016 in collaboration with Universitat Autònoma de Barcelona and Universitat de Vic. The goal of APTIC's mentoring programme is to let students experience the translators' and interpreters' profession from the point of view of freelancers. Each student spends one working day with each mentor. During this day, the student carries out the tasks that the mentor assigns him/her. These tasks are related to translation, interpreting, and proofreading, rates, work ethics, project and terminology management, ergonomics, marketing, and CAT tools, among others. In this presentation, the following aspects will be discussed: 1) the benefits of mentoring programmes in general and particularly for future translation and interpreting freelance professionals and 2) the functioning, the contents and the assessment procedure of APTIC's programme.

Elsa Huertas Barros

Developing career management competences and entrepreneurial spirit in translator education

Translator education provides trainee translators with a wide range of transferable competences which are difficult to find in other disciplines, making translation graduates 'flexible, adaptable and highly employable citizens' (Kelly, 2005: 34). However, students also need to develop self-awareness of the skills they already have and those they will need to acquire. Literature shows that modern careers are increasingly driven by the employees themselves taking full ownership of their own career development (Kuijpers and Scheerens, 2006; Smythe et al., 2013). In this roundtable, we suggest a proposal that integrates the generic transferrable competences outlined in the Tuning project (González and Wagenaar, 2003, 2005, 2008) and the career competences that employees need for career self-management. This proposal engages students in critical self-assessment in order to self-manage their own career development and fosters entrepreneurial spirit in the rapidly changing job market.

Olga Torres Hostench

New professional roles: machine translation post-editor

All kinds of businesses are embracing machine translation (MT), including, of course, language service providers. This has led to the emergence of new professional profiles, such as that of MT post-editor.

This five-minute presentation looks at the skills an MT post-editor needs according to real job offers, and compares them with those that the ISO standard on the post-editing of MT output recommends.

The presentation aims to increase familiarity with the professional profile of MT post-editor and explain the skills that such work requires, so that translation trainers attending the session can adapt their teaching activities to enhance the skills in question among their students.

Ana Gregorio Cano


Service-learning component as a key element in the training of community interpreters in the context of North Texas

The professionalization of the role of the interpreter has a long way to go in the United States, particularly in the state subject of our study: Texas, where the Hispanic population and, above all, US citizens with Hispanic roots are considered in general terms "bilingual" and, therefore, able to serve as translators and / or interpreters. At UT Arlington we firmly believe that today's Texan society needs trained professionals, people who enroll in a formal program as the one offered at UTA. In order to provide a panoramic vision and first-hand experience of the labor market and real situation, several service-learning components are included in the curriculum of the BA in Translation and Interpreting program with different community partners (the Arlington Police Department, Children's Hospital of Dallas, the One Safe Place organization in Fort Worth, among others.)"

 **RODRÍGUEZ-INÉS, PATRICIA** (Moderadora / Moderator)
Universitat Autònoma de Barcelona

 **Participantes / Participants / Participants**

Frerót, Cécile (Université Grenoble Alpes); Gómez Goikoetxea, Amaia (Universitat Autònoma de Barcelona); Kozlova, Inna (Universitat Autònoma de Barcelona); Veiga, Maite (Universidade de Vigo)

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

LA FORMACIÓN DEL TRADUCTOR TÉCNICO

TECHNICAL TRANSLATOR TRAINING

 **Palabras clave / Paraules clau / Keywords**

traducción técnica; formación; recursos / technical translation; training; resources

 **Resumen / Resum**

Los datos recogidos en los informes de Common Sense Advisory (2012, 2016) muestran que el mercado de la manufactura es el segundo sector de mayor generación de contenidos para la traducción en todo el mundo. Sin embargo, datos recogidos en varios estudios realizados en la Facultad de Traducción e Interpretación de la Universitat Autònoma de Barcelona (Rodríguez-Inés y Gómez Goikoetxea 2016) muestran que la oferta formativa en traducción técnica no cubre dicha demanda de mercado, muy probablemente debido a la fractura entre las ciencias y las letras que ha existido en todos los planes de estudios hasta la fecha.

A la vista de esta realidad, planteamos esta mesa redonda como un foro de debate con el objetivo de mostrar la situación de la formación en traducción técnica y las necesidades de formación de acuerdo con las expectativas del mercado. Ante la usual falta de tiempo en las aulas, también se comentará cómo la formación por competencias, con especial énfasis en la instrumental, y el aprendizaje basado en proyectos pueden ayudar a paliar una falta de formación específica en un campo técnico.

Participantes y tema de su intervención:

1. Patricia Rodríguez-Inés (moderadora) (Universitat Autònoma de Barcelona): Situación de la formación de traductores técnicos en España.

Si bien es España un país donde abundan los centros públicos y privados que ofrecen formación de traductores, la traducción técnica sigue estando en clara desventaja frente a otras especialidades, como la jurídica o la audiovisual. Se mostrarán datos sobre centros, cursos y asignaturas que apoyan esta afirmación.

2. Amaia Gómez Goikoetxea (Universitat Autònoma de Barcelona): Necesidades formativas del traductor técnico desde la perspectiva profesional.

Se tratarán cuáles son las demandas del cliente directo en lo que se refiere a conocimiento de su ámbito de especialización y qué puede y no puede ofrecerle el traductor generalista o poco experimentado. Asimismo, se hablará de la influencia de factores externos a la temática, como son el plazo, la tarifa o la contratación de un proveedor de servicios acorde a las características de la demanda cuya impronta no puede obviarse del resultado final. Y finalmente, se comentarán algunas herramientas de formación, sobre todo a nivel competencial, que podemos ofrecer a los futuros profesionales para ayudarles en su recorrido.

3. Inna Kozlova (Universitat Autònoma de Barcelona): Uso de recursos documentales en línea y su utilidad para la traducción especializada.

Se presentarán puntos fuertes y débiles de los siguientes recursos no especializados en un ámbito concreto con acceso gratuito: diccionarios en línea como Collins Lexibase, bases de datos léxicos como WordNet y diccionarios enciclopédicos como BabelNet, entre otros.

4. Maite Veiga Díaz (Universidade de Vigo): Herramientas libres de traducción asistida por ordenador: usabilidad y aplicabilidad en la enseñanza de la traducción técnica.

El uso de herramientas libres y de código abierto se ha consolidado en las universidades debido a su adaptabilidad, usabilidad y coste. En el caso de la enseñanza de la traducción técnica, se ha comprobado que el comportamiento de estas

herramientas es excelente cuando se aplican a géneros como los manuales de instrucciones sencillos o los prospectos de medicamentos, y que mediante su uso el alumnado comprende mejor el funcionamiento de las herramientas TAO. En esta mesa, presentaremos los resultados de la implementación en el aula de proyectos de traducción realizados con estas herramientas.

5. Cécile Frérot (Université Grenoble Alpes): Integración de la ergonomía en la formación de traductores especializados mediante el trabajo colaborativo.

Las nuevas realidades laborales del traductor imponen que se tomen en cuenta el ser humano, las herramientas que utiliza y de las cuales depende, sus métodos de trabajo así como su entorno laboral. La ergonomía ofrece un ámbito adaptado al análisis de varios aspectos del traductor profesional que hace falta incorporar en la formación de traductores especializados, incluido el técnico. Ilustramos su integración a través de un escenario de aprendizaje basado sobre todo en las dimensiones físicas y organizacionales del traductor.

Abstract

The data collected in the Common Sense Advisory reports (2012, 2016) show that the manufacturing market is the second largest source of translations worldwide. However, data collected in several studies carried out at the Faculty of Translation and Interpreting of the Universitat Autònoma de Barcelona (Rodríguez-Inés and Gómez Goikoetxea 2016) show that the training offered in technical translation does not cover this market demand, most likely due to the fracture between sciences and humanities that has existed in curricula to date.

In view of this reality, we propose this round table as a discussion forum with the aim of showing the situation of technical translation training and training needs in accordance with market expectations. We will also talk about how competence-based training, with special emphasis on instrumental competence and project-based learning can help alleviate a lack of specific training in a technical field.

Participants and topics:

1. Patricia Rodríguez-Inés (chair) (Universitat Autònoma de Barcelona): Technical translator training in Spain.

Although there are many public and private translator training centres in Spain, technical translation is still at clear disadvantage compared to other fields, such as legal or audiovisual translation. Data on centres, courses and subjects that support this statement will be shown.

2. Amaia Gómez Goikoetxea (Universitat Autònoma de Barcelona): Technical translator training needs from a professional perspective.

Client demands will be addressed in terms of knowledge of their area of specialization and what a generalist or inexperienced translator can and can not offer. Likewise, the influence of factors external to the subject (e.g. deadlines, rates or the hiring of a service provider) will be discussed. And finally, some competence-related training issues will be discussed in relation to what we can offer to future professionals to help them in their journey.

3. Inna Kozlova (Universitat Autònoma de Barcelona): Use of online documentary resources and their usefulness for specialized translation.

Strong and weak points of the following free non-specialized resources will be presented: online dictionaries such as Collins Lexibase, lexical databases such as WordNet and encyclopedic dictionaries such as BabelNet, among others.

4. Maite Veiga Díaz (Universidade de Vigo): Free computer-assisted translation tools: usability and applicability in technical translation teaching.

The use of free and open source tools in universities has become popular due to their adaptability, usability and cost. In the case of technical translation teaching, it has been found that using these tools to translate genres such as simple instruction manuals or drug leaflets is excellent, and that through their use the students understand the functioning of CAT tools better. In this roundtable the results of classroom implementation of translation projects delivered with these tools will be presented.

5. Cécile Frérot (Université Grenoble Alpes): Integration of ergonomics in specialized translator training through collaborative work.

The translator's new professional situation requires that not only human beings be taken into account, but also the tools they use and on which they depend, their working methods as well as their work environment. Ergonomics offers the possibility of analyzing several aspects of the professional translator's life that must be incorporated into the training of specialized translators, including technical translators. This integration will be illustrated through a learning setting based, above all, on the translator's physical and organizational dimensions.

☞ **VAN EGDOM, GYS-WALT** (Moderador / Moderator)
Zuyd University of Applied Sciences

☞ **Participantes / Participants / Participants**

Schrijver, Iris (University of Antwerp); Segers, Van Santen, Fedde (ITV University of Applied Sciences for Interpreting and Translation); Verplaetse, Heidi (KU Leuven); Akbari, Alireza (KU Leuven)

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol / Title** ☞

TOPSY-TURVY TESTING: A BOTTOM-UP APPROACH TO TRANSLATION COMPETENCE

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

translation evaluation; translation process; translation competence

☞ **Abstract**

Since the turn of the century, translation scholars and translator trainers are plodding away at devising a translation competence model that would allow for a good handle on what professional translators do when they translate texts or when they provide translation services tout court. Scholars wish to piece together a fuller understanding of the phenomena of translating and translation, and trainers, whose explicit aim it is to bring translator training in line with professional practices, are interested in identifying the specific set of competences that are required to execute translation tasks. This development has prompted a uninterrupted flurry of academic publications on translation/translator competence and competence acquisition (Lowe 1987; Nord 1991; Bell 1991; Hewson and Martin 1991; Campbell 1991; Pym 1991, 2003; Kiraly 1995; Presas 1996; Hurtado Albir 1996; Hatim en Mason 1997; Hansen 1997; Risku 1998; Schäffner 2000; Sim 2000; Neubert 2000; Kelly 2002; PACTE 2002, 2003; Gonçalves 2003, 2005; Göpferich 2009; EMT Expert Group 2009, 2017), and it has had an electrifying effect on inquiries into teaching methods, assessment and other didactical and pedagogical issues.

Although most of the research done in translation didactics has obvious merits, some serious concerns can be raised against the dominant approach to translation competence. Despite the widely-entertained aspiration to build empirically sound data-driven competence models - the epitomai of data-driven models being the models of PACTE and Göpferich -, most research on translation competence has involved a great deal of armchair theorizing or, what Kearns (2012) fairly recently called, “academic rationalism”. This is to say that existing competence models tend to state the “what” of translation competence, but, unfortunately, they seem to shun or downplay the “how” of translation and translation service provision. When trying to bridge the gap between the translation competence(s), descriptors, indicators and, ultimately, concrete translator behaviour, one seems destined to run into unsurmountable problems.

In this roundtable discussion, translation competence will be observed from a somewhat unusual angle: instead of opting for the traditional top-down approach to translation competence (acquisition), the speakers will propose a bottom-up approach that has been adopted in a recent research project.

Following two pilot projects (Van Egdom et al., forthcoming; Pauwels, 2017), researchers of KU Leuven, University of Antwerp, ITV University of Applied Sciences for Interpreting and Translation and Zuyd University of Applied Sciences have banded together to initiate a binational project in which the correlation between product quality and translation processes (“translation styles”) is to be scrutinized. Its objectives are manifold: in this project, the participants hope to find out 1) whether there are similarities in the translation style of (aspiring) translators of positively evaluated target texts; 2) whether the same can be said for the translation style of (aspiring) translators of negatively evaluated texts; 3) whether the average quality of student translations truly improves in the course of their studies; 4) whether quality differences are reflected in observed translation styles. It is hoped that the results of this research project will throw new light on the teaching, acquisition and assessment of translation competences, that it will help gain fuller understanding of student progress as well as provide a tool to monitor progress in a manner that is both reliable and valid, and, thus, that it will pave the way for a bottom-up approach to curricular design.

After a brief outline of the project, each participating institution will be asked to present a specific aspect of the project. These aspects, all of which are described below, are believed to not only take centre stage in our research project, they form the obstacles one encounters in translator training on a day-to-day basis. Although the planning hardly augurs well for a complete and unabridged presentation of the results of this research project, it is expected that, in addition to an outlook on the hurdles that have been taken in the course of the project, this roundtable discussion will also provide a platform for the presentation of preliminary findings.

Participants and respective foci:

Gys-Walt van Egdom (Zuyd University of Applied Sciences, Vrije Universiteit Brussel)

Evaluating budding translators: when, who, what and how?

Fedde Van Santen (ITV University of Applied Sciences for Interpreting and Translation)

Translation testing, text selection and test conditions

Iris Schrijver (University of Antwerp)

Translation processes, translation styles and translation quality.

Alireza Akbari (KU Leuven)

Translation evaluation.

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28 ∞ **151**

 **AGUIRRE FERNÁNDEZ BRAVO, ELENA**

Universidad Pontificia Comillas

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

*"IS THIS REALLY WORTH THE EFFORT?" THE ROLE OF INTROSPECTION AND SELF-ASSESSMENT
IN INTERPRETER TRAINING*


 **Palabras clave / Paraules clau / Keywords**

self-assessment; self-concept; interpreter training

 **Abstract**

Research on learning has long emphasized the importance of paying attention not only to high-level processes, but also to the individual's affective system: motivation, self-concept, and affective self-regulation. The decision-making processes involved in interpreting take place in an immediacy context that requires not only resourcefulness, but self-consciousness and self-confidence; hence the importance of helping future interpreters develop an accurate professional self-concept from the very beginning of their training. This can be accomplished by cogently integrating introspection and self-monitoring in syllabi. In spite of the potential presented by tools such as portfolios, feedback rubrics and/or self-assessment forms, they tend to be unpopular and their effectiveness is often doubted: On the one hand, interpreter trainees fail to see their purpose, find forms tedious and annoying or can never find the time to fill them in; on the other, interpreter trainers find it difficult or wearisome to assess students' progress through such forms, and many of them would rather focus on their raw performance. This can make both groups of stakeholders ask themselves the question: "is this really worth the effort?"

We will argue that the answer to this question is yes, and we will try to prove so by analyzing the evolution, in terms of metacognition and introspection, of undergraduate Translation and Interpreting students at the Universidad Pontificia Comillas on the course of a one-semester Interpreting course. Our sample is made up of over 250 undergraduate students that were enrolled in Interpretación I: Comunicación oral y análisis del discurso during academic years 2014-2015, 2015-2016, 2016-2017, and 2017-2018. This course was selected because it is students' first contact both with interpreting techniques (consecutive without notes) and with interpreting-performance-related self- and peer-assessment dynamics. Throughout the semester, students submit up to 5 self-assessment forms; the first and last ones will be compared to obtain data of two types. Focusing on the quantitative level, we will see whether there is a comparative increase in the use of the interpreting professional metalanguage at the end of the semester. Besides, from a more qualitative perspective, we will try to ascertain whether there has been an improvement in students' levels of introspection that is noticeable in the forms in semantic terms. Both quantitative and qualitative elements could predict a better degree of understanding the nature of those cognitive and metacognitive processes involved in interpreting, which could, in turn, imply a higher degree of empowerment and autonomy in learning, a core element of expertise in interpreting.

 **AKBARI, ALIREZA** **Àmbito / Àmbit / Topic**


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


 **Título / Títol/ Title***CALIBRATED PARSING ITEMS EVALUATION: A DOCIMOLOGICALLY VALID AND RELIABLE TRANSLATION EVALUATION METHOD* **Palabras clave / Paraules clau / Keywords**

calibrated Parsing Items Evaluation (CPIE); translation assessment; p-docimology; d-index; reliability; validity

 **Abstract**


In today's translation studies, the necessity of empirical evidence in the evaluation of translation tests has been confirmed (Anckaert et al. 2008, Akbari and Segers 2017). Despite the presence of certifications of translation skills authenticated by numerous test administrations, the validity and reliability of these administrations lie under critical inquiry. This paper aims to present a model of translation evaluation called 'Calibrated Parsing Items Evaluation' (CPIE hereafter) to contribute to the objectification of translation assessment. Based on translation relevance and translation norm and criterion referenced assessments, the CPIE method is characterized by a total number of parses in a source text. The CPIE method consists of 6 stages: (1) holistic scoring determined by means of evaluators' intuition (the translation units at this stage are docimologically unjustified); (2) the application of Brat Visualization software Stanford CoreNLP parser to distinguish every parse in a source text; (3) the calculation of p-docimology (NB: p-docimology is different from statistical-p); (4) the calculation of Item Discrimination (hereafter d-index) to measure extreme group method; (5) the extraction of the parses with a significant p and d; and finally (6) the recalculation of scores. Furthermore, the research inspects the applications of the CPIE method at two levels: (1) calculation and recalculation of scores ascertained by the CPIE translation evaluation method and (2) measuring the degree of validity and reliability of the CPIE method compared to the holistic, analytic, and Preselected Items Evaluation (PIE) methods on the basis of the following two hypotheses: (i) As a translation assessment method, CPIE is more valid than holistic, analytic, and PIE methods (ii) the quality of translation can be evaluated more reliably if the method of evaluation assesses all the parsing items by means of optimal p and d docimologies rather than some 'specific items' (PIE method), 'pre-conceived criteria' (analytic method), and 'impressionistic-intuitive scoring' (holistic method) by the raters. Sixteen evaluators were recruited for this research to score translation drafts through holistic, analytic, PIE, and the CPIE methods. In addition, in order to ensure the degree of validity and reliability of the CPIE method compared to the holistic, analytic, and PIE methods, 'F-Statistics', 'Probability Plots', 'Spearman rho' and 'Regression Variable Plots' were applied to the evaluators' translation assessments. The procured results demonstrated that the CPIE method was more consistent and valid in terms of docimologically justified parsing items.

 **ÁLVAREZ ÁLVAREZ, SUSANA**
Universidad de Valladolid

 **Ámbito / Àmbit / Topic**
Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title** 

LA EMPLEABILIDAD DE LOS EGRESADOS EN TRADUCCIÓN E INTERPRETACIÓN: ¿MITO O REALIDAD?
EMPLOYABILITY OF TRANSLATION AND INTERPRETING GRADUATES: MYTH OR REALITY?

 **Palabras clave / Paraules clau / Keywords**
empleabilidad; Traducción e Interpretación; egresados / employability; Translation and Interpreting; graduates

 **Resumen / Resum**

Desde la entrada en vigor del proceso de Bolonia, el concepto de empleabilidad, tradicionalmente desvinculado de los planes formativos de las titulaciones universitarias, ha empezado a cobrar fuerza, sobre todo en el marco de una crisis económica mundial, en la que las tasas de desempleo han crecido de forma considerable (Trading Economics, 2017; OIT, 2017). No es de extrañar, por lo tanto, que muchas instituciones de Educación Superior hayan empezado a centrar su atención en el desarrollo de competencias y habilidades profesionales que ayuden a incrementar la empleabilidad de sus egresados en el contexto de un mercado laboral en constante evolución (Yorke, 2006; York y Knight, 2006).

En el marco de los Estudios de Traducción e Interpretación (T e I), aunque se están llevando a cabo en los últimos años numerosas iniciativas para mejorar las competencias profesionales de los estudiantes (Vandepitte, 2009; Calvo, Kelly y Morón, 2010; Chouc y Calvo, 2011; Peverati, 2013; Massey y Ehrensberger-Dow, 2014), varias investigaciones recientes ponen de manifiesto que los aspectos profesionales no están integrados de forma clara en todos los planes formativos de Grado en T e I, es decir, existe un desajuste entre los contenidos que se están enseñando en las universidades y las necesidades reales del mundo profesional (Álvarez-Álvarez y Arnáiz-Uzquiza, 2017; Rodríguez De Céspedes, 2017).


La presente comunicación tiene como principal objetivo describir, desde una perspectiva comparativa, el escenario de los egresados en T e I (licenciados y graduados) en términos de empleabilidad entre los años 2006 y 2016 en España. Para ello, en primer lugar, analizaremos el concepto de empleabilidad en el marco de la Educación Superior actual, prestando especial atención a su integración en los planes de estudios para la formación de traductores. Posteriormente, desde una perspectiva empírica, se llevará a cabo un estudio cuantitativo por medio de una encuesta, que pondrá de manifiesto las particularidades de la incorporación de los egresados en T e I al mundo laboral.

 **Abstract**

Since the Bologna process was started, some studies have focused on the link between employability —and employability skills— and Higher Education curricula, particularly in a moment when the socioeconomic crisis has significantly increased youth unemployment rates worldwide (Trading Economics, 2017; OIT, 2017). Not surprisingly, Higher Education Institutions (HEIs) have started to focus on developing professional competences and skills in order to prepare their graduates for employment and to boost their employability in an increasingly competitive market (Yorke, 2006; Yorke and Knight, 2006). In this line, research has also been conducted in the field of Translation and Interpreting (T&I) Studies in the last years (Vandepitte, 2009; Calvo, Kelly & Morón, 2010; Chouc & Calvo, 2011; Peverati, 2013; Massey & Ehrensberger-Dow, 2014). However, recent studies show that ‘employability skills’ and professional contents and competences are not properly embedded in the T&I curricula, i.e. there is a gap between academic studies and the challenges of the professional market (Álvarez-Álvarez & Arnáiz-Uzquiza, 2017; Rodríguez De Céspedes, 2017).


The main purpose of this paper is to describe and compare the workplace scenario for T&I graduates (4/5-year BAs and ECTS-based degrees) between 2006 and 2016 in Spain. To this end, it is essential to analyse ‘employability’ in the current Higher Education context, with a particular focus on the integration of employability skills in the T&I undergraduate curriculum. Then, quantitative data on the employability of T&I graduates are collected in the study using an online survey.


 **ARÁMBULA HERNÁNDEZ, MARÍA FERNANDA; CORNEA, IOANA; DE LA VEGA, MARIANA; TUCKER, ANDREW**
Universidad Nacional Autónoma de México

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

 **Título / Títol/ Title** 

LEGAL TRANSLATOR TRAINING IN MEXICO: UNAM'S ONLINE LEGAL TRANSLATION CERTIFICATE


 **Palabras clave / Paraules clau / Keywords**
translation competence-based curricula; legal translator training; online translator training

 **Abstract**
Since the 1980s, when the first university translator and interpreter training programs were established, and to the present day, Mexico has suffered from a deficit in translator training despite the country's endeavors to give voice to its cultural and linguistic diversity as well as the translation profession's continued growth worldwide. The National Autonomous University of Mexico (UNAM) seeks to address the lack of accessible specialized translator training with its upcoming online Certificate in Legal Translation, provided by the Department of Translation and Interpreting (DTI) at the National School of Languages, Linguistics and Translation (ENALLT).

This presentation serves as an introduction to the curriculum of the certificate, which was specifically designed to meet the needs of the Mexican translation market and overcome the country's shortage of truly qualified legal translators. It does this by taking into consideration data collected on translation in Mexico in 2016, which are then used to inform a competence-based curriculum whose teaching units are divided into a range of assignments that progressively build towards acquisition of the sub-competences set out in course-specific learning outcomes. The curriculum's end goal is to foster the preparation of proficient and up-to-date legal translators who are committed to the advancement of translation as a profession as well as to the status and quality of legal translation in Mexico.

 **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**

LA PRÁCTICA PROFESIONAL DE TRADUCCIÓN: IMPORTANCIA DE ESTA FASE FORMATIVA EN LA CONSOLIDACIÓN DE LA COMPETENCIA TRADUCTORA

PROFESSIONAL TRANSLATION PLACEMENT: AN IMPORTANT TRAINING PHASE TO DEVELOP TRANSLATION COMPETENCE

 **Palabras clave / Paraules clau / Keywords**

práctica profesional; competencia traductora; supervisión; evaluación / translation placement; translation competence; supervisión; evaluation

 **Resumen / Resum**


La práctica profesional juega un rol protagónico en la enseñanza universitaria de los traductores, pues constituye una instancia propicia para evaluar y consolidar la adquisición de la competencia traductora según la propuesta didáctica de Dorothy Kelly (2005), sobre todo al final del tránsito formativo. Nuestra presentación expondrá el modus operandi de esta etapa en la Universidad Chileno-Británica de Cultura en cuanto al trabajo de supervisión y los instrumentos de evaluación aplicados para evaluar y monitorear el desempeño del practicante. En nuestra institución contamos con un proceso sistematizado y reglamentado para el desarrollo y evaluación de la práctica profesional. Durante este proceso se realizan tres tutorías con el profesor supervisor donde se corrigen y revisan los textos traducidos; después de cada tutoría, los alumnos rinden un examen de traducción de 400 palabras en dos horas. La evaluación final corresponde a tres notas: la entrega del texto traducido, el examen de traducción y la tabla de corrección de inadecuaciones que el practicante presenta en cada tutoría. Los practicantes también son evaluados por el cliente y se aplica paralelamente una rúbrica analítica basada en la propuesta de competencia traductora de Kelly para ofrecer retroalimentación más detallada sobre el mejoramiento y consolidación de la competencia traductora. Así, nos aseguramos de que nuestros alumnos salgan al mercado laboral con una sólida competencia traductora y profesional, respaldada por la alta tasa de empleabilidad de estos.

 **Abstract**

The professional translation placement plays a leading role in university translation teaching, since it is an appropriate stage at which the acquisition of translation skills may be assessed and consolidated once the 4-year undergraduate training programme is completed. Our presentation will highlight the modus operandi of this formative stage at The British University, Santiago, regarding the work of teacher supervision and the evaluation instruments used to monitor and assess the performance of placement students. At our institution, we have a systematized and regulated professional translation placement lasting 10 weeks, during which time, each student must translate approx. 7,500 words into Spanish and attend three tutorials with their UCBC-designated supervisor, in which parts of the translated texts are corrected and revised. After each tutorial, students must take a translation test of about 400 words in two hours. The global assessment consists of three marks broken down into an average grade calculated through the translated text, the translation test and a correction table detailing errors and inadequacies presented at each tutorial by the student. This is repeated three times. At the end of the process, the students are also assessed by the third party or client. An analytical rubric is also being applied in parallel to provide the student with more detailed feedback on translation competence development.

 **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** 

LOS DISTINTOS MODUS OPERANDI DE PRÁCTICAS PROFESIONALES DE TRADUCCIÓN EN UNIVERSIDADES CHILENAS: IMPORTANCIA DE ESTA FASE EN LA FORMACIÓN DE TRADUCTORES PROFESIONALES Y SUS PRINCIPALES CARACTERÍSTICAS

THE DIFFERENT MODUS OPERANDI OF PROFESSIONAL TRANSLATION PLACEMENT IN CHILEAN UNIVERSITIES: IMPORTANCE OF THIS PHASE IN THE TRAINING OF PROFESSIONAL TRANSLATORS AND ITS MAIN CHARACTERISTICS

 **Palabras clave / Paraules clau / Keywords**

práctica profesional; competencia traductora; universidades chilenas / translation placement; translation competence; Chilean universities


 **Resumen / Resum**

La presente comunicación dará a conocer los principales hallazgos encontrados en una investigación exploratoria sobre la realización de la práctica profesional de traducción en las universidades chilenas que imparten esta carrera a nivel de pregrado. Se trata, pues, de un estudio que, en primer lugar, pretende ofrecer una descripción panorámica sobre las distintas modalidades en que se lleva a cabo el prácticum y que, en segundo lugar, apunta a una mayor consideración de este componente formativo dentro de toda la imbricación curricular en la formación de traductores profesionales a nivel de pregrado. Asimismo, se hará mención a las principales coincidencias y diferencias encontradas de acuerdo con la información recopilada, así como también a las apreciaciones de los informantes sobre la importancia de esta fase —según la experiencia en cada casa de estudios— y sobre las posibles mejoras o entornos ideales de realización que podrían otorgarle un mayor protagonismo al prácticum. Dichas apreciaciones fueron recopiladas mediante la administración de una encuesta que revela, ante todo, una plena coincidencia entre los informantes sobre la importancia que reviste esta etapa formativa y su consideración como un puente entre el mundo académico y el mundo profesional, siendo esta última clasificación la que, en principio, sustenta la inherente inclusión del prácticum en la malla curricular de casi todos los programas de estudios a nivel universitario. Por último, la reflexión que suscita toda la información proporcionada en esta investigación podría redundar en una búsqueda de mejores prácticas para optimizar y lograr, finalmente, un modus operandi de la práctica profesional que cierre el ciclo formativo de un traductor con una consolidada competencia traductora.

 **Abstract**

This communication will present the main findings of an exploratory research on the realization of the professional translation placement of all the Chilean universities offering translation programs at an undergraduate level. It is, therefore, a research that, in the first place, seeks to offer a panoramic description of the different modalities in which the placement is carried out and, secondly, points to a greater consideration of this formative component within the curriculum of the translation programs at the undergraduate level. It will also mention the main coincidences and differences found in accordance with the information gathered, as well as the informants' opinions about the importance of this phase —according to the experience in each institution— and possible improvements or ideal environments of realization that could give a greater importance to the translation placement. These opinions were compiled through a survey that showed, first, a complete coincidence among the informants about the importance of this formative phase and its consideration as a bridge between the academic world and the professional world, being this appreciation the one that supports its inherent inclusion in the curricular plans of almost all the universities. Finally, the reflection arising from all the information provided in this research could result in a search for better strategies to optimize and finally achieve a modus operandi of professional placement that culminates the training cycle of a translator with a consolidated translation competence.

 **ASQUERINO EGOSCOZÁBAL, LAURA**
Universitat Autònoma de Barcelona

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

 **Título / Títol/ Title** 

UN ESTUDIO EMPÍRICO SOBRE LA ADQUISICIÓN DE LA COMPETENCIA TRADUCTORA JAPONÉS-ESPAÑOL.
DISEÑO Y RESULTADOS DEL ESTUDIO PILOTO
AN EMPIRICAL STUDY ON JAPANESE INTO SPANISH TRANSLATION COMPETENCE ACQUISITION. DESIGN AND RESULTS OF THE PILOT TEST

 **Palabras clave / Paraules clau / Keywords**

adquisición de la competencia traductora; formación en traducción japonés-español; estudio experimental / Japanese-Spanish translation competence acquisition; Japanese-Spanish translation teaching; experimental study

 **Resumen / Resum**

A pesar de que existen numerosos ejemplos de estudios realizados en torno a la traducción del japonés al español, no sucede lo mismo con la investigación llevada a cabo sobre la formación en traducción ni, aún menos, sobre la adquisición de la competencia traductora entre estas dos lenguas.

Por este motivo, se está llevando a cabo un estudio sobre la competencia traductora y su adquisición en la combinación lingüística japonés-español, y un estudio sobre la situación de la formación de traductores japonés-español.

Dicho estudio incluye un experimento que se llevará a cabo en la Universitat Autònoma de Barcelona (UAB) en el que los sujetos, estudiantes del grado en Traducción e Interpretación (Tel) de la misma universidad, deberán traducir un texto del japonés al español y rellenar dos cuestionarios, uno sobre sus datos y otro, sobre los problemas de traducción del texto. Para su preparación ha sido necesario realizar, primero, un juicio de expertos con docentes de la UAB para seleccionar el texto más adecuado y los puntos ricos (problemas prototípicos de traducción) más representativos y, segundo, un estudio piloto, con docentes y estudiantes, para comprobar que son adecuados el texto en japonés, los puntos ricos seleccionados y el cuestionario de problemas diseñado.

La presente comunicación se centrará en el estudio piloto, que se realizó en la Universidad de Salamanca y en el que participaron cinco estudiantes de cuarto del grado en Tel, además de dos docentes de lengua japonesa y de traducción del japonés de la misma universidad. Así, se comenzará mostrando el diseño del estudio: se presentarán las tareas que realizaron los sujetos y los instrumentos, es decir, el texto en japonés objeto de traducción y cuatro cuestionarios, dos para los docentes y dos para los estudiantes.

A continuación, se analizarán los principales resultados atendiendo a los dos objetivos fundamentales planteados en el estudio:

1) Comprobar que el diseño y los instrumentos funcionan: si las preguntas son pertinentes o si su formulación no presenta problemas de comprensión, entre otros aspectos, y si la elección de puntos ricos es adecuada.

2) Analizar los resultados más importantes de la prueba a partir de las respuestas a los cuestionarios y de las traducciones del texto escrito en japonés.

Finalmente, se extraerán las conclusiones oportunas y se presentarán las modificaciones que se han realizado en los instrumentos citados de cara al experimento que se llevará a cabo en la UAB.

 **Abstract**

There are several examples of studies on translation from Japanese into Spanish. However, within the same language pair, just a smaller number of them are focused on translation teaching and an even smaller number analyses the translation competence acquisition.

For this reason, we are carrying out a study on translation competence and its acquisition between Japanese and Spanish, as well as a study on the current situation of translator training between those languages.

The study includes an experiment that will take place at the Universitat Autònoma de Barcelona (UAB). In the experiment, the subjects —UAB students from the Bachelor's Degree in Translation and Interpreting (BDTI)— will translate a text from Japanese into Spanish and will fill in two questionnaires: one, regarding their personal background; the other, about the translation problems found in the text.

In order to prepare the experiment, it was necessary to carry out an expert judgement with teachers from the UAB to choose the most accurate text and its most representative rich points —prototypical translation problems—. It was also necessary to do a pilot test with teachers and students in order to check that the text written in Japanese, the selected rich points and the questionnaire on translation problems are appropriate.

This presentation will be focused on the pilot test, which was carried out at the Universidad de Salamanca with five fourth-year students from the BDTI and two teachers of Japanese language and translation from Japanese from the same university.

We will begin by showing the study's design: we will explain the subjects' tasks and the instruments used in the study, which consisted of the source text in Japanese and four questionnaires (two of them, addressed to the teachers; the other two, to the students).

After that, we will analyse the essential results by focusing on the two main objectives set out in our own study:


1) To make sure that the design and the instruments work: if the questions are appropriate, if their wording is easily understandable, among other elements, and whether the selection of rich points is suitable or not.

2) To analyse the essential results of the pilot test considering the answers to the questionnaires and the translations made from the Japanese text.

Finally, we will show our conclusions and the modifications made in the aforementioned instruments in order to prepare them to the experiment, which will be carried out at the UAB.

 **ATARI, OMAR**

Petra University

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

A CASE STUDY OF ARABIC-SPEAKING UNDERGRADUATE INTERPRETER TRAINEES' STRATEGIES: A MODEL FOR CLASSROOM PRACTICES

 **Palabras clave / Paraules clau / Keywords**


simultaneous interpreting; errors; training module

 **Abstract**

This paper presents the results of a case study as a part of which the strategies used by Arabic-speaking undergraduate trainee simultaneous interpreters under test conditions are analyzed. The study is discourse-based, as it relies on the information processing approach to SI (simultaneous interpretation) which considers interpreting as a language-dependent activity. The data for this study consisted of a sample of Arabic-speaking undergraduate trainee interpreters' recorded interpretations of a video lecture on solar energy. The analysis is based on Barik's (1975/2002) model of Omission, Addition and Phrasing changes. The results show that Delay Omission and Comprehension Omission are the most frequently made mistakes by the study participants. A discourse-based module for SI training is also developed as a part of the study. The module is based on the premise that SI comprises of an analysis of the comprehension phase of the source speech and the production phase of the source speech messages in the target language. In creating the module, the main tenets of Setton's (1993, 1998/2002) model of comprehension and production and Seleskovitch's (2008) model on teaching conference interpreting were adopted. In sum, this study is an attempt to integrate research on SI and classroom practices.

 **AYVAZYAN, NUNE**

Universitat Rovira i Virgili

 **Àmbito / Àmbit / Topic**

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

 **Títol / Títol / Title***COMMUNICATIVE TRANSLATION IN FOREIGN-LANGUAGE TEACHING: RESULTS OF AN EXPERIMENT WITH SECOND-YEAR UNIVERSITY STUDENTS* **Palabras clave / Paraules clau / Keywords**

foreign-language learning; mother tongue; translation

 **Abstract**


Since the proclamation of monolingual foreign-language learning methods (the Berlitz Method in the early 20th century and the like), the dilemma has been whether to allow learners' mother tongue in the foreign-language learning process. The reason for not allowing learners' mother tongue is reportedly to create a situation of immersion where students will only use the target language. It could be argued that this artificial monolingual situation is defective, mainly because there are very few real monolingual situations in the society. This is mainly due to the fact that societies are nowadays increasingly multilingual as plurilingual speakers are the norm rather than an exception.

More recently, the use of learners' mother tongue and translation has been put under the spotlight as valid foreign-language teaching tools, be it in language or translation departments. The logic dictates that if learners were permitted to use their mother tongue in the foreign-language learning process, that would not only be natural, but also would give them additional means of participation in class, which could eventually lead to learning.


Attempts at empirically testing the role of translation as a didactic tool in foreign-language teaching are still very scant. In order to fill this void, this study looks into the interaction patterns between students in two kinds of English-learning classes: one with translation and the other in English only (immersion). The experiment was carried out with 61 students enrolled in a second-year university subject in English grammar in Spain. All the students underwent the two treatments, classes with translation and in English only, in order to see how they interacted under the different conditions.

The analysis centered on four categories of interaction: teacher talk, teacher-initiated student interaction, student-initiated student-to-teacher interaction, and student-to-student interaction. Also, pre-experiment and post-experiment questionnaires and individual interviews gathered information about the students' attitudes to translation.

The findings show that translation elicited more student-initiated interaction than did the English-only classes, while the difference in teacher-initiated interactional turns was not statistically significant. Also, student-initiated participation was higher in comprehension-based activities (into L1) as opposed to production-based activities (into L2). As evidenced by the questionnaires, the students' attitudes to translation were initially positive and mainly did not vary as a result of the experiment.

 **BAIXAULI-OLMOS, LLUÍS**

University of Louisville

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

LEARNING OUTCOMES IN COMMUNITY INTERPRETING TRAINING: SELECTION, ALIGNMENT AND ASSESSMENT

 **Palabras clave / Paraules clau / Keywords**

interpreter education; learning outcomes

 **Abstract**

Course and curricular design often begins with an identification of relevant learning outcomes. In the case of Public Service Interpreting education, whose main purpose tends to be to prepare students to develop profession-centered competences, the selection of outcomes is especially important. These outcomes are found in codes of ethics and standards of practice, job description or certification exams requirements. This self-reflective proposal tries to articulate learning outcomes using an adaptation of Bloom's taxonomy that relies on three competence levels: skills, attitudes and outcomes. Specific examples from an existing graduate Basic Interpreting training initiative will be presented, together with the types of assessment used to evaluate goal attainment. The alignment of training materials with learning outcomes will illustrate an effort to keep the course pedagogically coherent. In addition, self- and peer-assessment forms is explored as tools to boost learning from different points of view by highlighting its main contributions to the teaching-learning process and also its limitations. Finally, the training proposal is critically evaluated using both formal and informal course evaluations and personal observations.

☞ **BASAURE CABERO, ROSA ISABEL; SINGER CONTRERAS, NÉSTOR**

Universidad de Santiago de Chile

☞ **Ámbito / Àmbit / Topic**

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

☞ **Título / Títol/ Title**

POLÍTICA PÚBLICA Y COMPETENCIA TRADUCTORA: EL DESAFÍO DEL DISEÑO CURRICULAR PARA LA ENSEÑANZA DE LA TRADUCCIÓN EN CHILE FRENTE A LAS BARRERAS LINGÜÍSTICO-CULTURALES DEL SIGLO XXI

PUBLIC POLICY AND TRANSLATION COMPETENCE: A CURRICULAR DESIGN CHALLENGE FOR TRANSLATION TRAINING IN CHILE FACING THE LINGUISTIC-CULTURAL BARRIERS OF THE 21ST CENTURY

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

política pública; diseño curricular; competencia traductora / public policy; curricular design; translation competence

☞ **Resumen / Resum**

El propósito de esta presentación es analizar, particularmente para el caso chileno, la relación de la política pública lingüística para el área de traducción con la competencia traductora y sus subcompetencias de acuerdo al modelo PACTE, en sentido de cuáles de éstas las universidades a nivel de pregrado establecen como prioritarias para la formación de capital humano especializado en el área de la traducción.

La investigación sostiene que los países CELAC, y en particular Chile, se plantean a nivel internacional como plataformas de servicio y se reconoce la importancia del rol de los traductores como mediadores relevantes en la comunicación para las relaciones bilaterales y multilaterales. Sin embargo, y pese a los esfuerzos estatales y privados para el aprendizaje de lenguas, existe una débil relación entre el diseño curricular de las universidades y la política pública relativa a la especialización para traductores.

Es así como en la presentación establecemos que las instituciones de educación chilenas en su papel de encargadas de generar lineamientos para el desarrollo de dichas competencias presentan una adopción parcial de las áreas de especialización y gestión de proyectos relacionados con el ámbito del servicio público y las relaciones internacionales en la formación actual de los futuros traductores chilenos.

Este trabajo concluye reflexionando sobre la relación política lingüística – traducción y el potencial de la formación en este ámbito mediante el fomento de la especialización en los programas de traducción y la necesidad de asignaturas de relaciones internacionales, gestión de proyectos y emprendimiento desde el punto de vista del apoyo al Estado y de acuerdo a lo que efectivamente permita generar el capital humano avanzado que el país necesita.

☞ **Abstract**


The Community of Latin American and Caribbean States (or CELAC countries), particularly Chile, position themselves internationally as service platforms. This process acknowledges the importance of translators as relevant mediators in the communication processes for the bilateral and multilateral relations. However, in spite of State and private efforts for the promotion of language learning programs, there would seem to be a mismatch between this translator-related public policy and the curricular design reflected in the undergraduate translation programs offered by Chilean organizations.

Hence, the purpose of this presentation is to analyze the public linguistic policy related to translation and its subcompetences, according to the PACTE model, for the Chilean case. This opens the question as to which of these competences are a priority for translation education in undergraduate programs. Preliminary data suggests that Chilean educational entities partially include of specialization areas as well as project management, public service and international relations in current Chilean translator education.

This work concludes with a reflection on the translation-related linguistic policy and potential of training, considering the promotion of specialization in translation undergraduate programs and the necessity of international relations, project management and entrepreneurship abilities course units to train the advanced human capital that the country needs.

 **BAZZOCCHI, GLORIA**

Universidad de Bolonia - Campus de Forlì

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

LA TRADUCCIÓN DE LA POESÍA INFANTIL Y SU APLICACIÓN DIDÁCTICA
 TRANSLATION OF CHILDREN POETRY AND ITS DIDACTIC APPLICATION

 **Palabras clave / Paraules clau / Keywords**

didáctica de la traducción; traducción de la LIJ; traducción de la poesía infantil / didactics of translation; translation of children literature; translation of children poetry

 **Resumen / Resum**

Muchos son los elementos que justifican la importancia de la traducción de la Literatura infantil en su aplicación didáctica, favoreciendo en el traductor que se está formando la adquisición de destrezas y hábitos que pueden aplicarse también a otros ámbitos: la presencia de un destinatario especial con el que establecer una situación dialógica (Oittinen, 2005, Beseghi, 2011); la asunción de responsabilidades a la hora de decidir si adaptar o preservar las referencias culturales, con consecuencias incluso éticas y pedagógicas (Fisher, 2000; O'Sullivan, 2013); una lengua ingeniosa que a menudo requiere una re-creación, especialmente en la traducción de antropónimos y topónimos o rimas infantiles (Bazzocchi, 2011); la sincronía entre texto e ilustraciones que impone la interpretación de un mundo polifacético (Pascua Febles, 2002; Oittinen, 2005, 2017).

En esta ocasión se presentarán algunas experiencias didácticas de traducción colaborativa del español al italiano en ámbito académico, realizadas a partir de un corpus de textos poéticos para niños, estética y éticamente significativos, es decir, textos en que la poesía es concebida como forma de conocimiento y exploración del lenguaje (Rodari, 1972), educadora de la sensibilidad y facilitadora de la asunción futura de papeles sociales (López Tamés, 1990), portadora de una visión de la vida original y creativa, cada vez más necesaria en nuestra civilización tecnológica y supermecanizada (Bravo-Villasante 1990). Lograr transmitir la emoción poética que se produce gracias al empleo de palabras que huyen de representaciones estereotipadas (Cervera, 1991) y reproducir el ritmo y la musicalidad de textos ilustrados, a menudo escritos para leerse en voz alta, se convierte en un desafío especial para el traductor y en una manera para aprender a traducir desde la práctica de la paratraducción (Yuste Frías, 2015).


 **Abstract**

Many elements justify the importance of the translation of children literature in its didactic application, favouring the translator in the acquisition of skills that can also be applied to other fields: a special target audience with which to establish a dialogical situation (Oittinen, 2005, Beseghi, 2011); the assumption of responsibilities in deciding whether to adapt or preserve cultural references, with ethical and pedagogical consequences (Fisher, 2000; O'Sullivan, 2013); an ingenious language often requiring re-creation, especially in the translation of anthroponyms and place names or infant rhymes (Bazzocchi, 2011); the synchrony between text and illustrations imposing the interpretation of a multifaceted world (Pascua Febles, 2002; Oittinen, 2005, 2017).

On this occasion, some didactic experiences of collaborative translation from Spanish into Italian in the academic field will be presented. They are based on a corpus of aesthetically and ethically significant poetic texts for children, that is, texts in which poetry is conceived as a form of knowledge and exploration of the language (Rodari, 1972) which educates to sensibility and facilitates the future assumption of social roles (Lopez Tamés, 1990). Conveying poetic emotions produced by the use of words that flee from stereotypical representations (Cervera, 1991) and reproduce the rhythm and musicality of illustrated texts, often written to be read aloud, becomes a special challenge for the translator and a way to learn to translate thanks to the practice of paratranslation (Yuste Frías, 2015).

 **BÉCART, ANNE**

ISTRAD

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title**

COMPETENCIA INVESTIGADORA EN ESTUDIANTES DE MÁSTER EN TRADUCCIÓN: PERCEPCIONES Y PERSPECTIVAS

RESEARCH COMPETENCE AMONG MASTERS' IN TRANSLATION STUDENTS: PERCEPTIONS AND PERSPECTIVES

 **Palabras clave / Paraules clau / Keywords**


estudios de traducción; competencia investigadora; trabajo de fin de Máster / Translation Studies; research competence; Master's thesis


 **Resumen / Resum**

De acuerdo con el Proceso de Bolonia iniciado en 1999, el estudiantado necesita superar 240 créditos ECTS para graduarse en el Espacio Europeo de Educación Superior. La obtención de dichos créditos se corresponde con la adquisición de una serie de competencias tipificadas según la titulación así como competencias genéricas comunes a todos los títulos, que atañen a las habilidades que se esperan de parte del estudiantado graduado de cara a su inserción laboral. En el contexto socio-económico actual, la escasez de empleos y el nivel de formación cada vez más importante de la juventud en el mercado laboral conllevan que los estudios se amplíen hasta la obtención de un título de máster, bien de índole práctico, bien de orientación investigadora. Una parte considerable del alumnado que selecciona esta última vía, lejos de “terminar sus estudios” con la realización de un Trabajo de Fin de Máster (TFM), tiene más bien la intención de abrirse un acceso a los estudios de Doctorado y con ello, “iniciar su carrera profesional” en el ámbito de la investigación universitaria. Esta realidad en la orientación laboral del estudiantado universitario nos lleva a formular la siguiente pregunta: ¿preparan los estudios universitarios de primer ciclo para la investigación? La presente comunicación pretende contestar este interrogante desde la perspectiva del propio estudiantado. A partir del análisis de las respuestas aportadas a un cuestionario basado en las competencias genéricas del Proyecto Tuning, se exponen las percepciones de estudiantes de másteres universitarios acerca de sus competencias reales en la realización de un TFM, apuntando sus lagunas y recursos. De los resultados obtenidos, se genera una propuesta de intervención formativa, con el fin de potenciar el perfil de “investigador/a en formación” a nivel de Posgrado en el ámbito de la Traducción.

 **Abstract**


In accordance with the Bologna process which began in 1999, students must obtain 240 ECTS credits to graduate within the European Higher Education Area. Receiving said credits corresponds to acquiring a series of established skills determined by the degree as well as generic skills common to all degrees, which concern those skills graduating students are expected to have when joining the workforce. In the current socio-economic context, job scarcity and the increasingly important level of training for youth in the labor market mean extending studies to earn a master's degree whether it be of a practical nature or with the aim of completing research. For a considerable portion of students that select the latter option, far from “finishing their studies” with the completion of a master's thesis, they instead intend to open the possibility of doctoral studies and, along with this, “to begin their professional career” in the area of university research. This reality in career guidance for university students leads us to pose the following question: Do first cycle university studies prepare students for research? This paper aims to answer this from the student perspective. Analyzing responses to a questionnaire based on the generic skills of the Tuning Project, insight from master's in Translation students is presented regarding the genuine skills needed to complete a master's thesis listing shortcomings and resources. Of the results obtained, a proposal for training intervention is made in order to strengthen the profile of “research personnel in training” at the postgraduate level in the field of Translation Studies.


 **BENNOUDI, HANAN; CHERAKOUI, BOUTANIA**
Ibn Zohr University; Chouaib Doukali University

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

 **Título / Títol/ Title** 

TEACHING TRANSLATION: FROM THEORY TO PRACTICE. A QUESTIONNAIRE-BASED STUDY


 **Palabras clave / Paraules clau / Keywords**
translation theory; translation syllabus; translation teaching methods

 **Abstract**
With the turn of the new millennium and with the growing and urgent demand for translation and translators, « [Translation has become] a complex process, and therefore, involves extremely complex teaching and learning aims » I.A. Richards in M. Shaheen's (1991:119). So, the teaching of the inter-discipline of translation at the undergraduate level in institutions and faculty departments across Morocco has witnessed a shift in terms of objectives. To reach the required qualitative level and competencies in translation, the teaching of translation has become more pedagogically-focused and professionals in the field have worked hard and diligently to design tailor-made syllabi and arm undergraduate students with the necessary theoretical background and practical training to enhance their awareness of the differences between the source language (SL) and the target language (TL). Two English departments (among others) in two eminent Moroccan universities, namely Ibn Zohr University (UIZ) and Chouaib Doukali University (UCD) have contributed to the making of the teaching of translation one of the core modules in the syllabus within the new reform.

Therefore, the objective of our paper is to investigate the importance of teaching theory in the translation learning of English majors before embarking on any translation activity. The paper also considers the learning techniques and the difficulties faced by students studying translation in a foreign language curriculum. These difficulties include issues such as syntactic problems, semantic inaccuracies, cultural inadequacies and word for word translation. Data for this research come from two questionnaires: one was designed to investigate students' opinion about the importance of translation theory and learning techniques, and the other was designed for translation teachers to see whether they consider theory important in the translation learning process or not. The findings will be evaluated to be used in prospective curriculum design in the training of English students keen on taking up postgraduate studies in the domain of either specialized translation or translation studies.

 **BERTONI, BARBARA**

Universidad Autónoma de México

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

UNA PROPUESTA PRÁCTICA PARA LA FORMACIÓN DE TRADUCTORES LITERARIOS: EXPERIENCIAS DEL LABORATORIO TRĀDŪXIT

A PRACTICAL PROPOSAL FOR TEACHING LITERARY TRANSLATION: EXPERIENCES FROM LABORATORIO TRĀDŪXIT

 **Palabras clave / Paraules clau / Keywords**

mirada del otro; didáctica de la traducción; español; italiano; variantes del español / stranger's gaze; Italian; Spanish; teaching translation; Spanish variation

 **Resumen / Resum**

Se hablará de la experiencia de traducir una novela entera en grupo, empresa casi titánica porque implica que varias personas se pongan de acuerdo en muchas decisiones. La traducción de la novela *Demasiado corazón* de Pino Cacucci, resultado del taller que se llevó a cabo de septiembre del 2015 a enero del 2016 en el Instituto Italiano de Cultura de la Ciudad de México, es fruto del trabajo de un grupo de 16 personas muy heterogéneo, debido a su formación, edades y profesiones. El taller fue coordinado "a cuatro manos" por Barbara Bertoni, italiana, que se ocupó principalmente de la interpretación del texto fuente, y Tomás Serrano, mexicano, que se dedicó sobre todo a cuidar el estilo en el texto meta.

Demasiado corazón es una novela escrita en italiano por un italiano, pero ambientada en México, por lo que nuestro objetivo fue traducirla teniendo en mente al lector mexicano. Esto implicó un acercamiento traductológico particular, pues buscamos mantener la "mirada del otro" hacia México y, al mismo tiempo, que el lector mexicano se identificara en el lenguaje de nuestra traducción.

No fueron únicamente los coordinadores del taller quienes hacían observaciones y sugerencias para mejorar la traducción, sino todos los participantes, que colaboraron también en el proceso de uniformación, revisión y edición. Esta traducción debe considerarse un trabajo verdaderamente colaborativo que demuestra que "la suma de las partes interactuando es mejor que la suma de las partes solas". (Spencer Kagan: 1994)

Se compartirá una metodología de aprendizaje colaborativo aplicada a la traducción y se demostrará que con esta modalidad los alumnos desarrollan habilidades de trabajo en equipo, responsabilizándose y aprendiendo a hacer y recibir críticas constructivas. En esta modalidad los alumnos están más motivados, ya que traducen con un sentido de responsabilidad hacia el grupo para alcanzar un objetivo específico en común (la publicación), conscientes de que trabajando de manera colaborativa pueden alcanzar objetivos que solo uno ni puede soñar de alcanzar. (Johnson y Johnson: 2003)

 **Abstract**

I will talk about the experience of translating an entire novel in a group, an almost titanic enterprise because it implies that several people agree on many decisions. The translation of the novel *Demasiado corazón* by Pino Cacucci was the product of a workshop that took place from September 2015 to January 2016 at the Italian Cultural Institute in Mexico City. The book was translated by a group of 16 people; a group we can qualify as heterogeneous due to the education, age and profession of the participants. The workshop was coordinated by Barbara Bertoni, Italian, who was mainly concerned with the deep interpretation of the source text in all of its cultural, semantic and stylistic aspects, and Tomás Serrano Coronado, Mexican, who mostly took care of the style in the target text.


Demasiado corazón is a novel written in Italian by an Italian, but set in Mexico, so our goal was to translate it with a Mexican reader in mind. This implied a particular translational approach, since our aim was to maintain the "Stranger's gaze" towards Mexico and, at the same time, that the Mexican readers could identify themselves in the language of the target text.

Not only the workshop's leaders made corrections and suggestions to improve the translation, but all of the participants, who also collaborated in the process of uniformation, revision of the final version and the editing. This translation should be considered a truly collaborative work that demonstrate that "the total of the parts interacting is better than the total of the parts". (Spencer Kagan: 1994)

I will share a methodology of collaborative learning applied to translation and I will attempt to demonstrate that working in this way the students develop teamwork skills and learn to respect deadlines and to make and accept constructive criticism. In this modality the students are more motivated to perform well, since they translate with feelings of responsibility to aid the group to achieve a specific common goal (the publication), knowing that "with other people on one's side, one can accomplish tasks that one can never dream of tackling on one's own". (Johnson y Johnson: 2003)

 **BIERNACKA, AGNIESZKA; KALATA-ZAWŁOCKA, ALEKSANDRA**

University of Warsaw

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación y traducción de lenguas de signos / Ensenyament de la interpretació i traducció de llengües de signes / Teaching signed languages interpreting and translation

 **Título / Títol/ Title** 

*TECHNIQUES DEPLOYED BY SPOKEN AND SIGN LANGUAGE PUBLIC SERVICE INTERPRETERS:
A COMPARATIVE STUDY*

 **Palabras clave / Paraules clau / Keywords**

court interpreting; sign language interpreting; techniques

 **Abstract**

In Poland, the right to a fair trial is guaranteed in both international and national documents: the Universal Declaration of Human Rights of 10 December 1948, the European Convention for the Protection of Human Rights and Fundamental Freedoms of 4 November 1950, the Charter of Fundamental Rights of the European Union (2000/C 364/01), and Directive 2012/13/EU of the European Parliament and of the Council of 22 May 2012 on the right to information in criminal proceedings; the Polish Code of Civil Procedure, and the amended (by way of implementation of Directive 2012/29/EU of the European Parliament and of the Council of 25 October 2012 establishing minimum standards on the rights, support and protection of victims of crime) Code of Criminal Procedure. Ethical principles of accuracy and impartiality binding upon Polish court interpreters, as set forth in the Polish Sworn Translator's Code (applied equally by sworn translators, court interpreters, and public service interpreters in all settings), contribute to making a non-Polish speaking party to court proceedings understand and be understood.

Deaf people are among those who, due to insufficient knowledge of Polish, are compelled to use interpreting services in all settings. In order to exercise their right to full access to justice and to information within both public and private services, they need highly skilled sign language interpreters. These, however, have relatively limited opportunities of professional development and no possibility to pursue higher education in the area of sign language interpreting.

In our presentation we discuss our pioneering project consisting in providing training opportunities for Polish Sign Language (PJM) interpreters on the use of strategies and techniques in public service interpreting. A 3-hour workshop was assisted by 10 PJM interpreters of different personal and educational background, as well as professional experience in public service, or, in broad terms, community interpreting. On the basis of naturally occurring data – real-life episodes of interaction collected during the search query in Warsaw's courts of justice – they were instructed, and afterwards interviewed about strategies and techniques of coping with problematic interpreting situations. The aim of our project is, first, to contribute to PJM interpreters' lifelong learning opportunities, secondly, to transfer knowledge of strategies and techniques deployed by spoken language interpreters, thirdly, to compare the interpreting choices made by interpreters of spoken and sign languages, and finally, to evaluate these choices from the point of view of professional ethics.

✎ **BORIA, YANINA LAILA; DEFENSORÍA DEL PÚBLICO DE SERVICIOS DE COMUNICACIÓN AUDIOVISUAL**

Defensoría del Público / UBA

✎ **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación y traducción de lenguas de signos / Ensenyament de la interpretació i traducció de llengües de signes / Teaching signed languages interpreting and translation

✎ **Título / Títol / Title**

INTERPRETACIÓN ESPAÑOL-LENGUA DE SEÑAS ARGENTINA EN MEDIOS DE COMUNICACIÓN AUDIOVISUAL. PROCESOS DE ACOMPAÑAMIENTO Y CAPACITACIÓN PARA SU INCORPORACIÓN
 SPANISH-ARGENTINIAN SIGN LANGUAGE INTERPRETATION IN AUDIOVISUAL MEDIA. ACCOMPANIMENT AND TRAINING PROCESSES FOR ITS INCORPORATION

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

traducción audiovisual; lengua de señas; enseñanza de la interpretación/traducción / audiovisual translation; sign language; teaching of interpretation/translation

✎ **Resumen / Resum**

En línea con la Convención sobre los Derechos de las Personas con Discapacidad (art. 9, Ley 26.378/08); la Ley de Servicios de Comunicación Audiovisual (26.522/09) establece que los canales de televisión deben incorporar herramientas de accesibilidad para garantizar el ejercicio del derecho a la comunicación de las personas con discapacidad. Se establece así, un nuevo espacio profesional (Díaz Cintas, 2010) con características específicas: a. Traducción en ámbito audiovisual, en medios de comunicación, principalmente, género informativo. b. Interpretación simultánea entre lenguas de diferentes modalidades (español: lengua fuente, auditivo-oral; Lengua de Señas Argentina (LSA): lengua meta, viso-gestual). c. Emisión de la interpretación mediante la incorporación de un recuadro en pantalla. Esta tarea es realizada por equipos de interpretación LSA-Español que, en su mayoría, no habían estudiado o desempeñado funciones en este ámbito. Además, son escasas las investigaciones y las universidades de formación profesional.

La Defensoría del Público de Servicios de Comunicación Audiovisual recibió pedidos presentados por canales y equipos de interpretación para formarse. En respuesta a esa necesidad y a partir de un diagnóstico sobre el estado del sector, la Dirección de Capacitación y Promoción realiza actividades de capacitación en toda Argentina. Estas propuestas fueron diseñadas teniendo en cuenta las competencias traductoras del ámbito (PACTE, 2001) y el colectivo que participa (personas sordas, intérpretes empíricos, profesionales).

Las propuestas recién mencionadas se expresan en tres ejes: i. Introducción a la Interpretación Español-LSA en medios audiovisuales (roles y tareas, aspectos básicos de los estudios de televisión, proceso traductor en medios). A partir de cortos audiovisuales, se analiza el género audiovisual y se recorre el proceso traductor específico en el ámbito. ii. Técnicas de Interpretación Español-LSA en medios audiovisuales (dirigido a intérpretes y equipos técnicos de televisión) (Pilar Orero, 2005, 2017). El objetivo es generar bases para la incorporación del servicio, se trabaja en los estudios de los canales con el programa que se interpretará. Junto al equipo de interpretación se entrenan técnicas: a. referidas a la imagen (relación de sentido de la interpretación desde un margen de la pantalla con respecto a la imagen total); b. a la cámara (espacio de señado, técnica con luces); c. al programa (características del género, tiempos de aire, guión, roles y funciones); d. técnicas con relación a cuidados psicofísicos. Junto al equipo técnico: articulación con equipo de interpretación en piso y características técnicas (luces, cámara, edición). iii. Problemas de traducción/interpretación Español-LSA en medios (aborda temas específicos: traducción de titulares, problemas entre modalidades, léxico técnico y técnicas de traducción) (Hurtao Arbil, 2001). Se trabaja con equipos que están desarrollando la tarea, se estudian secciones del programa donde hay problemas de traducción/interpretación; se los analiza y plantean estrategias para su resolución.

✎ **Abstract**

In line with the Convention on the Rights of Persons with Disabilities (article 9, Law No. 26,378/08), the Argentinian Audiovisual Communication Services Law (26,522/09) states that TV channels must incorporate resources of access to guarantee the exercise of the right to communication of people with disabilities.

Taking the previous aspects into account, a new space for professional development (Díaz Cintas, 2010) with specific characteristics is established: a. Translation in audiovisual environment -specifically media- focused on the informative genre. b. Simultaneous interpretation of languages of different modalities (Spanish: source language, auditory-oral; Argentinian Sign Language -LSA for its acronym in Spanish-, visual-gestural, target language). c. Broadcast the interpretation by means of a frame included on the screen. This task is done by teams of Spanish-LSA interpreters, most of whom had not studied or done work in this field. Additionally, there is little research as well as institutions or universities to train professionals on this area of knowledge.


The Defender of the Public of Audiovisual Communication Services, received requests submitted by TV channels and interpreting teams with the intention of being trained. As an answer to that need and after a wide analysis on the state of the area, the Training and Promotion Department at the Defender of the Public has designed and carried out training activities throughout the country. These proposals were designed taking into account the translation competencies of the field (PACTE, 2001) and the specific group that participates (deaf people, empirical interpreters, teachers and professionals,

among others).

The before mentioned proposals include three large axes: i. Introduction to Spanish-LSA Interpretation in Audiovisual Media (roles and tasks, basic aspects of television studios, translation process in media). The audiovisual genre is analyzed from short films while the specific translating process of this environment is gone through. ii. Spanish-LSA interpretation techniques in audiovisual media (aimed to interpreters and television workers) (Pilar Orero, 2005, 2017), being its objective to generate the necessary bases for the incorporation of the service working in the TV studio on the programs that will be interpreted. Together with team of interpreters different techniques are trained: a. Related to the image (regarding the meaning of the interpretation as appearing on a margin of the screen in relation to the whole image); b. Related to the camera (sign space, techniques with lights); c. Related to the program (characteristics of the genre, time on air, script, roles and functions); d. Techniques related to psychophysical care. Together with the technical team: articulation with the interpretation team in the studio and technical characteristics (lights, camera, edition). iii. Spanish-LSA translation/interpretation issues in media (involving specific topics such as headline translation, matters arising from the different modalities, technical lexicon and translation techniques) (Hurtado Albir, 2001). The work is done with teams that develop the areas studying the program where problems in translation/interpretation arise and strategies for a solution are analyzed and proposed.

 **BOTELLA TEJERA, CARLA**

Universidad de Alicante

 **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** 

LAS COMPETENCIAS DE TRADUCTORES E INTÉRPRETES PARA LA ENSEÑANZA DE ESPAÑOL COMO LENGUA EXTRANJERA (ELE)

TRANSLATORS AND INTERPRETERS' COMPETENCES FOR THE TEACHING OF SPANISH AS A FOREIGN LANGUAGE

 **Palabras clave / Paraules clau / Keywords**

didáctica de lenguas; competencias; ELE / language didactics; competences; Spanish as a foreign language

 **Resumen / Resum**

Entre las salidas profesionales de los licenciados y graduados en Traducción e Interpretación (Tel), la enseñanza de idiomas (ya sea de la lengua materna o de una lengua extranjera) ocupa un lugar destacado, a menudo compatibilizada con la propia labor de traducción e interpretación. No obstante, la inmensa mayoría no recibe formación específica en glotodidáctica a lo largo de sus años universitarios, y se enfrenta a la docencia de lenguas con un bagaje lingüístico de traductor o intérprete pero con ciertas carencias en metodología y didáctica. Esta presentación, partiendo de la realidad que acabamos de describir, plantea un análisis de necesidades en la formación de traductores e intérpretes para la enseñanza de español como lengua extranjera (ELE). Bajo el supuesto de que determinadas competencias de traductores e intérpretes son perfectamente aplicables a la docencia de ELE, nuestro objetivo es explorar cuáles son las principales carencias de estos profesionales, a fin de diseñar materiales de formación específicos. Nuestro instrumento de investigación es una encuesta administrada a 50 traductores e intérpretes que han impartido o van a impartir clases de español. Los resultados son contundentes: casi todos estiman que la glotodidáctica es una salida natural en Tel pero no se recibe formación específica durante el grado o licenciatura, y no existe tampoco formación en ELE para egresados de este perfil. Las principales dificultades que se encuentran para enseñar idiomas tienen que ver con la falta de recursos didácticos y metodológicos (qué materiales seleccionar, cómo explotarlos, qué actividades diseñar, qué metodología emplear), desconocimiento de los contenidos asociados a los niveles de competencia lingüística y las carencias en sistemas y procesos de evaluación.

Frente a dichas carencias, los traductores e intérpretes apelan a determinadas competencias aplicables a ELE: su versatilidad, su competencia intercultural, sus conocimientos de lingüística y gramática, las habilidades comunicativas, su conciencia contrastiva o su experiencia como aprendices de lenguas. Muchas de estas competencias están siendo reivindicadas en la docencia de lenguas en la actualidad, con el auge de técnicas como la traducción pedagógica, la traducción audiovisual aplicada a la enseñanza de idiomas y la inclusión del análisis contrastivo en el aula.

En definitiva, esta comunicación constituye una radiografía de las competencias de traductores e intérpretes en la enseñanza de español, sus carencias y sus necesidades de formación, un paso previo al diseño de un curso de formación específica para estos profesionales que ocupan un lugar destacado en la actual enseñanza de idiomas.

 **Abstract**

Among the different professional opportunities for translators and interpreters, language teaching (either their mother tongue or a foreign language) has become a remarkable one, and it is often combined with translation/interpreting practices. However, most professionals in this field do not get specific training in language teaching during their academic studies. Therefore, they face the process of language teaching with a translator/interpreter linguistic background, but also with a certain shortage of methodological and didactic knowledge. In this light, this presentation suggests a needs analysis in the training of translators and interpreters for the teaching of Spanish as a foreign language (ELE). Assuming that some competences acquired by translators/interpreters are applicable to the teaching of ELE, our goal is to explore their main needs, in order to design specific materials to train these professionals into language teaching. As a research instrument, we have conducted a survey that was administered to 50 translators/interpreters who have taught or are looking forward to the teaching of ELE. Results are conclusive: most of them consider language teaching as a very natural professional opportunity, but no training in language teaching was provided to them during their academic studies, and then, there are no specific ELE courses for translators/interpreters available. Apparently, the main difficulties they find in teaching languages are related to the lack of didactic and methodological resources (which materials to select, how to use them, which type of activities they should design, which methodologies should be put into practice...), unfamiliarity with contents related to the linguistic competence levels, and the lack of knowledge about the assessment tools and processes.

To overcome this lack of training, translators and interpreters claim to have certain competences that can be applied to the teaching of ELE: their versatility, their intercultural competence, their linguistic and grammar knowledge, their communicative skills, their contrastive linguistics awareness or their own expertise as language learners. A lot of these competences are in fact highlighted in the teaching of languages nowadays, with the boom of techniques such as pedagogical translation, audiovisual translation in language teaching or the incorporation of contrastive linguistic analysis to

the classroom.

All in all, this presentation aims to analyze translators and interpreters' competences in the teaching of ELE, as well as their need for specific training. This would be the first step in the design of a training course for these professionals, who play a major role in the field of language teaching nowadays.

☞ **BRABO, MARCOS LUIZ DOS SANTOS**

Universidade Federal de Roraima UFRR

☞ **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación y traducción de lenguas de signos / Ensenyament de la interpretació i traducció de llengües de signes / Teaching signed languages interpreting and translation

☞ **Título / Títol/ Title** ☞

DESENHO CURRICULAR DO PROGRAMA DE ENSINO DE TRADUÇÃO E INTERPRETAÇÃO JURÍDICA OBSERVADO EM CURSOS DE GRADUAÇÃO DE BACHARELADO EM LETRAS-LIBRAS DE UNIVERSIDADES BRASILEIRAS

CURRICULUM DESIGN OF LEGAL TRANSLATION AND INTERPRETING TEACHING PROGRAM NOTICED IN BRAZILIAN SIGN LANGUAGE AND CORRESPONDENT LITERATURE BACHELOR DEGREE COURSES (LETRAS-LIBRAS) FROM BRAZILIAN UNIVERSITIES

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

desenho curricular; tradução/interpretação; línguas de sinais / curriculum design; sign language translation and interpreting; libras

☞ **Resumen / Resum**


O ensino do traduzir e interpretar acontece há vários séculos, mas investigações científicas sobre esse tema consiste em um fenômeno recente. Logo, neste estudo, concentra-se no ensino da tradução e interpretação jurídica para línguas de sinais, tanto a partir de Costa (2013), no que diz respeito ao ensino da tradução em cursos de graduação para formação de tradutores e intérpretes de línguas orais quanto de Ferreira (2015), no que tange a os currículos dos cursos de bacharelado em Letras-Libras. Assim, objetiva-se realizar um levantamento descritivo dos currículos dos cursos de bacharelado em Letras-Libras de universidades brasileiras, tanto de Bacharelado em Letras-Libras quanto Tradução e Interpretação de Língua Portuguesa – Língua Brasileira de Sinais. Esse mapeamento curricular descritivo fundamenta outro levantamento subsequente sobre o ensino de tradução e interpretação jurídica no par linguístico Português-Libras em instituições universitárias brasileiras como UFES, UFG, UFRGS, UFRJ, UFRR, UFSC, UFSCAR, UNB e UNIOESTE, por exemplo. Metodologicamente, esse estudo se estrutura em considerações teóricas com base na observação e análise descritivas do programa curricular da disciplina de “Tradução e Interpretação Jurídica” dentro do currículo geral dos cursos oferecidos pelas instituições analisadas, tomando por base, tanto as ementas quanto referências bibliográficas. Como resultados, enumera-se eventuais dificuldades enfrentadas pelos profissionais tradutores e intérpretes de língua de sinais em contextos jurídicos de trabalho, como a demanda por responsabilidade e ética profissional. Desse modo, conclui-se que o profissional atuante nesse campo deve manter em mente que sua atuação terá impacto no resultado da sentença entre as partes envolvidas, no caso, réu e autor de um processo. Assim, entende-se que, pensar sobre aspectos procedimentais tradutórios ainda durante a formação acadêmica, favorece a futura atuação profissional.

☞ **Abstract**

Translation and Interpreting teaching happens for many centuries, but scientific researching about this topic is a recent phenomenon. Thus, in this study, the focus relies on the sign language legal translation and interpreting teaching in accordance to both Costa (2013) and his approach about translation teaching in bachelor degree programs to form oral language translators, as also, to Ferreira (2015) and her approach about the Letras-Libras bachelor degree programs curriculum. In terms of goals, this study aims to raise a descriptive analysis of the Letras-Libras degree programs curriculum, both the bachelor degree one and the other focused on Brazilian Portuguese – Brazilian Sign Language Translation and Interpreting Training. This program curriculum descriptive map founds other descriptive analysis, but, this time, focused on the Legal Translation and Interpreting Teaching regarding the linguistic pair Brazilian Portuguese – Brazilian Sign Language, offered by Brazilian universities, such as: UFES, UFG, UFRGS, UFRJ, UFRR, UFSC, UFSCAR, UNB e UNIOESTE, for example. Methodologically, this study is structured by notes registered in accordance to descriptive observations and analysis of the “Legal Translation and Interpreting” core course curriculum inside the general curriculum of the programs offered by the Brazilian universities investigated. It is relevant to quote that both the Core Course Purposes Handout as also the Bibliographic References have been considered during the analysis presented in this study. As for results, it is pointed some eventual difficulties faced by legal professional sign language translators and interpreters, such as the responsibility and professional ethics demanded. Finally, it is possible to conclude that the professional who works in this field area must have to keep in mind that the own working practice is going to impact deeply the final sentence proffered to the both involved parts, that are in this case, the accused and the case author. Then, it is understood that, think academically about translation procedures aspects yet during the trainee time, favors the future professional working praxis.

 **BRUNO, LAURA VERÓNICA; LUQUE, ILEANA; SERRA PIANA, MARCELA**

Universidad Nacional de Córdoba

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

LA E-EVALUACIÓN SUMATIVA PARA CURSOS DE TRADUCCIÓN PRESENCIALES Y MASIVOS

SUMMATIVE E-EVALUATION IN THE CONTEXT OF FACE-TO-FACE TRANSLATION COURSES FOR LARGE GROUPS

 **Palabras clave / Paraules clau / Keywords**


traducción especializada; didáctica; e-evaluación / specialized translation; didactics; e-evaluation


 **Resumen / Resum**

En este trabajo se presenta una propuesta didáctica que se lleva a cabo desde las cátedras de Traducción Técnica y Traducción Científica del Traductorado de Inglés de la Facultad de Lenguas, de la Universidad Nacional de Córdoba, Argentina. Centradas en la enseñanza de la traducción especializada, en ambas cátedras la planificación está basada en la formación por competencias y en el enfoque por tareas (Hurtado, 1999), con foco en la subcompetencia estratégica para que los futuros traductores sean capaces de tomar decisiones y resolver problemas de traducción de forma autónoma. Dada la problemática vinculada con la masividad de los cursos y la realidad institucional, fue necesario introducir cambios radicales tanto en el sistema como en la modalidad de evaluación. En primer lugar, las modificaciones realizadas en el nivel del sistema implicaron la reestructuración de las unidades didácticas destinadas al estudio de los géneros de las materias; la definición de los indicadores de logro de la subcompetencia estratégica así como de los criterios de evaluación por tarea y la adaptación del baremo de corrección de errores de traducción. En cuanto a la modalidad de evaluación, hemos reemplazado los exámenes convencionales en archivos de texto por una evaluación multidimensional totalmente diseñada con el instrumento cuestionario que ofrece la plataforma educativa Moodle, soporte vital y habitual de trabajo durante el cursado de la materia. En el instrumento, se combinan distintas tareas evaluadoras sumativas. Esto supone un trabajo que se organiza en varias etapas, entre las que se contemplan la selección de un corpus comparable, especializado y textual, el diseño de tres tipos de tareas evaluadoras (opción múltiple, informe de decisión traductora y traducción per se), y, por último, la corrección final. En esta presentación, compartimos nuestras conclusiones al materializar esta propuesta didáctica de evaluación presencial mediada por tecnologías y abordamos algunas de las limitaciones prácticas encontradas.

 **Abstract**

This work presents the implementation of a didactic proposal in the Chairs of English/Spanish Technical and Scientific Translation, Faculty of Languages, National University of Cordoba, Argentina. Centered on teaching specialized translation, both Chairs embrace a competence-based translation training design and a task-based approach (Hurtado, 1999), with a special focus on the strategic sub-competence that future translators need to develop to be able to make decisions and solve translation problems in an autonomous way. In view of the particular challenges posed by large classes in our local pedagogical context, it was necessary to make radical changes to both the assessment system and modality. On the one hand, changes made at the system level implied restructuring teaching units in line with the technical and scientific genres selected for students' training; defining both the indicators for the acquisition of the strategic sub-competence and the task-based assessment criteria, and adapting a translation error correcting scale. On the other hand, changes made to the assessment modality involved replacing the standard exams in text file format with a multidimensional assessment instrument designed with the questionnaire module of the Moodle learning platform that vitally supports our work throughout the year. The new instrument combines several summative assessment tasks. This required work to be organized in several implementation phases, ranging from selecting a comparable specialized textual corpus, designing three different assessment tasks (multiple choice, report on translation decisions and translation per se) and, lastly, correcting and grading the exams. In this presentation we share the lessons we learned from the actual implementation of this technology-mediated didactic proposal for the assessment of translation competence in a face-to-face learning environment and we discuss some of the practical limitations we encountered.

 **BURDEUS-DOMINGO, NOELIA; LEANZA, YVAN; GAGNON, SUZANNE; POINTURIER, SOPHIE; BELFARES, LAMIA**
 Université Laval; Université Laval; Université Laval; ESIT; CIUSSS

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

FIRST STEPS INTO A COMMUNITY INTERPRETING TRAINING MODEL IN QUEBEC

 **Palabras clave / Paraules clau / Keywords**

community interpreting; training; healthcare

 **Abstract**


Community interpreting is becoming indispensable everywhere around the world, due to the increasing migratory movements which lead to societies' diversification. These newly formed diversified societies have citizens who do not necessarily master the official language(s), which makes of community interpreting an essential service to guarantee their access to public services of all kinds. Hosting each year several hundreds of refugees within the framework of the immigration regionalization policy adopted by the provincial government, the city of Quebec hosts many immigrants with largely diversified profiles in terms of origins, spoken languages, etc. Such a diversification has urged for an adaptation of Quebec's public services, in particular those of health. In 2015, Quebec's healthcare authorities decided to create the Banque d'Interprètes de la Capitale Nationale (BICN), in order to improve the offer of interpreting services.

Community interpreting is a professional practice requiring high levels of language command, transfer competence and intercultural communication. This practice requires an (eminently procedural) expert knowledge, shaped by several under-competences which conform the translation competence. Knowledge in intercultural communication, comprehension of public services and healthcare topics, respect of professional ethics, familiarization with information sources, control of interpreting techniques and strategies, etc. are essential when facing community interpreting tasks.

In this paper, the Quebec City immigration context, the characteristics of the Basic training course in community interpreting and some of the results of the research project conceived to evaluate the impact of such a training will be presented. The training is based on the translation competence theoretical framework and includes theoretical teaching as well as guided self-reflection on actual practice. The study aim is to evaluate the benefits and restraints of such a training program. More precisely, it seeks to observe what changes have been experienced in the trained group of interpreters' professional behaviour as well as in their performance of interpreting tasks. It includes a survey, answered by healthcare practitioners working with interpreters, about the perceived quality of communication, interpretation and patient involvement. The survey is collected twice: before the training starts and after the end of it. To gain the trainee - interpreters' perspective, focus groups are organized after the end of the training. Data is presently analysed. More broadly, we will discuss the benefits of this project for the interpreting practice in the healthcare field.

 **CÁNOVAS MÉNDEZ, MARCOS**

Universitat de Vic - UCC

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

MODELO TRANSVERSAL DE PORTAFOLIOS / ENTORNO PERSONAL DE APRENDIZAJE (PLE) EN ESTUDIOS
UNIVERSITARIOS DE TRADUCCIÓN

CROSS-SECTIONAL MODEL OF PORTFOLIOS / PERSONAL LEARNING ENVIRONMENT (PLE) IN UNIVERSITY
TRANSLATION STUDIES

 **Palabras clave / Paraules clau / Keywords**

portafolios; entorno personal de aprendizaje; formación universitaria en traducción / portfolios; personal learning environment; university translation training

 **Resumen / Resum**


A partir de experiencias previas de desarrollo de modelos de portafolio electrónico, que incluyen la posibilidad de visualizar el entorno personal de aprendizaje (PLE) de los estudiantes (entendiendo como tal el conjunto de recursos de información, relación y reflexión que obtienen a partir de la vinculación académica, pero, sobre todo, más allá, por el uso de herramientas de interacción digital), se presenta una propuesta de portafolios-PLE transversal susceptible de ser integrada en un ciclo completo de estudios universitarios de Traducción (de grado o máster). El proyecto se basa en un modelo multiplataforma que incluye los recursos abiertos Moodle y Mahara. A partir de aquí, se propone el desarrollo de entornos de trabajo e interacción para las diferentes necesidades de las asignaturas, prácticas o trabajo final de estudios, teniendo en cuenta la facilidad que ofrecen las plataformas citadas para configurar diferentes modelos de comunicación (tanto con el profesorado como con la comunidad de aprendizaje e incluso con apertura a Internet, si resulta adecuado) y, en el caso de Mahara, para establecer plantillas de páginas web que los estudiantes pueden adaptar a las diferentes circunstancias del aprendizaje particular o de los encargos recibidos. Se propone, igualmente, una estructuración flexible y variable de los contenidos introducidos en el portafolios, de manera que, al final de los estudios, estos contenidos se pueden reordenar y enfocar a la creación de un sitio web orientado a la inserción profesional en el campo de la traducción.

 **Abstract**

Based on previous experiences in the development of electronic portfolio models, which include the possibility of visualizing students' personal learning environments (PLE) (understanding as such the set of information, relationship and reflection resources that the students obtain from academic sources, but, above all, using digital interaction tools), a cross-sectional PLE portfolio proposal is presented here. It can be integrated into a complete cycle of university translation studies (undergraduate or master's degree). The project is based on a multiplatform model that includes the open resources Moodle and Mahara. From here, we propose the development of work environments and interaction for the different needs of the subjects, practices or final papers of the studies. The mentioned platforms allow to configure different communication models (both with the teachers and with the learning community, or even with access to the Internet, if appropriate) and, in the case of Mahara, to establish templates of web pages that students can adapt to the different circumstances of the learning. We also propose a flexible and variable structuring of the contents introduced in the portfolio, so that, at the end of the studies, these contents can be reordered and focused on the creation of a website oriented to professional insertion in the field of the translation.

 **CARDOEN, HANNE**

Université de Mons

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title***THE EFFECT OF NOTE-TAKING ON FLUENCY IN CONSECUTIVE INTERPRETING* **Palabras clave / Paraules clau / Keywords**

consecutive interpreting; fluency; note-taking

 **Abstract**


These results are part of a larger PhD project on the possible effect of source text difficulty and experience on note-taking, as well as on the fluency and accuracy of the target text. Though in the literature on interpreting much has been written on different note-taking systems and practical guidelines have been proposed for interpreting students (Rozañ, 1956; Van Hoof, 1962; Matyssek, 1989,...), the number of empirical studies on note-taking and consecutive interpreting remains limited and, moreover, many quality parameters have not yet been clearly defined. This research project would therefore try to shed more light on the characteristics of efficient notes in consecutive interpreting.

As recent research showed the importance of presentation-related quality parameters (Collados Aís et al., 2007), this presentation focuses on the possible influence of note-taking on target language fluency. Fifteen interpreters with different levels of experience, professionals, advanced students and novices, interpreted two speeches with varying levels of difficulty. In regard to the methodology used, the variable source text difficulty has been analyzed by applying triangulation, while the quality parameter fluency has been studied by means of several objective variables, the biggest hurdle being silent pauses. A pilot study on the perception of disruptive silent pauses (Cardoen & D'Amelio, 2013) allowed to fix two thresholds for grammatical and non-grammatical pauses, which were higher than most thresholds proposed in the literature, but might provide a higher reliability.

The data of thirty interpretations in total show, first of all, that fluent interpretations are associated with more full words and fewer abbreviations than disfluent segments of interpretations. These two observations go against the traditional guidelines in the literature on consecutive interpreting and against the note-taking systems that promote the use of unequivocal and clear abbreviations instead of full words. Secondly, the results on note quantity show that especially beginning students' target language production is clearly hindered by more extensive note-taking, which is perfectly in line with the traditional guidelines. The effect of note quantity is, however, less clear on advanced students and professionals, which might be associated with their different levels of experience and therefore their use of memory, general knowledge and language proficiency. Moreover, these three observations clearly differ from the results Dam (2007) published concerning accuracy in Danish interpretations. This implies that different quality parameters might depend on different note parameters and that this should be taken into account when discussing note-taking guidelines in the classroom.

 **CHAIA, MARÍA CLAUDIA GERALDINE**

Universidad Nacional del Comahue

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

LA TOMA DE DECISIONES EN EL PROCESO DE TRADUCCIÓN DE UN TEXTO ESPECIALIZADO

DECISION-MAKING IN THE TRANSLATION PROCESS OF A SPECIALIZED TEXT

 **Palabras clave / Paraules clau / Keywords**


problema de traducción; toma de decisiones; secuencias de acción / translation problem; decision-making; sequences of action


 **Resumen / Resum**

El objetivo de este trabajo es presentar los resultados de un estudio de tipo transversal en el que se compara el producto y el proceso de traducción escrita, del inglés al español, de un texto especializado. Los participantes de la investigación son estudiantes de la carrera de traductor público de inglés de la Universidad Nacional del Comahue (Argentina), que se encuentran en cuatro etapas distintas de formación. La investigación se focaliza en las siguientes variables: (a) la identificación de problemas de traducción, (b) las secuencias de acción que detonan estos problemas; (c) la toma de decisiones; (d) los efectos de tales decisiones en el producto final. Se trata de una investigación cuasiexperimental, de tipo fundamentalmente cualitativa. Se recurre a la combinación de métodos para la recogida de datos: la observación indirecta del proceso a través de grabaciones de pantalla, las verbalizaciones concurrentes del proceso y un cuestionario postarea. Se realiza un análisis inductivo y deductivo de los datos, a partir de las categorías de los modelos teóricos seleccionados. La interpretación de los datos que surgen de la observación y verbalización del proceso se realiza a la luz del producto resultante. Los resultados recogidos muestran las diferencias entre los distintos grupos de participantes con respecto al tipo de problemas que identifican, las secuencias de acción enfocadas a la resolución de problemas, la variedad y tipos de fuentes consultadas, y en los criterios de toma de decisiones. Esta descripción del comportamiento permite caracterizar las habilidades de los sujetos según la etapa de formación en la que se encuentran. Asimismo, el análisis de los productos elaborados por los alumnos a la luz del proceso de traducción permite identificar sus dificultades y, a partir de ellas, elaborar métodos de enseñanza fundamentados en estas carencias de conocimiento.

 **Abstract**


This presentation informs the results of a cross-sectional research project in which the process of written translation from English into Spanish of a specialized text is compared. Participants are students of the Public Translation Training Programme at the National University of Comahue (Argentina) that are at four different levels of the training program. This study focuses on translation problem identification, sequences of action triggered by those problems, decision-making, and effects of such decisions on the final product. This is a quasi-experimental multimethod, mainly qualitative, study. Data is obtained from screen recordings and verbalizations during the process of translation; besides, a questionnaire is administered to the participants after translating, in order to know their perception regarding the translation task. Both, an inductive and a deductive analysis of data are applied. Results show differences in behavior between these groups of participants as regards types of problems identified, sequences of action followed to solve translation problems, variety and type of resources used, and criteria for decision-making. The description of participants' translation behavior allows us to characterize students profile according to their training level. Furthermore, product analysis sheds light on students' difficulties which results in useful guide to design training methods.


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

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

 **Título / Títol/ Title** 


RESULTS OF A LONGITUDINAL MULTIPLE-CASE STUDY INVESTIGATING THE DEVELOPMENT OF TRANSLATION COMPETENCE IN NOVICE TRANSLATORS: STRATEGICNESS OF THE TRANSLATION PROCESS

 **Palabras clave / Paraules clau / Keywords**
translation competence; translator education; translation process research

 **Abstract**
In my presentation, I will discuss some of the first results of a longitudinal multiple-case study intended to provide insight into how various aspects of translation competence, related to the translation-specific sub-competences (PACTE 2003), can develop in novice translators. The study measures translation competence in a group of eight second-year undergraduate students with stronger and weaker foreign language skills before and after their first 7.5 months of translator education. A combination of product- and process-oriented methods and instruments of data collection and analysis have been used, including adaptations of those used in the PACTE and TransComp studies. L1 and L2 translation processes were recorded using screen-recording and keylogging software. The participants then engaged in cue-based retrospective verbalisation and completed a series of questionnaires, including a retrospective questionnaire regarding the translation process (cf. PACTE 2011). So far, among others, the results for four variables used to measure translation competence have been examined (as part of my PhD thesis), that is translation product quality, strategicness of the translation process, strategicness of external resource use, and translation principles. I will present the results obtained regarding the strategicness of the subjects' translation processes, which was considered indicative of the operation of all the sub-competences of their translation competence, guided by strategic sub-competence. It was hypothesised that the students would proceed more strategically in the second phase of the study and that this would be evidenced by an increase in the strategicness of their decision-making processes for two types of segments analysed in the study. The first type was so-called "Prominent Attention Units", PAUs, that is segments in the source texts that individual subjects devoted most of their attention to in the study and that triggered potentially effortful, potentially conscious, and potentially goal-oriented (or strategic) behaviour (cf. Jääskeläinen 1993, 2009; Göpferich 2010; Lörscher 1991). The second type of segments was "Rich Points" (cf. PACTE 2003), that is selected PAUs representing objective and inter-subjective translation problems, twelve of which were determined for each source text by the researcher. The data were taken from protocols documenting each step of the students' decision-making processes for PAUs consisting of verbal and non-verbal data (cf. Göpferich 2011). In the protocols, the processes were assessed in terms of the level of their strategicness. The percentages of strategic, semi-strategic, neutral, and non-strategic processes (cf. Göpferich 2011) were examined for the two phases of the study, both irrespective of and depending on directionality.

 **CIOBANU, DRAGOȘ; SECARĂ, ALINA; YANG, JUN**

University of Leeds

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title** *ON WHOSE SHOULDERS? - INVESTIGATING INTERACTION, PARTICIPATION AND ROLES IN TRANSLATION WORKFLOWS IN COLLABORATIVE ENVIRONMENTS* **Palabras clave / Paraules clau / Keywords**

translation training; localisation; interaction


 **Abstract**

This study reports on empirical data collected to explore collaboration in a large multilingual localisation project with 77 University of Leeds, University of Ljubljana and University of Texas students enrolled on four different MA in Translation Studies or MA in Audiovisual Translation Studies programmes working together in 12 language pairs on content in a variety of file formats (HTML, PDF, Microsoft Office) belonging to several non-governmental organisations acting as end-clients. It discusses: localisation project workflow, productivity, and interpersonal communication - 2,295 email exchanges and 126 forum posts were collected and analysed throughout the project.


While the titles of roles in translation and localisation projects are well-known - project manager, translator, reviser, terminologist, DTP expert - their level of involvement in different stages of a project is not. For instance, not many freelance translators are aware of the extended effort and time put in by project managers (PMs) who lead complex multilingual projects. Our data shows that PMs' workload can outweigh that of individual linguists tenfold. Moreover, little is known about which specific communicative interactions between different actors in collaborative translation projects are instrumental to their success. However, when the quality of the final product depends on both the quality of the individual work, and the quality and efficiency of the interactions between the project participants, remaining ignorant of the project big picture, and particularly of the impact of one's performance on the remaining project stages and the rest of the team, often leads to project failure - of which there are many: a reported mere 32% Localisation Industry projects are a success.

We will report on communicating across cultural barriers and time zones, the planning and organisation of localisation projects, collaboration between team members, and the dynamic relationship between freelancer, language service provider and end-client. This study applies Social Network Analysis (SNA) together with Dialogue Act Analysis (DAA) to collaborative students' multilingual localisation projects. Similar platforms such as Minna no Hon'yaku have already shown how collaborative environments can be successful in community building and implicit translation training and we will add to this research with closer time-tracking and interaction evaluation.

Using comparable role and interaction mappings, as well as detailed project logs, our study analyses key elements (actors, and process stages) contributing to localisation project success. These findings will benefit translator training programmes by enabling them to devise realistic tasks based on an empirically-proven picture of collaborative workflows and practices.

 **COMAS-QUINN, ANNA**

The Open University

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

LEARNING IN THE WILD: A PHENOMENOLOGICAL INVESTIGATION OF ONLINE VOLUNTEER TRANSLATION

 **Palabras clave / Paraules clau / Keywords**

open translation; volunteering; situated pedagogy

 **Abstract**

In this presentation I consider how translation education might respond to the technology-led changes that have given rise to online volunteer translation (O'Hagan, 2016).


The use of digital tools and content, many of which are openly available, and the learning opportunities these afford (Lerga & Aibar, 2013) have widened the choices for those who want to become professional translators, enabling them to pursue a variety of routes into the profession, which may or may not include formal learning. At the same time, educators might want to provide a more situated and authentic learning experience for their learners (Király et al, 2016), or even dare to embrace a hybrid pedagogy (Stommel, 2012) that is mindful of the key role of less traditional, teacher-centered pedagogical approaches whilst capitalizing on the digital, open, situated, experiential, collaborative and process- and community-based learning experiences already available to learners.

A phenomenological investigation, part of a doctoral research project, was carried out with TED Translators (<https://www.ted.com/participate/translate>) volunteers from across the globe to tease out the characteristics of their experiences and understand how these experiences fit in with their educational and professional aspirations and trajectories.

With a particular focus on learning in the context of TED Translators, I will discuss various ways in which teachers and learners may involve themselves in this volunteer activity to develop translation, digital and collaboration skills whilst contributing to society through the creation of civic value (Shirky, 2010).

 **DELORME BENITES, ALICE**

Zürcher Hochschule für Angewandte Wissenschaften

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title**

SEGMENTATION AS A KEY ISSUE FOR TRANSLATION STUDENTS

 **Palabras clave / Paraules clau / Keywords**


translation processes; construction grammar

 **Abstract**

Research on translation competence and acquisition has evolved dramatically over the past decades, especially thanks to new technologies like screen-recording, keystroke-logging and eye-tracking (Massey/Ehrenberger-Dow, 2011). However, the analysis of the captured processes is usually based on traditional linguistic theories, mostly words-and-rules approaches. The limits of such approaches for translation research are visible through the various efforts made over time to define translation units: traductèmes (Vinay & Darbelnet, 1958) culturèmes (Moles, 1967)... Construction grammar (i.a. Croft, 2001) is a usage-based linguistic model defining a language as an inventory of form-meaning pairs (constructions), including lexicon as well as syntactical aspects: for example, [tree] would be a construction as well as the tense Simple past, both being a set of formal conditions linked to a set of meaning conditions. Moreover, constructions can be combined in to complex constructions, reflecting the notion of context in translation. In this perspective, translation can be defined as a form of negotiation: acknowledging the meaning of a construction (within in another, more complex, construction) and searching for one or several constructions to convey (ideally) the same meaning in the target language. The concept of meaning is understood in a very broad dimension, including not only semantic, but also pragmatic, illocutive, referential or conative aspects. This allows new insights into the translation process: more particularly by analyzing captured translation processes of students, construction grammar offers a new possibility of reconstructing the steps that led to incorrect translations. An empirical study of German-French student translation recordings carried out in 2017 brought up the problem of segmentation, that is the identification of constructions as meaning units, as a major factor for failed translations. This contribution will present the main findings of this study as well as the didactical implications of the results for translation teachers.

 **DI MANGO, DANIELA**

University of Passau

 **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** *TRANSLATION COMPETENCE AND LANGUAGE SKILLS: HOW LANGUAGE-DEPENDENT IS TRANSLATION COMPETENCE?* **Palabras clave / Paraules clau / Keywords**

translator training; translation competence; language competence

 **Abstract**

Since Bologna, translation institutes in many countries, such as Germany and Austria for example, have been challenged to provide high-quality professional training in the short time span of three years. It thus seems necessary to critically evaluate the curricula's efficiency. Besides aiming at helping students to acquire translation competence, however, the curricula also need to consider the development of language skills in at least one but usually two foreign languages which students require for entering the translation market successfully.


Thus the question arises whether the development of translation competence and language skills is interrelated and which level of language competence is required in either foreign language in order for students to develop translation competence in more than one language-pair. It has been suggested (e.g. Nord 2010:116-117) that translation competence can be transferred from one language pair to another, but empirical evidence on the matter is still scarce. The present paper thus asks what role language-pair specific translation training plays and whether an equal amount of study time should be accorded to each of the foreign languages.

The data which are presented stem from a study investigating the development of translation competence in general and how it may depend on the study contents provided in different translation curricula. This study was conducted with a total of 30 subjects in four different groups of comparison. Data have been collected via think-aloud and screen-recording and are analyzed with regard to both the students' translation processes and products. The process analysis concentrates on translation problems, while the product analysis focuses on the students' translation errors. A functional approach has been taken to weighing errors at all linguistic levels, including formal, lexical and grammatical errors as well as errors concerning the text-level and/or pragmatics, depending on how much they impact the acceptability of the translation for the intended reader. The results presented in this paper stem from 19 students enrolled in an undergraduate curriculum at two different points of their studies: 6th semester students with purely vocational translation training and 7th semester students with an additional academic study background. In both groups subjects furthermore differ with regard to their level of language-specific translation practice in English, English being either their B- or their C-language. These students are compared with regard to their translation competence as evidenced in a translation from English into their L1 (German). The findings indicate that the amount of language-specific translation training might indeed have less of an impact on the students' performance in translating into L1 than other aspects of the curriculum that foster translation competence.

The data allow for first tentative conclusions concerning the development of translation competence within different curricula, and how they are interrelated with the level of language competence that the students have acquired in a specific language pair. The findings add to the current research on the acquisition of translation competence and are especially relevant with regard to translation didactics and the design of translation curricula.

 **DÍAZ-GALAZ, STEPHANIE**

Pontificia Universidad Católica de Valparaíso

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title**


A STIMULATED RECALL STUDY ON COMPREHENSION STRATEGIES FOR INTERPRETING: IMPLICATIONS FOR INTERPRETER TRAINING

 **Palabras clave / Paraules clau / Keywords**


oral comprehension; interpreting strategies; interpreter training

 **Abstract**

Oral comprehension is a highly strategic task in which the listener mobilizes cognitive (language, background topic and situation knowledge, memory and attention), and metacognitive resources (inferencing, the direction of attention, monitoring, etc.) to achieve a specific communicative goal in a situated context (Goh 2000; Vandergrift 2003). Interpreting is a complex task as well in that the interpreter must also produce an equivalent speech in real time. How do interpreters comprehend to achieve such purpose? Are comprehension strategies in interpreting the same as in a regular listening situation? This communication presents preliminary results of an ongoing qualitative study (Fondecyt 11150591) designed to identify the comprehension strategies that interpreters apply when listening and interpreting. Through a stimulated recall methodology, advanced student interpreters and professional interpreters produced retrospective reports after three tasks: listening, consecutive interpreting and simultaneous interpreting. The verbal protocols were codified (in progress) to identify the strategies that participants applied in the three different tasks. The implications of these results for interpreter training will be discussed, particularly as to the development of comprehension strategies through interpreting experience and the need to train interpreting students in common listening comprehension strategies or in strategies that are specific to the interpreting task.

 **DING, ZHISHUO**

Universidad Autónoma 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** 

DIÁLOGOS LITERARIOS Y SU TRADUCCIÓN COMO FUENTES PEDAGÓGICAS PARA LA COMPETENCIA COMUNICATIVA TRADUCTORA

LITERARY DIALOGUES AND THEIR TRANSLATION AS PEDAGOGICAL MATERIALS FOR IMPROVING COMMUNICATIVE COMPETENCE OF TRANSLATORS

 **Palabras clave / Paraules clau / Keywords**

diálogos literarios; material pedagógico; formación comunicativa traductora / literary dialogues; pedagogical materials; communicative competence training

 **Resumen / Resum**

La competencia comunicativa de traductores se encuentra hoy en día en los debates principales en la formación traductora. Sin embargo, la escasez de materiales formativos con tal objetivo en China, junto con la ausencia del contacto intercultural en el periodo inicial de aprendizaje entre China y los países hispanohablantes, aumenta la dificultad de la formación de esta competencia, sobre todo, en relación con los conocimientos sociolingüísticos, los cuales permiten a los traductores lanzar discursos adecuados. Cuando realizamos selecciones lingüísticas, lo hacemos de una manera consciente e inconsciente empleando tanto los conocimientos lingüísticos como los contextuales que se adquieren a través del contexto continuativo y el temporal. En base a la propuesta de Verschueren (1998: 76), el continuativo lo definimos como el entorno social donde los miembros se van socializando, mientras los conocimientos que se obtienen durante este proceso más adelante les permiten conocer cuáles son los comportamientos adecuados en ciertas circunstancias según los criterios de su entorno social. Además, el contexto temporal es donde se sitúa actualmente el hablante intentando interactuar con sus interlocutores de una manera más apropiada, porque un mismo uso lingüístico puede tener diferentes funciones comunicativas en contextos temporales variados. Con el fin de aumentar la competencia comunicativa traductora, los alumnos, durante el proceso de la formación en lenguas extranjeras, tienen que familiarizarse tanto con el contexto continuativo como con el temporal de la cultura meta para que su discurso encaje con la situación concreta que deben traducir.

Con el propósito de poder proporcionar una fuente pedagógica adecuada a las necesidades detectadas, en este trabajo nos proponemos comprobar, a partir de la novela *La Colmena*, con las fórmulas de cortesía como ejemplo de análisis, cómo los diálogos literarios, pueden servir de ejemplo para mostrar y enseñar conocimientos relacionados con el contexto continuativo y el temporal y cómo se traducen en tal caso.


 **Abstract**

Nowadays, the communicative competence of translators is one of the main debates in translation training. However, it is difficult to improve this competence in China due to the shortage of the training material and the absence of intercultural contact between China and the Spanish-speaking countries. The sociolinguistic knowledge, as one of the most important requirement of the competence, allows the translator to make an appropriate speech. When making linguistic selection, we use both linguistic and contextual knowledge in conscious and unconscious ways. The contextual knowledge is acquired from consecutive and temporal context. According to the proposal of Verschueren (1998:76), we define the consecutive context as the social environment where the social members could socialize with each other. During this process, members could obtain social knowledge and this help them to understand the appropriate behaviors in certain circumstances according to the criteria of the social environment. On the other hand, the temporal context is where the speaker currently is, who tries to interact with his interlocutors in a more appropriate way, since the same linguistic expression could have different communicative functions in different temporal contexts. Therefore, in order to improve the communication skills during translation training, the students need to be familiar with both the consecutive and the temporal context of a target culture. Only in this way, their translated discourse could fit in with each specific situation.

With the purpose of being able to provide a pedagogical material for communicative competence training, in this work we analyzed the courtesy formulas from the novel *La Colmena*, and verified how literary dialogues can be used as an example to show and teach knowledge related to the consecutive and temporal context and how they are translated in such case.

 **EBRU, CAVUSOGLU**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

VOLUNTEER SUBTITLE TRANSLATORS ORGANIZATIONS AS A MODEL FOR A SOCIAL CONSTRUCTIVIST APPROACH TO TRANSLATOR EDUCATION

 **Palabras clave / Paraules clau / Keywords**

volunteer subtitling; translator education; constructivist approach; collaborative subtitling/learning


 **Abstract**

Translator training has been the subject of much research in the field of Translation Studies. My aim is to explore to what extent the collaborative aspect of an online forum can be an example for the social constructivist approach to translator education. This study aims to present a model for translator training by using websites which are online volunteer translator communities -with a section of forum- as examples (www.turkcealtyazi.org / <https://www.planetdp.org/> / www.subland.info/ / www.opensubtitles.org). Further, this study attempts to map the similarities between the online volunteer translator community and social constructivist approach in translator training, using interviews with the moderator of the website and with an active participant translator in the website and also by observing the person-to-person relationship in the online volunteer community and especially in its forum section. In these interviews questions will be asked to find out the process, the emergence of the idea behind this website, who is responsible for what, how it operates, how well they are organized, who is in what position, etc. All the interviews will be done in Turkish and then will be translated into English. Since volunteer subtitle translation is a recurrent issue in the field of subtitling, I believe this study will offer an overview and also open up new paths for future studies.

Since this research is still an ongoing process, the presentation will focus on the general process of the research by pointing the main aims, steps and also the methodology. My plan is to present these main sections shortly and also receive the questions and additional ideas from the listeners. The aim is to widen my horizon also by getting inspired from other researches.

 **ECHVERRI, ÁLVARO**

Université de Montréal

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

LA ESTRATEGIAS DE APRENDIZAJE EN LA EDUCACIÓN DE TRADUCTORES: PARA APRENDER A APRENDER
TRANSLATION LEARNING STRATEGIES IN TRANSLATOR EDUCATION: LEARNING TO LEARN

 **Palabras clave / Paraules clau / Keywords**

estrategias de aprendizaje; educación centrada en el estudiante; aprender a aprender / learning strategies; student-centered education; learning to learn

 **Resumen / Resum**

En la educación de los traductores se da cada vez más importancia a los procesos de aprendizaje y al papel que los estudiantes deben realizar en el proceso de adquisición de la competencia traductora. Esto ha hecho que la labor de los educadores también sufre transformación y una de las más importantes es que educadores ya no son la fuente privilegiada de conocimientos para los estudiantes. Además de estructurar la organización de los cursos, concebir las actividades de aprendizaje se ya no solo se realizan en el aula de clase y diseñar herramientas y actividades de evaluación, el educador debe también ayudarle a sus estudiantes a aprender por sí mismos.

Entre los estudiantes, hay algunos que demuestran mayor facilidad para aprender que otros y esta facilidad ha sido tradicionalmente asociada, entre otras cosas, al uso adecuado que estos estudiantes hacen de las estrategias de aprendizaje. Contar con un rico repertorio de estrategias de aprendizaje de la traducción ofrecería a los educadores de traducción herramientas para guiar a los estudiantes que tienen menos facilidad para aprender a hacer una mejor gestión más eficaz de sus actividades de aprendizaje.

Las estrategias de aprendizaje de la traducción son, según Rebecca Oxford (1990, p. 8), «[...] acciones específicas emprendidas por el alumno para hacer el aprendizaje más rápido, más fácil, más agradable, más autodirigido, más efectivo y más transferible a nuevas situaciones.»

Ampliamente estudiado en el aprendizaje de lenguas extranjeras desde comienzos de los años 1990, el concepto de estrategia de aprendizaje no ha recibido suficiente interés por parte de los traductólogos interesados en los temas relacionados con la educación de traductores. El objetivo de nuestra ponencia es triple. Primero, presentar el concepto de estrategia de aprendizaje de la traducción. Segundo, proponer algunas ideas que faciliten su introducción en el aula de clase y, tercero, presentar el procedimiento seguido para la constitución de un inventario de estrategias de aprendizaje de la traducción.


 **Abstract**

Translator education is progressively given greater importance to the learning process and to the role students must play in acquiring translation competence. Such change has brought changes to the educators' tasks and one of the most significant changes has been that educators have stopped being the privileged source of knowledge for students. Besides structuring the organization of their courses, designing assessment tools and learning activities, the educator is now called to help the students learn by themselves. Among students there are some that learn easily. That easiness to learn has normally been associated with an adequate use of learning strategies. The possibility of counting on a rich repertoire of translation learning strategies could offer translator educators tools to better guide show students who experience difficulties to learn how to make a better use of their learning activities. Learning strategies are, according to Rebecca Oxford (1990, p.8) "[...] specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more transferable to new situations"

Largely studied in foreign language learning since the beginning of the 1990s, the learning strategy concept, has not received sufficient interest by translation studies scholars interested in translator education. The objective of our talk is three folded. First, we will introduce the concept of learning strategy. Second, we will propose some ideas that allow for the use of translation learning strategies in the translation classroom. Third, we will explain the actions taken for the constitution of a translation learning inventory.

 **ENRÍQUEZ-ARANDA, MERCEDES**

Universidad de Málaga

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

TRADUCCIÓN JURÍDICA Y TRADUCCIÓN JURADA: CLAVES PARA UN ENTENDIMIENTO DIDÁCTICO Y PROFESIONAL

LEGAL TRANSLATION AND SWORN TRANSLATION: KEYS FOR A DIDACTIC AND PROFESSIONAL UNDERSTANDING **Palabras clave / Paraules clau / Keywords**

traducción de textos jurídicos y traducción jurada; formación de traductores; práctica profesional de la traducción / translation of legal texts and sworn translation; translator training; professional practice of translation

 **Resumen / Resum**

En la mayoría de los planes de estudio de los Grados en Traducción e Interpretación en España la formación en competencias profesionales relativas a la traducción de textos jurídicos y la traducción jurada suele coincidir en la(s) misma(s) asignatura(s).

En este trabajo se parte de un estudio previo de los Grados españoles que confirma esta coincidencia para pasar a reflexionar sobre las razones que la motivan. Si bien es cierto que la mayor parte de los textos objeto de traducción jurada en el terreno profesional español suelen ser de naturaleza jurídica, no es el único ámbito de especialización susceptible de traducción jurada. Además, no todos los textos jurídicos requieren siempre una traducción jurada per se.

La ejemplificación a través del diseño curricular de dos módulos especializados en traducción jurídica y jurada dentro del Título de Grado en Traducción e Interpretación por la Universidad de Málaga en la combinación lingüística inglés-español-inglés sirve para mostrar cómo se aborda en la práctica didáctica la imbricación de dos áreas profesionales que demandan competencias complementarias.

Se pretende así, por un lado, mostrar las semejanzas y diferencias entre la traducción de textos jurídicos y la traducción jurada para, por otro lado, ofrecer sugerencias didácticas concretas que faciliten el proceso de formación del traductor en estos campos de especialización tan complejos.

Se esbozan así las que se pueden considerar claves para un entendimiento didáctico y profesional en este doble campo.

 **Abstract**

In the majority of the study plans of the Degrees in Translation and Interpreting in Spain, the training in professional competences related to the translation of legal texts and the sworn translation usually coincide in the same subject (s).

This work is based on a previous study of the Spanish Degrees that confirms this coincidence to move on to reflect on the reasons that motivate it. While it is true that most of the texts subject to sworn translation in the Spanish professional field are usually of a legal nature, it is not the only area of specialization subject to sworn translation. In addition, not all legal texts always require a sworn translation per se.


The exemplification through the curricular design of two modules specialized in legal and sworn translation within the Degree in Translation and Interpreting at the University of Malaga (in the English-Spanish-English linguistic combination) serves to show how the didactic practice is approached in overlap of two professional areas that demand complementary skills.

The aim is, on the one hand, to show the similarities and differences between the translation of legal texts and the sworn translation and, on the other hand, to offer specific didactic suggestions that facilitate the translator's training process in these complex fields of specialization.

Thus, those that can be considered keys for a didactic and professional understanding in this double field are outlined.

 **ESPÍN GARCÍA, MARÍA DEL CARMEN; CID-LEAL, PILAR; PRESAS, MARISA**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

TECNOLOGÍAS DE LA TRADUCCIÓN: NUEVOS PERFILES PROFESIONALES Y NUEVAS COMPETENCIAS EN LA FORMACIÓN DE TRADUCTORES

TRANSLATION TECHNOLOGIES: NEW PROFESSIONAL PROFILES AND NEW COMPETENCIES IN TRANSLATORS TRAINING

 **Palabras clave / Paraules clau / Keywords**

formación de traductores; competencias; traducción automática / translator training; competence; machine translation

 **Resumen / Resum**

Uno de los principales objetivos de la formación universitaria es asegurar la empleabilidad de los egresados. Por este motivo, en el diseño de los planes de estudios del marco EES no sólo deben tenerse en cuenta los perfiles profesionales que demanda el mercado de trabajo en la actualidad sino que también deben preverse las demandas futuras. La traducción automática (TA) está considerada como un sector estratégico. Según diversos informes (DePalma, Hegde, Pielmeier & Stewart, 2014; Van der Meer & Ruopp, 2014; EUATC, 2017, Informe sobre el estado de las tecnologías del lenguaje en España dentro de la Agenda Digital para España, 2015, entre otros) el uso de las herramientas de traducción automática aumentará. Se detecta también que la TA es una de las mayores preocupaciones entre los profesionales de la traducción. Según un estudio llevado a cabo por el grupo Tradumàtica (Torres-Hostench, Presas & Cid-Leal, 2016), esta preocupación se debe en gran parte a la falta de formación específica. Ante estos y otros resultados coincidentes, pensamos que los centros de formación de traductores deben preguntarse hasta qué punto la preparación que ofrecen en el ámbito de las tecnologías de la traducción responde a las exigencias que el mercado de trabajo planteará a los egresados en tareas como pre y posedición de TA o diseño, uso y mantenimiento de programas de TA (Vargas Sierra & Ramírez Polo, 2011).

En el marco del proyecto ProjecTA (FFI2013-46041-R) las autoras hemos realizado un estudio para conocer hasta qué punto la formación que ofrecen los grados y los másteres de Traducción en las universidades españolas se está adaptando a la implantación de la TA y PE en el ámbito profesional. Los resultados revelan que, si bien todos los grados incluyen asignaturas obligatorias de tecnologías, la TA y la PE tienen escasa presencia en los contenidos de dichas asignaturas; asimismo, la TA y la PE no se mencionan ni en las competencias generales de los grados ni en los perfiles profesionales de estos. En los masters la TA y la PE tienen mayor presencia, pero posiblemente todavía se alejan de lo que sería óptimo.

A partir de los resultados de nuestro estudio, presentaremos una propuesta de cuáles deberían ser las nuevas competencias a incluir en la formación de grado de las facultades de traducción.

 **Abstract**

One of the main goals of university education is to ensure the employability of graduates. For this reason, professional profiles must be taken into account when designing curricula within the EHEA framework. However, not only professional profiles demanded by the current labour market need to be considered, but future professional profiles should also be anticipated.


Machine translation (MT) is considered a strategic sector. According to various reports (DePalma, Hegde, Pielmeier & Stewart, 2014, Van der Meer & Ruopp, 2014, EUATC, 2017, Informe sobre el estado de las tecnologías del lenguaje en España dentro de la Agenda Digital para España, 2015, among others) the use of MT tools will increase. Reports also show that MT is one of the biggest concerns among translation professionals. According to a study carried out by the Tradumàtica group (Torres-Hostench, Presas & Cid-Leal, 2016), this concern is mainly due to the lack of specific training. In view of these and other similar results, we think that translator training centres should consider if the instruction they offer in the field of translation technologies responds to the labour market demands concerning pre- and post-editing of MT or design, use and maintenance of MT programmes (Vargas Sierra & Ramírez Polo, 2011).

In the framework of the project ProjecTA (FFI2013-46041-R) the authors have conducted a study to determine to what extent the training provided at Spanish universities through undergraduate and masters' degrees in Translation is adapting to the implementation of MT and PE in the professional market. The results reveal that, although all degrees include compulsory subjects on translation technologies, MT and PE have little presence in the contents of those subjects; moreover, MT and PE are not mentioned in the general competences of translation degrees or in their professional profiles. In masters' degrees MT and PE have a wider presence but this presence is still far from what would be optimal.

Based on the results of our study, we will present a proposal of new competences that should be included in undergraduate translation degrees.

 **ESPÍN GARCÍA, MARÍA DEL CARMEN; PRESAS, MARISA**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

TEORÍAS IMPLÍCITAS COMO BASE DE UNA PEDAGOGÍA PARA EL CAMBIO CONCEPTUAL

IMPLICIT THEORIES: A BASE FOR A PEDAGOGY OF CONCEPTUAL CHANGE

 **Palabras clave / Paraules clau / Keywords**

teorías implícitas; estudiantes de traducción; cambio conceptual / implicit theories; translation trainees; conceptual change

 **Resumen / Resum**

Una teoría implícita se puede definir como un sistema relativamente estable de conocimientos sobre un dominio. Sus principales características son que no se crea de manera deliberada y que inconscientemente guía el comportamiento (Dann, 1990). El concepto de cambio conceptual sirve para describir el proceso mediante el cual los alumnos adquieren conceptos científicos complejos en el aula sobre la base de sus teorías implícitas iniciales (Posner, Strike, Hewson y Gertzog, 1982). La teoría del cambio conceptual ofrece un marco teórico y metodológico que puede aplicarse en la didáctica de la traducción para fomentar la integración entre el conocimiento conceptual y el conocimiento procedimental.

La investigación sobre los procesos de traducción de estudiantes y sobre su conocimiento teórico inicial indica que poseen teorías implícitas sobre traducción y que estas teorías guían sus decisiones al traducir (Presas, Martín de León, 2014). Para conocer las teorías de nuestros estudiantes, hemos llevado a cabo una investigación que combina los datos obtenidos a través de un cuestionario sobre teorías implícitas y el análisis de una tarea de traducción. Nuestros informantes son estudiantes de diferentes niveles y combinaciones de idiomas (chino-español, alemán-español) de la Facultad de Traducción e Interpretación (UAB).

En nuestra comunicación presentaremos los principales resultados de nuestra investigación y propondremos cinco estrategias metodológicas para fomentar la reestructuración de sus teorías implícitas: (1) activación de las teorías iniciales de los estudiantes, (2) promoción del conflicto cognitivo, (3) combinación de teoría y práctica, (4) promoción de procesos metacognitivos y (5) tratamiento de características individuales.

 **Abstract**


An implicit theory can be defined as a relatively stable system of knowledge about a domain. Its main characteristic is that it unconsciously guides someone's behaviour and it is not intentionally created (Dann, 1990). The concept of conceptual change serves to describe the process by which learners acquire complex scientific concepts in the classroom on the basis of their initial implicit theories (Posner, Strike, Hewson & Gertzog, 1982). Conceptual change theory offers a theoretical and methodological framework that can be applied in translation didactics to foster the integration between conceptual and procedural knowledge.

Research on learners' translation processes and on learners' initial theoretical knowledge suggests that they possess implicit theories regarding translation and that such theories guide their decisions when translating (Presas, Martín de León, 2014). In order to find out learners' implicit theories on translation we have carried out a research that combines data obtained through a questionnaire about implicit theories and through the analysis of a translation task. Our informants are students of different levels, language combinations (Chinese-Spanish, German-Spanish) at the Faculty of Translation and Interpreting (UAB).

In our presentation we will provide an overview of the main findings of our research on translation students' implicit theories and we will propose five methodological strategies that can help to restructure their implicit theories: (1) activating students' initial theories, (2) promoting cognitive conflict, (3) combining theory and practice, (4) promoting meta-cognitive processes and (5) addressing individual characteristics.

 **FANTINUOLI, CLAUDIO; PRANDI, BIANCA**

University of Mainz

 **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** 

TEACHING INFORMATION AND COMMUNICATION TECHNOLOGIES: A PROPOSAL FOR THE INTERPRETING CLASSROOM

 **Palabras clave / Paraules clau / Keywords**

interpreting technologies; computer-assisted interpreting; remote interpreting; interpreting studies; didactics


 **Abstract**

In recent years, the impact of information and communication technology on interpreting has considerably grown. The technical solutions that have recently entered the market, for example in the areas of remote interpreting or computer-assisted interpreting, have changed the way interpreters work and could have a disruptive influence on the profession in the years to come. In light of these developments, interpreting training programs, especially but not limited to simultaneous interpretation, need to address this 'technological turn' and adapt their curricula accordingly.

In this paper, we discuss the emerging technological trends in the field of interpreting and propose a pedagogical program to cover such trends in university and professional training. In particular, we will propose a general framework for organizing a class dedicated to this subject as well as teaching activities designed to develop the skills needed in the modern interpreting world, focusing on computer-assisted preparation, remote interpreting and computer-assisted simultaneous interpreting.

 **FARAHZAD, FARZANEH; EHTESHAMI, SAMAR**

Allameh Tabataba'i University

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

DEVELOPMENT OF A NEW TRANSLATOR EDUCATION PROGRAM IN IRAN

 **Palabras clave / Paraules clau / Keywords**


curriculum development; translation competence; Iran; translator education

 **Abstract**

The present paper reports the researchers' recent experience of developing a new undergrad program for translator education, traditionally known as the English Language Translator Training program in Iran. The new program is expected to replace the old one which was initially developed as the result of the Cultural Revolution after the establishment of the Islamic Republic, modified and nationally implemented in 1990 and again partially modified in 1995. The aim of the new program is to localize this brand of knowledge and practice, improve and update it. The huge time lapse since the last modification means a huge distance from present day teaching materials, teaching methods and market requirements. The gap seems to have forced many translator trainers away from the program and its outdated goals, course descriptions and textbooks into uncertain idiosyncratic syllabi based on diverse personal experiences or expectations, copied and transferred from other disciplines such as EFL and linguistics. To develop the program, first a list of 61 required and elective courses was prepared based on the existing experience and the most recent trends in translation pedagogy. 82 university lecturers and professors were contacted through a general call, of whom about 40 agreed to write course descriptions, based on a guideline provided by the researchers. The course descriptions were collected and then reviewed in terms of content, teaching materials, methods, textbooks and references, finalized and approved by a group of curriculum developers and specialists in the Iranian Ministry of Science, Research and Technology. The new program developed in line with insights from PACTE (2003/2011) translation competence model. The focus on competences is apparent in the courses, syllabi and suggested methods for teaching. One major finding of the project was that to implement the program and to train more qualified and cognizant translators, we need more proficient educators, thus a teacher education plan, together with new teaching materials and textbooks is required. The new program is expected to snowball into a translator education movement in the country in the next few years.

 **FARIA, JULIANA GUIMARÃES; GALÁN-MAÑAS, ANABEL**

Universidade Federal de Goiás; Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación y traducción de lenguas de signos / Ensenyament de la interpretació i traducció de llengües de signes / Teaching signed languages interpreting and translation

 **Título / Títol / Title** 

FORMAÇÃO DE TRADUTORES E INTÉRPRETES DE LÍNGUAS DE SINAIS: UM ESTUDO COMPARADO COM A ESTRUTURA DE PROPOSTA DE FORMAÇÃO DE TRADUTORES E INTÉRPRETES DE LÍNGUAS ORAIS
 TRAINING OF SIGN LANGUAGE TRANSLATORS AND INTERPRETERS: A STUDY COMPARED TO THE PROPOSAL STRUCTURE OF TRAINING OF ORAL LANGUAGE TRANSLATORS AND INTERPRETERS

 **Palabras clave / Paraules clau / Keywords**

formação; tradutores e intérpretes; língua de sinais / training; translators and interpreters; sign language

 **Resumen / Resum**


O censo do Brasil de 2010 aponta que há em torno de 10 milhões (5,1%) de pessoas com alguma deficiência auditiva. Porém, em 2016 houve apenas 6.885 pessoas surdas, deficientes auditivas ou surdo-cegas matriculadas no ensino superior, correspondendo a 0,08% do total. Entretanto, nos últimos anos, tem sido aprovadas algumas medidas de ações afirmativas visando ampliar a democratização de acesso de surdos às instituições de ensino superior públicas, como a nova lei de cotas (Lei 13.409/2016). Políticas afirmativas como esta, de inclusão social da pessoa surda no Brasil, tem ampliado a necessidade de novos postos de trabalhos de tradutores e intérpretes de língua de sinais (TILS), demandando profissionais adequadamente capacitados. Em 2011, induzidos principalmente por um Decreto, a partir do Programa Viver Sem Limites (Decreto 7612/2011) foram criados sete cursos de formação de TILS no Brasil. Essa comunicação tem como tema justamente a formação de TILS. Trata-se de um estudo exploratório sobre a proposta de curso de TILS ofertado no Brasil, na Universidade Federal de Goiás (UFG), denominado Letras: Tradução e Interpretação Língua Brasileira de Sinais/Português. A metodologia utilizada foi de pesquisa exploratória com abordagem qualitativa, na qual a análise focou aspectos da proposta de formação do referido curso a partir: do perfil para ingressantes, do perfil do egresso e das características das disciplinas presenciais ofertadas a partir dos seguintes tipos: disciplinas voltadas para a aprendizagem de língua, formação conceitual e formação prático-operativa. Para esse estudo comparou-se esses aspectos com a proposta do curso de Grau de Tradução e Interpretação da Facultat de Traducció i d'Interpretació da Universitat Autònoma de Barcelona (UAB) na Catalunha, volta do à formação de profissionais de línguas orais. Após a descrição das duas propostas de cursos, detectou-se que o curso da UFG possui um forte vínculo com o campo da letras e linguística e um percentual significativamente menor de disciplinas voltadas para formação prático-operativa se comparado com o curso ofertado pela UAB. Identificou-se que é necessário um movimento de busca de autonomia em relação à área de letras e linguística na formação de TILS no curso da UFG e que são necessários estudos futuros visando identificar em que medida a proposta desse curso está conseguindo uma formação prático-operativa suficiente. Pois, defende-se que um TILS não pode aprender a traduzir e interpretar estudando teorias, só se aprende traduzindo e interpretando.

 **Abstract**

The Brazilian census shows that in 2010 there were around 10 million people (5.1%) with some hearing impairment. However, only 6.885 deaf, hearing impaired or deafblind students were enrolled in higher education in 2016, which represents 0.08% of the total. In the last few years, some measures of affirmative action have been approved in order to expand the democratization of deaf access to public higher education institutions, such as the new quota law (Law 13.409 / 2016). Affirmative policies for the social inclusion of deaf people in Brazil have expanded the need for new jobs for translators and sign language interpreters (TILS) and require competent professionals. In 2011, after the adoption of the Viver Sem Limites Program (Decree 7.612/2011), seven training courses were created for TILS in Brazil. This communication aims to present the results of an exploratory study with a qualitative approach. The curricula of the TILS course at the Federal University of Goiás (UFG), in Brazil, was analysed. The analysis focused in the students' admission requirements, the course objectives and specialization, the characteristics of the subjects offered language learning, conceptual training and practical-operative training. Afterwards, these aspects were compared with the curricula of the Grau de Traducció i Interpretació da Facultat de Traducció i d'Interpretació da Universitat Autònoma de Barcelona (UAB) in Catalonia, aimed at the training of oral language professionals. After the analysis of the two courses, we detected that the course at the UFG is very much related to the field of letters and linguistics, and the percentage of subjects focusing on practical-operative training is very low compared to the course offered at the UAB. This shows the need for the TILS training course at the UFG to dissociate from letters and linguistics in order to offer specific training, as well as increasing the practical-operative training. TILS's cannot learn to translate and interpret just studying theory, they will only learn translating and interpreting.

 **FORT, GIOVANNI**

Umeå University

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

*REALIA AS AN AREA OF ANALYSIS AND AN INSTRUMENT IN LANGUAGE, CULTURE AND TRANSLATION
TEACHING: WORKING WITH CONTEMPORARY AND HISTORICAL TEXTS BETWEEN SCANDINAVIAN LANGUAGES
AND ITALIAN*

 **Palabras clave / Paraules clau / Keywords**

realia and translation; Scandinavian languages; Italian

 **Abstract**


Realia, culture-specific elements that lack a parallel in the target linguaculture, notably pose a challenge for the translator. For this very reason, however, they are also apt to become useful instruments for teaching translation and introducing students to the effective selection of translation strategies, working between the poles of adequacy and acceptability, managing residue and addition, and focusing on the linguaculturally implicit and its rendition. The analysis of realia and their rendition in existing translations can moreover be introduced in curriculum design to raise awareness in the students, help them develop their toolbox, and bridge the gap between the theory and the practice of translation.

Similarly, the potential offered by working systematically with these culture-specific elements, can motivate the introduction of focused translation theory and practice work also in the general areas of language and culture teaching, beyond the specific area of translator training.

This work aims to argue in favour of the employment of realia in these perspectives, and to report on the case of its usage working with Scandinavian and Italian texts and in the context of teaching language, culture and translation at a Scandinavian university.

 **GALASSO, REGINA**

University of Massachusetts Amherst

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

GROWING WITH TRANSLATION: LANGUAGE MAJORS AND LITERARY TRANSLATION COURSES AT U.S. UNIVERSITIES

 **Palabras clave / Paraules clau / Keywords**

curricular development; literary translation; language majors


 **Abstract**

This paper begins with an overview of the place of translation courses within the undergraduate curriculum at U.S. universities, mostly noting the lack of literary translation courses and the lack of literature in translation as a tool for greater comprehension of a given literary

text. Recently, a remarkable number of institutions have been working to compensate for the curricular lack of translation course offerings for undergraduates. Using the particular example of the University of Massachusetts Amherst and the surrounding four colleges, this paper then discusses the current initiatives to incorporate translation courses of all levels within language and literature programs, especially that of Spanish, Catalan, and Portuguese. It makes a case for the usefulness and benefits of literary translation courses and activities for undergraduate majors at all levels of non-English literatures and languages arguing that instead of detouring the students from advancing their knowledge of the language, translation actually enhances, strengthens, and expands comprehension, usage, creativity, and interest. This paper will incorporate examples of classroom activities and assignments going from Spanish and Catalan into or out of English, and critical readings by translators and scholars.

 **GALINDO MERINO, MARIA DEL MAR**

Universidad de Alicante

 **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** 

LAS COMPETENCIAS DE TRADUCTORES E INTÉRPRETES PARA LA ENSEÑANZA DE ESPAÑOL COMO LENGUA EXTRANJERA (ELE)

TRANSLATORS AND INTERPRETERS' COMPETENCES FOR THE TEACHING OF SPANISH AS A FOREIGN LANGUAGE

 **Palabras clave / Paraules clau / Keywords**

didáctica de lenguas; competencias; ELE / language didactics; competences; Spanish as a foreign language

 **Resumen / Resum**

Entre las salidas profesionales de los licenciados y graduados en Traducción e Interpretación (Tel), la enseñanza de idiomas (ya sea de la lengua materna o de una lengua extranjera) ocupa un lugar destacado, a menudo compatibilizada con la propia labor de traducción e interpretación. No obstante, la inmensa mayoría no recibe formación específica en glotodidáctica a lo largo de sus años universitarios, y se enfrenta a la docencia de lenguas con un bagaje lingüístico de traductor o intérprete pero con ciertas carencias en metodología y didáctica. Esta presentación, partiendo de la realidad que acabamos de describir, plantea un análisis de necesidades en la formación de traductores e intérpretes para la enseñanza de español como lengua extranjera (ELE). Bajo el supuesto de que determinadas competencias de traductores e intérpretes son perfectamente aplicables a la docencia de ELE, nuestro objetivo es explorar cuáles son las principales carencias de estos profesionales, a fin de diseñar materiales de formación específicos. Nuestro instrumento de investigación es una encuesta administrada a 50 traductores e intérpretes que han impartido o van a impartir clases de español. Los resultados son contundentes: casi todos estiman que la glotodidáctica es una salida natural en Tel pero no se recibe formación específica durante el grado o licenciatura, y no existe tampoco formación en ELE para egresados de este perfil. Las principales dificultades que se encuentran para enseñar idiomas tienen que ver con la falta de recursos didácticos y metodológicos (qué materiales seleccionar, cómo explotarlos, qué actividades diseñar, qué metodología emplear), desconocimiento de los contenidos asociados a los niveles de competencia lingüística y las carencias en sistemas y procesos de evaluación.

Frente a dichas carencias, los traductores e intérpretes apelan a determinadas competencias aplicables a ELE: su versatilidad, su competencia intercultural, sus conocimientos de lingüística y gramática, las habilidades comunicativas, su conciencia contrastiva o su experiencia como aprendices de lenguas. Muchas de estas competencias están siendo reivindicadas en la docencia de lenguas en la actualidad, con el auge de técnicas como la traducción pedagógica, la traducción audiovisual aplicada a la enseñanza de idiomas y la inclusión del análisis contrastivo en el aula.

En definitiva, esta comunicación constituye una radiografía de las competencias de traductores e intérpretes en la enseñanza de español, sus carencias y sus necesidades de formación, un paso previo al diseño de un curso de formación específica para estos profesionales que ocupan un lugar destacado en la actual enseñanza de idiomas.

 **Abstract**

Among the different professional opportunities for translators and interpreters, language teaching (either their mother tongue or a foreign language) has become a remarkable one, and it is often combined with translation/interpreting practices. However, most professionals in this field do not get specific training in language teaching during their academic studies. Therefore, they face the process of language teaching with a translator/interpreter linguistic background, but also with a certain shortage of methodological and didactic knowledge. In this light, this presentation suggests a needs analysis in the training of translators and interpreters for the teaching of Spanish as a foreign language (ELE). Assuming that some competences acquired by translators/interpreters are applicable to the teaching of ELE, our goal is to explore their main needs, in order to design specific materials to train these professionals into language teaching. As a research instrument, we have conducted a survey that was administered to 50 translators/interpreters who have taught or are looking forward to the teaching of ELE. Results are conclusive: most of them consider language teaching as a very natural professional opportunity, but no training in language teaching was provided to them during their academic studies, and then, there are no specific ELE courses for translators/interpreters available. Apparently, the main difficulties they find in teaching languages are related to the lack of didactic and methodological resources (which materials to select, how to use them, which type of activities they should design, which methodologies should be put into practice...), unfamiliarity with contents related to the linguistic competence levels, and the lack of knowledge about the assessment tools and processes.


To overcome this lack of training, translators and interpreters claim to have certain competences that can be applied to the teaching of ELE: their versatility, their intercultural competence, their linguistic and grammar knowledge, their communicative skills, their contrastive linguistics awareness or their own expertise as language learners. A lot of these competences are in fact highlighted in the teaching of languages nowadays, with the boom of techniques such as pedagogical translation, audiovisual translation in language teaching or the incorporation of contrastive linguistic analysis to

the classroom.

All in all, this presentation aims to analyze translators and interpreters' competences in the teaching of ELE, as well as their need for specific training. This would be the first step in the design of a training course for these professionals, who play a major role in the field of language teaching nowadays.

 **GAŁUSKINA, KSENIA; SYCZ-OPÓN, JOANNA**

University of Silesia

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

TRANSLATION PROJECT IN A TRANSLATION CLASSROOM

 **Palabras clave / Paraules clau / Keywords**

translation project; translation process; translation didactics

 **Abstract**


Translation, under current market conditions, is rarely a work of one individual. Quality standards (such as the International Standard for Translation services ISO 17100 and prior European Quality Standard for Translation Service Providers EN 15038) distinguish several stages of a translation process (pre-translation processing, translation, checking, revision, review, proofreading and final verification), and define qualifications of those involved in each stage. As a result, the process of translation – performed under the ISO 17100 Standard – involves participation of several people and is no longer a translation assignment, but rather a translation project. Since it is probably a future working environment of translation students, it seems reasonable to familiarize them with translation under such conditions.

The presentation is an account of how we introduced the elements of a translation project into translation classes. During design of the classes we adapted the Kanban model – a process-management model designed to facilitate team work on a project. The choice of this model is dictated by the availability of free process management tools, within which this process could be placed in the IT environment (Trello tool), making classes more realistic and attractive for students.

During presentation we will first explain the concept of a translation project and its stages, as well as the Kanban model. Then, we will present the design of the classes involving multi-stage translation as part of a team. Finally, we will share our experiences with putting this pedagogical model into practice during translation classes.

 **GÄRTIG, ANNE-KATHRIN**

Universität Salzburg

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

ÜBERSETZEN IN NICHT-ÜBERSETZUNGSWISSENSCHAFTLICHEN STUDIENGÄNGEN. BESTANDSAUFNAHME UND
NEUE ANSÄTZE FÜR DIE ÜBERSETZUNG ITALIENISCH-DEUTSCH

TRANSLATION IN NON-TRANSLATION STUDIES. STATE OF THE ART AND NEW APPROACHES
FOR THE ITALIAN-GERMAN TRANSLATION

 **Palabras clave / Paraules clau / Keywords**

Übersetzungsdidaktik; Italienisch-deutsche Übersetzung; Übersetzen in nicht-translationswissenschaftlichen Studiengängen/ teaching translation; Italian-German; translation for foreign language students

 **Resumen / Resum**

Übersetzen gehört zum Sprachunterricht und zur Philologenausbildung, seit diese Disziplinen bestehen. Auch wenn Übersetzungsübungen im Fremdsprachenunterricht mit der Dominanz des kommunikativen Ansatzes über lange Zeit nur noch wenig Raum zugestanden wurde, so hatten und haben sie doch in der universitären Ausbildung von angehenden Sprachlehrern und -experten einen festen Platz und die Curricula sehen mindestens einen Kurs für Hin- sowie Herübersetzung vor.

Während für Translationsstudiengängen eine theoretisch-fundierte, an konkreten Übersetzungsaufträgen modellierte Didaktik in letzter Zeit immer mehr in den Fokus der Forschung rückt (verwiesen sei, neben der didTrad-Tagung selbst nur auf die starke didaktische Sektion der TRANSLATA III sowie auf die Tagung Bausteine translationsorientierter Sprachkompetenz und translatorischer Basiskompetenzen in Innsbruck 2017) und im Unterricht systematisch umgesetzt sowie in ihrer Wirksamkeit empirisch überprüft wird, stellt sich der Übersetzungsunterricht in nicht-translatorischen Sprachstudiengängen sehr uneinheitlich dar. In den Curricula ist das Lernziel kaum scharf definiert; neben der Fertigkeit, komplexe Texte übersetzen zu können, werden allgemein eine Vertiefung der Fremdsprachenkompetenz, die Fähigkeit zum Vergleich von Sprachsystemen und die Reflektion über die Strukturen der Zielsprache genannt. Die Lehrenden haben in vielen Fällen selbst keinen übersetzungswissenschaftlichen Hintergrund und der Unterricht konzentriert sich auf das Besprechen einzelner von den Studierenden ohne klaren Auftrag angefertigter Übersetzungen.

Der Beitrag befasst sich mit der Übersetzung vom Italienischen ins Deutsche und bietet zunächst eine Bestandaufnahme, wie diese im deutschsprachigen Raum gelehrt wird. Dazu wird für Universitäten in Deutschland und Österreich, die Italianisten ausbilden, anhand der jeweiligen Curricula ausgewertet, inwiefern und in welchem Umfang Übersetzungskurse (Hin-/Herübersetzung) in den einzelnen Studienabschnitten vorgesehen sind und welches Lernziel definiert wird. Per Fragebogen an die Lehrenden von Übersetzungskursen wird außerdem erhoben, wie die Semesterpläne bezüglich der Text(sorten)auswahl und der Progression gestaltet werden, ob Ansätze der Übersetzungswissenschaft einbezogen und die Übersetzung einzelner Phänomene gezielt geübt wird.

In zweitem Teil werden einige Vorschläge skizziert, wie Ansätze der Translationswissenschaft in den Übersetzungsunterricht anderer fremdsprachlicher Studiengänge integriert werden können bzw. wie dieser systematischer ausgerichtet werden könnte. Hierzu zählt eine genauere Definition der – in Bezug auf den jeweiligen Studiengang festzulegenden – Lernziele, eine Einführung in den Translationsprozess, Arbeit mit konkreten Übersetzungsaufträgen und Team-Teaching mit muttersprachlichen Lektoren im Arbeitsschritt des Textverständnisses.

 **Abstract**

Translation has been part of language education and philology studies since these disciplines exist. Although translation exercises in foreign language teaching have been left empty-handed for a long time with the dominance of the communicative approach, they have had a firm place in the university education of prospective language teachers and language experts, and all curricula provide at least one course in translation.

While for translation studies, theoretically-based didactic models have recently become more and more the focus of research (cfr. to the didTrad conference itself or to the strong didactic section of the TRANSLATA III or the conference Bausteine translationsorientierter Sprachkompetenz und translatorischer Basiskompetenzen in Innsbruck 2017) and have been systematically implemented and empirically tested in the classroom, translation instruction in non-translational studies is very inconsistent. In the curricula the learning objective is hardly defined; in addition to being able to translate complex texts, there is a general emphasis on the enhancement of foreign language competence, the ability to compare language systems and the reflection on the structures of the target language. In many cases, teachers themselves have no translation background, and teaching focuses on discussing individual translations made by students without a clear mandate.


The article deals with the translation from Italian into German and offers an initial survey of how it is taught in German-speaking countries. To this end, curricula of universities in Germany and Austria who train Italianists are evaluated, asking to what extent translation courses are integrated in the single study sections and which learning objective is defined. In

In addition, a questionnaire is sent to the teachers of translation courses to determine how their semester plans are structured in terms of text selection and progression, whether approaches from translation studies are included and if there is specifically practice for the translation of individual phenomena.

The second part sketches some suggestions on how approaches of translation science can be integrated into the translation lessons of other foreign language study programs and on how they could be arranged more systematically. This includes a more precise definition of the learning objectives to be defined in relation to the respective course of study, an introduction to theories of the translation process, work with specific translation assignments and team teaching with mother tongue lecturers in the step of text comprehension.

 **GAVRILENKO, NATLIYA NIKOLAEVNA**

Peoples' Friendship University of Russia - RUDN

 **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** 

COMPETENCE NUMERIQUE - COMPOSANTE-CLE DU PROFESSIONNALISME DU TRADUCTEUR
DIGITAL COMPETENCE AS A KEY COMPONENT OF THE TRANSLATOR'S PROFESSIONALISM

 **Palabras clave / Paraules clau / Keywords**

compétence-clé de traducteur; a pproche a ctionnelle; compétence numérique / key competencies; activity a pproach; digital competence

 **Resumen / Resum**

Le rapport présente les résultats d'études dans le domaine de la formation des traducteurs spécialisés, réalisée pendant 30 ans à l'Université russe de l'amitié des peuples RUDN University.

Aujourd'hui la compétence numérique est une des compétences-clés de traducteur. Précisons que nous attachons le terme « les compétences » aux ressources intérieures nécessaires au traducteur, qui présentent une sorte d'algorithme, scénario, règle pour agir, alors que le terme « compétence professionnelle » détermine la capacité de choisir, combiner et mobiliser « les compétences » qui sont à sa disposition. Par compétences-clés, nous entendons les compétences de base généralisées qui assurent la vie de traducteur dans un environnement professionnel. Les études menées dans le RUDN ont permis de systématiser les composantes de la compétence professionnelle de traducteur, en les corrélant avec les principaux aspects de l'activité considérée:

- compétence liée à la communication interculturelle, dans laquelle l'interprète joue le rôle de médiateur (communication interculturelle);
- la compétence liée aux activités professionnelles de traducteur, ses connaissances et savoir-faire pertinentes dans le domaine de la traduction et la spécialité à laquelle se réfère le texte source (spéciale);
- compétence liée à l'interaction de traducteur avec d'autres acteurs, ce qui nécessite la connaissance de certaines stratégies de communication acceptées dans le milieu social des traducteurs et dans les domaines auxquels se rapporte le texte source (sociale);
- compétence, qui désigne les qualités personnelles nécessaire pour effectuer la traduction à un niveau professionnel (personnelle);
- la compétence associée à l'utilisation des technologies de l'information et à l'interaction de traducteur dans le réseau numérique (numérique).

Le métier de traducteur est étroitement lié à l'environnement numérique qui implique certaines règles et stratégies communicatives. La compétence numérique de traducteur n'est pas homogène et comprend des compétences suivantes: technique, organisationnelle et communicationnelle. L'approche actionnelle a permis d'analyser le rôle de la compétence numérique à la résolution de chacune des tâches à tous les stades du métier des traducteurs. Pour atteindre ces objectifs, les composantes de la compétence numérique ont été examinées, et dans le cadre de plate-forme de formation numérique ont été proposés des modules, dont chacun comprend: un problème, comment le résoudre, les ressources numériques pour le résoudre, les connaissances et savoir-faire nécessaires, banque d'exercices, des moyens de vérifier le niveau de la formation de la compétence traductionnelle, la possibilité de communiquer avec d'autres étudiants, traducteurs praticiens ou avec des professeurs.

 **Abstract**

The report presents the results of studies in the field of trainings specialized text translators, which have been conducted for 30 years at the Peoples' Friendship University of Russia. Consideration is given to one of the key competences of modern translators, i.e., digital competence.

It should be clarified at once that the term "competence" refers to the internal resources of translators, representing a kind of algorithm, scenario or rule required to act, and the term "professional competence" determines the ability to select, combine and mobilize the available "competences". By key competencies we mean those generalized basic competences that ensure the normal human life and activities in a professional translation environment. Studies conducted in the PFUR, allowed us to systematize the composition of the translator's professional competence, correlating it with the main aspects of the activity under consideration:

- competence related to cross-cultural communication, in which the translator acts as a mediator (cross-cultural communicative);
- competence related to the professional translation work, relevant knowledge and skills in the field of translation and the speciality to which the source text belongs (special);
- competence related to the translator's interaction with other people, which requires knowledge of certain professional


communication methods accepted in this profession and in the areas to which the target text relates (social);

- competence related to the translator as a personality or an actor, i.e., possession of personal qualities, due to which translations can be made at a professional level (personal);
- competence related to the use of information technology and the translator's interaction in an online network (digital).

The translator's profession is closely associated with the digital environment that determines the importance of digital literacy and dictates certain rules and communicative strategies for the translator. The digital competence of translators is not homogeneous and includes technical, informative-organizational and communicative components. The activity approach to the process of training translators made it possible to analyze the digital competence in solving each of the tasks facing translators at all stages of their professional activity. The digital competence components necessary for solving these problems were considered and modules were proposed within the framework of the training platform, each of which includes a specific macro-problem, ways to solve it, information resources that enable it to be solved, necessary sub-competences, a bank of exercises, ways to check the acquired translation competence levels, opportunities to communicate with other students, practicing translators and teachers.

 **GIL BARDAJÍ, ANNA**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

LA ENSEÑANZA DE LA TRADUCCIÓN DEL ÁRABE AL ESPAÑOL/CATALÁN: ESPECIFICIDADES
Y RETOS PEDAGÓGICOS

TEACHING ARABIC-SPANISH/CATALAN TRANSLATION: SPECIFICITIES AND PEDAGOGICAL CHALLENGES

 **Palabras clave / Paraules clau / Keywords**

enseñanza; árabe; especificidades / teaching; Arabic; specificities

 **Resumen / Resum**


Enseñar a traducir del árabe-español/catalán requiere del docente una mínima reflexión teórica acerca de aquellos rasgos que singularizan la traducción de esta combinación lingüística. Sin querer incidir más de lo necesario en las diferencias entre los dos sistemas lingüísticos y/o culturales en contacto (diferencias existentes, por otro lado, aunque en distintos grados, entre cualquier par de lenguas), en esta ponencia propongo analizar algunas de las principales especificidades de la traducción árabe-español/catalán desde una perspectiva pedagógica, es decir, teniendo en cuenta su utilidad a la hora de formar a traductores del árabe. Basándome en el trabajo de numerosos años como profesora de traducción del árabe y como traductora de esta lengua al español y al catalán, he llegado a aislar siete categorías de problemas específicos a la traducción del árabe relacionados con: (1) las convenciones gráficas y de estilo; (2) la documentación y el uso del diccionario; (3) aspectos léxicos y morfosintácticos; (4) la cohesión textual; (5) los elementos culturales; (6) la tipología textual y (7) el cambio lingüístico. Esta categorización, y la reflexión resultante, puede resultar útil tanto a la hora de diseñar currículos académicos, como a la hora de crear nuevos materiales didácticos o ejercicios focalizados. En este sentido, la noción de problema no sólo ejerce aquí una función articuladora, sino que permite una reflexión pedagógica acerca de los métodos más eficaces para desarrollar la competencia estratégica del estudiante ante determinados obstáculos específicos de esta combinación. Para cada una de estas categorías se ofrecerán numerosos ejemplos de problemas concretos acompañados de posibles soluciones.

 **Abstract**

Teaching Arabic-Spanish/Catalan translation requires from the trainer a minimum of theoretical thinking about the features that make this linguistic pair unique. Far from willing to dwell on the differences between the two linguistic and/or cultural systems in contact (since these differences exist, albeit in various levels, between any pair of languages), I analyze in this paper some of the main specificities of Arabic-Spanish/Catalan translation from a pedagogical perspective, in other words, considering its utility for Arabic translators training. On the basis of the work carried out during numerous years both as a translation lecturer and as translator from Arabic to Spanish and Catalan, I have come to isolate seven types of specific Arabic-Spanish/Catalan translation problems related to: (1) graphic and stylistic conventions; (2) documentation and use of dictionary; (3) lexical and morphological aspects; (4) textual cohesion; (5) cultural elements; (6) text type and (7) linguistic change. This taxonomy, and subsequent thinking, can be useful both for academic curriculum design or for creating new teaching material or focused exercises. In this regard, the notion of problem plays here not only an articulatory role, but also allow a pedagogical thinking about the most effective methods to develop students' strategic knowledge when coping with specific barriers related to this pair of languages. Many examples and solutions will be provided for each of the categories proposed.

 **GÓMEZ-GOIKOETXEA, AMAIA**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title**

DIVULGACIÓN Y TRADUCCIÓN TÉCNICAS. NECESIDADES DEL MERCADO Y NICHOS FORMATIVOS.

TECHNICAL TRANSLATION AND DISSEMINATION. MARKET NEEDS AND TRAINING NICHE

 **Palabras clave / Paraules clau / Keywords**

traducción técnica; redacción técnica; formación especializada / technical translation; technical communication; specialised training

 **Resumen / Resum**

Traductores y autores caminan de la mano y esto no solo puede apreciarse en el ámbito literario, sino que también sucede con la traducción biosanitaria o la técnica, por nombrar otras especialidades. ¿Qué diferencia, pues, la traducción y divulgación técnicas de otras temáticas? Nosotros creemos que la falta de formación específica, consecuencia de la tradicional brecha existente entre la educación en letras o en ciencias.

Si nos centramos en el ejercicio profesional del traductor técnico, observamos su condena al autodidactismo como consecuencia de la falta de formación específica en traducción para esos ámbitos del saber. Sin embargo, el mercado demanda los servicios de este tipo de perfil mucho más a menudo de lo que lo hace respecto a traductores profesionales con otra especialización. Y lo mismo sucede con los redactores o comunicadores técnicos, los autores de esta especialidad. La demanda es abundante y crece exponencialmente al tiempo que evoluciona la tecnología. No obstante, el acceso a la formación específica para ellos también es un problema y constituye un nicho que debemos encarar.

En esta comunicación trataremos de abordar algunas de las causas de esta realidad, como la falta de demanda inicial de los traductores en ciencias, «gente de letras» que llega a la facultad huyendo de las disciplinas científicas; lo cual implica un trabajo extra de motivación por parte del profesorado.

También pondremos sobre la mesa ciertas sugerencias de aplicación didáctica para cerrar la brecha, por un lado, entre las letras y las ciencias, como comentábamos anteriormente y, por otro, entre los dos perfiles de divulgadores: periodistas/redactores y traductores que, en la práctica, en infinidad de ocasiones se encarnan en un mismo profesional. Esta demanda laboral impone un trabajo extra tanto en el currículo de la lengua A como en el de la traducción o redacción inversas.


 **Abstract**


Translators and authors walk together, and this doesn't happen exclusively within the literary sphere, we can also observe it within the medical and technical translation fields, just to name a couple of other specialisations. Then, what is the difference between technical translation and dissemination and other thematic? We think it probably is the lack of specific training as a consequence of the traditional fracture between education in sciences or arts.

If we focus on the professional practice of the technical translator, we can observe his sentence to self-education due to the lack of specialised training on these disciplines. However, the market demands the services of this kind of professional profile more often than asks for the assistance of translators with other expertise. The same applies to technical communicators or writers, the authors of this specialisation. Demand is high and grows exponentially as the technology fields develop. Nevertheless, for them, access to specialised training is also an issue and constitutes a niche that should be faced.

In this communication, we will try to tackle some of the causes behind this reality, as the lack of demand by the students of this professions, 'arts people' that arrives to the university running a way from the sciences; which entails an added motivational work from the lecturers.

We will also discuss some of the existing didactic possibilities to close the gap, both between sciences and arts, as above mentioned, and between the two professional/disseminational profiles: journalists/communicators/writers and translators, which, in practice, many times are embodied within the same professional; for, the current market demand imposes added tasks both upon the A Language curriculum and the reverse translation/writing one.

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

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

 **Título / Títol/ Title** 

EL SERVICE-LEARNING (SL) O APRENDIZAJE-SERVICIO EN LA FORMACIÓN DE INTÉRPRETES MÉDICOS EN EL CONTEXTO DE TEXAS

SERVICE-LEARNING IN THE TRAINING OF COMMUNITY INTERPRETERS IN TEXAS

 **Palabras clave / Paraules clau / Keywords**

aprendizaje-servicio; intérpretes en formación; intérpretes médicos profesionales / service-learning; interpreting trainees; medical interpreters

 **Resumen / Resum**

En este trabajo analizaremos el potencial pedagógico del service-learning (SL) o aprendizaje-servicio en la asignatura de “Interpretación en el ámbito médico” como metodología docente que no solo fortalece los vínculos entre la comunidad local y, en este caso, la Universidad de Texas en Arlington, sino que además favorece la formación de intérpretes en los servicios públicos. El área geográfica en la que se encuentra nuestra universidad -zona norte de Texas- se caracteriza por contar con un alto índice de personas (pacientes) que hablan exclusivamente español, por lo que cada vez son más los hospitales que cuentan para el idioma español con un equipo de intérpretes que se encuentran físicamente en el centro hospitalario (no se trata de interpretación telefónica o vía FaceTime).

Los estilos de aprendizaje en un aula de 20 estudiantes son dispares, por lo que entre los componentes incluidos en el currículum se intenta ofrecer un amplio abanico de actividades teóricas y prácticas que favorezcan el aprendizaje de todos los estudiantes. Aunque no siempre resulta fácil conseguir un socio entre la comunidad que entienda el SL como estrategia didáctica y no como un servicio de interpretación gratuito, en este trabajo presentaremos una propuesta sobre cómo obtener el máximo beneficio de una experiencia de aprendizaje fuera del aula por parte del triángulo protagonista en el componente de SL, a saber: los estudiantes, la profesora y el socio de la comunidad, en este caso, un hospital infantil en Dallas (Texas). Gracias a la inclusión de este componente de SL y el consiguiente contacto directo entre intérpretes en formación e intérpretes médicos profesionales, los estudiantes desarrollan diferentes competencias clave para el ejercicio de su futura profesión.


 **Abstract**

In this presentation, the importance of service-learning (SL) as a pedagogical component in the course “Interpreting in Medical Settings” will be highlighted. Service-learning does not just strength the connections between the local communities and, in this case, the University of Texas at Arlington, but it does enhance the training of public-service interpreters. The University of Texas at Arlington is located in a strategic geographical area –in the north of Texas- where there is a high index of Spanish speaking population with Spanish as their mother and only language, this is the reason why more and more hospitals do have an interpreting department exclusively for Spanish speakers patients which is 24 hours available in the hospital center (it is not a phone interpreting service nor a FaceTime based service).

In a class setting with approximately 20 students, learning styles are quite different, this is the reason why the syllabus gathers a wide range of activities both from a theoretical and practical perspective in order to enhance learning by all the students in the same course. It is well-known for those of us working with community partners; sometimes it is difficult to find the perfect match who understands SL as a pedagogical tool and not as a free interpreting service. In this presentation, the design and experience of how to achieve the most of the SL component by the triangle involved in any SL component (students, instructor and community partner, a children hospital in Dallas, Tx) will be explained. As a result of the inclusion of this SL component, the interaction between the students and the medical interpreters allows the students’ development of several key competences for the future profession as interpreters.

 **GUMUL, EWA**

University of Silesia

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

EXPLICITATING FOR FLUENCY. EVIDENCE FROM TRAINEE INTERPRETERS' RETROSPECTIVE PROTOCOLS

 **Palabras clave / Paraules clau / Keywords**

simultaneous interpreting; explicitation; fluency; retrospective protocols; trainee interpreters

 **Abstract**


The present paper focuses on the relationship between the patterns of explicitating shifts and one of the quality indicators in simultaneous interpreting, that is target-text fluency. Following the definition proposed by Murtisari (2013), explicitation is understood here as a neutral, from the point of view of quality, surface operation which consists in "shifts of meaning from the implicit to the explicit or simply to higher degree of explicitness" (Murtisari 2013:332).

Fluency is one of the quality criteria which is most readily available for users of interpreting services. Since they are unable to compare source and target texts in terms of fidelity, clients tend to rely on palpable indicators, like delivery, when judging the overall quality of the product. Aware of this, interpreters adopt coping strategies aiming to maintain fluency and avoid anomalous pausing that could betray the cognitive effort involved and give the impression of omissions or even betray the actual omissions. One of the possible strategies is explicitation, which apart from other functions, is sometimes used by interpreters, especially interpreting trainees, as a way of overcoming the mode-specific constraints leading to disfluencies and pauses and an effective masking device when dealing with inevitable omissions.

In this study we will see how trainee interpreters resort to strategic explicitation in order to limit anomalous pausing. The analysis is primarily based on retrospective protocols of the participants in this experiment as only process data can provide direct evidence that an explicitation was performed with the aim of avoiding a pause. The analysis carried out for the purpose of this paper is part of the author's larger project in progress aiming at investigating explicitation in simultaneous interpreting. The corpus of the study consists of about 75 hours of recordings of 240 interpreting outputs in both directions of interpreting (Polish-English and English-Polish). The corpus also includes recordings of retrospective protocols. The participants in this study were 120 advanced interpreting students from three Polish universities: University of Silesia in Katowice, University of Gdańsk, and University College of Social Sciences in Częstochowa. The material was recorded in experimental conditions.

 HARO SOLER, MARÍA DEL MAR

Universidad de Granada

 **Àmbit / Àmbit / Topic**

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

 **Título / Títol/ Title** ¿CÓMO DESARROLLAR LA AUTOEFICACIA DEL ESTUDIANTADO DE TRADUCCIÓN?
UNA EXPERIENCIA FORMATIVA

HOW TO DEVELOP TRANSLATION STUDENTS' SELF-EFFICACY? A LEARNING EXPERIENCE

 **Palabras clave / Paraules clau / Keywords**

competencias psicológicas; autoeficacia del estudiantado; experiencia formativa / psychological competences; translation students' self-efficacy; learning experience

 **Resumen / Resum**

Probablemente debido a la dificultad que supone plasmar en objetivos didácticos competencias relacionadas con la psicología del traductor (Presas 1998), la autoeficacia, entendida como la confianza que se posee en las propias capacidades para traducir (Bandura 1987; Haro-Soler 2017), ha permanecido en un segundo plano en la formación de traductores (Atkinson y Crezee 2014). Con el fin de arrojar luz sobre posibles modos de abordar este objetivo didáctico, resolvimos diseñar e implementar la experiencia formativa que se presenta en esta comunicación. Dicha experiencia se materializó en un taller de dos horas de duración que se implementó en la asignatura Traducción 1 C-A (inglés-español) del Grado en Traducción e Interpretación de la UGR. Su diseño se fundamentó en las fuentes de la autoeficacia que establece la Teoría Social Cognitiva (Bandura 1987), así como en las prácticas que diversos autores proponen para favorecer la adquisición de un nivel de autoeficacia realista. El taller, presidido por un enfoque de enseñanza-aprendizaje centrado en el estudiante y en la interacción, indujo prácticas tan variadas como el pensamiento autorreferente, el aprendizaje vicario, la persuasión verbal o el establecimiento de incentivos motivacionales.

Además de describir la experiencia formativa referida, se presentarán los resultados del estudio empírico que se llevó a cabo con el objetivo de conocer la percepción del estudiantado sobre la utilidad del taller, sobre la pertinencia de incorporar este tipo de iniciativas a la formación en traducción, así como sobre sus aspectos positivos y/o negativos. Para ello, se recurrió a un cuestionario en línea que arrojó datos de corte cualitativo y cuantitativo. De acuerdo con los resultados obtenidos, los participantes consideran que la experiencia implementada resulta de utilidad para su formación como traductores y sugieren que este tipo de experiencias formativas, destinadas a favorecer su autoeficacia, deberían incorporarse a la formación de traductores en particular y a la Educación Superior en general.


 **Abstract**

Translation students' self-efficacy, that is, their confidence in their own abilities to translate (Bandura 1987; Haro-Soler 2017), has not received as much attention as it deserves in translator education (Atkinson and Crezee 2014), probably due to the difficulty in establishing didactic objectives for competences related to the translator's psychology (Presas 1998). In order to shed light on some ways to overcome this difficulty and incorporate self-efficacy into translator education programmes in a structured way, a two hour workshop intended to foster translation students' self-efficacy was implemented in the course Translation 1 C-A (English-Spanish) of the undergraduate Degree in Translation and Interpreting of the University of Granada. To design the workshop, the sources of self-efficacy established by the Social Cognitive Theory (Bandura 1987) were taken into account, as well as the practices that several authors suggest to help translation students develop realistic self-efficacy beliefs. The workshop was driven by a student-centred and interactive approach and included practices such as verbal persuasion, self-reflection, vicarious learning and the establishment of motivational incentives.

After describing this learning experience, the results of an empirical study carried out in order to analyse the participants' perception of the usefulness of the workshop, as well as their perception of its positive and negative aspects, and of the importance of incorporating initiatives focused on self-efficacy into translator education will be presented. The qualitative and quantitative results obtained through an online questionnaire seem to show that, according to the participants' perception, the workshop implemented was useful for their education as translators. Participants also suggested that initiatives intended to help students trust their abilities to translate should be incorporated not only into translator training but in higher education programmes in general.

 **HARO SOLER, MARÍA DEL MAR**

Universidad de Granada

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

EL APRENDIZAJE COLABORATIVO COMO METODOLOGÍA PARA DESARROLLAR LA AUTOEFICACIA DEL ESTUDIANTADO DE TRADUCCIÓN: UN ESTUDIO EMPÍRICO
COLLABORATIVE LEARNING AS A METHODOLOGY TO DEVELOP TRANSLATION STUDENTS' SELF-EFFICACY: AN EMPIRICAL STUDY

 **Palabras clave / Paraules clau / Keywords**

autoeficacia; aprendizaje colaborativo; formación de traductores / self-efficacy; collaborative learning; translator education

 **Resumen / Resum**

Con el objetivo general de identificar metodologías que permitan incorporar la autoeficacia para traducir, o confianza en las propias capacidades para traducir (Bandura 1987; Haro-Soler 2017), en la formación de traductores de forma explícita y estructurada y satisfacer, así, la necesidad que señalan autores como Atkinson y Crezee (2014), desarrollamos un estudio empírico centrado en analizar el impacto del aprendizaje colaborativo en la autoeficacia del estudiantado de traducción. Con dicho estudio perseguíamos los siguientes objetivos específicos: a) conocer la percepción del estudiantado sobre si el aprendizaje colaborativo ha influido en su autoeficacia a lo largo de su formación en traducción; b) en caso afirmativo, conocer la percepción del estudiantado sobre las vías por medio de las que el aprendizaje colaborativo ha repercutido (positiva o negativamente) en su autoeficacia; y c) comprobar el impacto que el aprendizaje colaborativo puede tener en la autoeficacia del estudiantado mediante un estudio longitudinal desarrollado a lo largo de la asignatura cuatrimestral Introducción a la traducción especializada AB (español-inglés) del Grado en Traducción e Interpretación de la UGR, durante la que los 39 estudiantes que constituyen nuestra muestra trabajaron colaborativamente y en la que se tomaron medidas de su autoeficacia al inicio y al final del cuatrimestre.

Para lograr dichos objetivos adoptamos un enfoque metodológico mixto, basado en las técnicas del grupo de discusión y de la encuesta. De este modo, se celebraron tres grupos de discusión en la Facultad de Traducción e Interpretación de la institución citada y se diseñó y validó un cuestionario que incluía tanto preguntas cerradas para conocer la percepción del estudiantado como una escala para medir su autoeficacia para traducir. De acuerdo con los resultados obtenidos, el aprendizaje colaborativo parece influir positivamente en la autoeficacia del estudiantado de Traducción y lo hace a través de la asignación y rotación de roles, mediante la comparación con compañeros a los que se identifica como modelos (aprendizaje vicario) y mediante la toma de conciencia de la evolución del propio rendimiento, así como del rendimiento grupal.


 **Abstract**

In order to satisfy the need underlined by authors such as Atkinson and Crezee (2014) to identify methodologies that allow for the incorporation of self-efficacy to translate, that is, confidence in one's own abilities to translate (Bandura 1987; Haro-Soler 2017), in translator education programmes, an empirical study has been performed to analyse the impact of collaborative learning on translation students' self-efficacy. The following specific objectives were pursued: a) to analyse, from the students' perception, if collaborative learning has influenced their self-efficacy during their translator education; b) if so, to analyse the students' perception of the ways in which collaborative learning has (positively or negatively) influenced their self-efficacy; and c) to analyse the impact that collaborative learning may have on translation students' self-efficacy by performing a longitudinal study during the course Introduction to Specialized Translation AB (Spanish-English) of the undergraduate degree in Translation and Interpreting at the University of Granada. During the semester in which this course was taught, the 39 students that form part of our sample worked collaboratively to produce several translations and their self-efficacy was measured at the beginning and at the end of the semester.

To meet the objectives set, a mixed methodological approach was followed and the techniques of the focus group and the survey were implemented. More particularly, three focus group sessions were held at the Faculty of Translation and Interpreting of the University of Granada and a questionnaire including closed questions to collect students' perceptions and a scale to measure their self-efficacy beliefs to translate was designed and validated. The results obtained show that collaborative learning seems to positively influence translation students' self-efficacy through role-play, the comparison with peers that are perceived as models (vicarious learning) and through awareness of the evolution of one's own performance, as well as group performance.

 **HENNECKE, ANGELIKA**

TH Köln

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title**

SIGNO, TEXTO, SENTIDO: CARACTERÍSTICAS DE TEXTOS MULTIMODALES Y SU IMPORTANCIA EN LA PRÁCTICA DE LA TRADUCCIÓN

SIGN, TEXT, SIGNIFICATION: CHARACTERISTICS OF MULTIMODAL TEXTS AND THEIR IMPORTANCE FOR TRANSLATION PRACTICE

 **Palabras clave / Paraules clau / Keywords**

textos multimodales; semiótica, ciencia de la traducción; práctica de la traducción; didáctica / multimodal texts; translation studies; didactics of translation

 **Resumen / Resum**

Promovido por los desarrollos tecnológicos y digitales, nuevas formas de comunicación y también otras expectativas hacia la comunicación, estamos actualmente presenciando un cambio fundamental en la práctica comunicativa y en el paisaje semiótico-textual. No solamente los textos de marketing y de la comunicación de masas, sino también los textos de la comunicación especializada presentan combinaciones y entrelazamientos de elementos verbales, visuales, auditivos y otros. Hoy en día, fenómenos como la interactividad, la hibridación, mezclas de formas y entrecruces mediales se están convirtiendo cada vez más en la norma comunicativa. Así se puede constatar que el texto prototípico ya no es un texto meramente verbal, sino “un texto genuinamente multimodal” (Stöckl 2004: 5). Así, la multimodalidad como característica esencial de los textos se convierte en el factor decisivo en la lucha por la atención del receptor.

Los cambios comunicativos mencionados naturalmente también conciernen al campo de la traducción. Hoy en día, los traductores (de textos especializados) en creciente medida tienen que ver con tipos de textos provenientes de ámbitos como la comunicación corporativa y comercial, la comunicación de masas o de marketing, los cuales se componen de signos de diferentes sistemas y no solamente de signos lingüísticos. Además, la combinación y el entrelazamiento de diferentes signos en textos, en muchos casos, tiene una determinación culturalmente específica, lo que es de alta relevancia para la comunicación bilingüe. De esto resultan grandes desafíos tanto para la ciencia como para la didáctica, sobre todo en el terreno metodológico.

Después de una descripción de las características generales y del funcionamiento principal de textos multimodales, se tratará de sacar algunas conclusiones para la práctica y didáctica de la traducción. Sobre todo se discutirá la pregunta sobre las competencias adicionales necesarias para una traducción adecuada a la lengua y cultura meta de estos textos multimodales. Finalmente se presentarán algunas propuestas al fin de operacionalizar estos reconocimientos para un texto análisis con relevancia para la traducción.

 **Abstract**


Due to technological and digital developments, new forms of communication as well as new expectations about communication, we are experiencing fundamental changes in the practice of communication and in the semiotic (text) landscape. Not only texts of marketing and mass communication, but also specialized texts are designed as connections of linguistic, visual, auditory and other signs. Today, forms like interactivity, hybridization, mixed forms and media overlaps are gradually becoming the communicative norm. So it can be stated that the prototypical text is no longer a merely verbal one, „but genuinely multimodal text“ (Stöckl 2004: 5).

The success in the battle for the attention of the recipient should be achieved by constitutive multi-modality. The contribution focuses on the importance of multimodal texts for modern and interdisciplinary translation studies and didactics. These changes, evidently, also involve the field of translation, so that translators have to deal increasingly with types of texts coming from areas like business, the media or marketing communication, which do not only use the linguistic sign system. Furthermore, the combination of different signs in texts often occurs in a culturally specific way, being therefore of great importance for bilingual communication.

Subsequently there are serious challenges for research and teaching, first of all in the methodical field. After the description of the general characteristics and the basic functioning of multimodal texts, conclusions for the practice and didactics of translation are drawn. In particular, the question of which (additional) competences are required for a linguistically and culturally adequate translation of multimodal texts is addressed. Finally, some suggestions about how to use these findings for translation-related textual analysis are presented.

 HUERTAS BARROS, ELSA; VINE, JULIET

University of Westminster

 **Àmbit / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title** *DEVELOPING CURRICULA IN COMMUNITIES OF PRACTICE: TRANSCREATION AS A WAY FORWARD IN THE CHANGING LANGUAGE SERVICES INDUSTRY* **Palabras clave / Paraules clau / Keywords**

translator competence; transcreation; translator education

 **Abstract**


Translator education provides trainee translators with a wide range of transferable competences which are difficult to find in other disciplines, making them 'flexible, adaptable and highly employable citizens' (Kelly, 2005: 34; Kelly, 2007). However, there is a call for further research to ensure translator education can respond effectively to the challenges of today's international and globalized market by preparing students for broader roles and opportunities emerging in the rapidly changing language services industry. Some scholars suggest giving greater emphasis to user-centred text production, intercultural communication, and a language consultative and (co)creative role (Massey and Wieder, 2019). Transcreation may be a way forward, helping students to develop an extended self-conception as intercultural mediators (Katan, 2013, 2016: 365; Pedersen, 2014).

This paper reports on core aspects of the design and implementation of a BA Translation module covering transcreation processes. One of the core elements is a transcreation task which builds on project-based learning (González Davies, 2004; Defeng et al., 2015) and user-centred translation approaches (Suojanen, Koskinen and Tuominen, 2015). The task consists of localising promotional material from an existing company looking to expand into new markets, and involves the following stages: 1) analysing the project (i.e. stages, task allocation, timeframe for completion, team communication); 2) finding a product/company for the transcreation/localisation project; 3) analysing the promotional material (e.g. core values of the company, communication strategy and target audience in the home market); 4) writing a brief for the project (audience design based on user-centred approaches); 5) qualitative research on the market where the product/campaign will be launched (e.g. communication strategy, audience, marketing and branding in the target market); 6) transcreating the promotional material for a different audience/culture/market; and 7) presenting the transcreation project to the client and potential customers.

The innovative aspect of this paper is that it reports on the work in progress undertaken for the design, implementation and evaluation of the transcreation task by adopting a two-pronged approach: 1) constructing standards in communities of practice (i.e. tutors/researchers, students and professional communities), and 2) integrating the concept of assessment literacy into course design (HEA, 2012; Elington, 2016; Huertas Barros and Vine, 2019). The paper will report on the dialog between the module tutors, a transcreation company and two freelancers specialising in transcreation and copy-editing, which informed the module design in an attempt to respond to industry demands. The second tenet will be addressed in the light of a case study involving both academic communities (i.e. tutors/researchers and students) and professional communities (i.e. transcreation company) in constructing shared assessment standards together, i.e. the rubric to evaluate the transcreation task. Involving all stakeholders not only ensures both students and tutors understand the skills required in the assessment process of the task but also favours a mutual trust, ensuring professional judgements are considered more reliable. The paper will report on the results of a survey of the students' experiences in helping to create the assessment criteria for the transcreation task and how this has increased their assessment literacy.

 **JECZMYK NOWAK, OLGA**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

UN ESTUDIO EMPÍRICO SOBRE LA ADQUISICIÓN DE ESTRATEGIAS COGNITIVAS PARA RESOLVER
PROBLEMAS DE TRADUCCIÓN

AN EMPIRICAL STUDY ON THE ACQUISITION OF COGNITIVE STRATEGIES TO SOLVE TRANSLATION PROBLEMS

 **Palabras clave / Paraules clau / Keywords**

adquisición de la competencia traductora; estudio experimental; estrategias cognitivas de traducción / acquisition of translation competence; experimental study; cognitive strategies of translation

 **Resumen / Resum**

El objetivo de esta comunicación es presentar un proyecto de investigación en curso sobre la adquisición de estrategias cognitivas para la resolución de problemas de traducción escrita. Este proyecto se está llevando a cabo en el marco del Doctorado en Traducción y Estudios Interculturales de la Universitat Autònoma de Barcelona.

En este sentido, nuestra investigación persigue los siguientes objetivos específicos:

- establecer el marco conceptual de la investigación de las estrategias cognitivas
- describir y definir las estrategias cognitivas
- identificar cómo evolucionan las estrategias cognitivas a medida que se adquiere la Competencia Traductora.

Para ello, nos centramos en:

- estudiar la noción de estrategia en disciplinas afines a la Traductología.
- analizar la noción de estrategia en Traductología y los estudios empíricos realizados de Königs (1987) o Lachat Leal (2003) entre otros.
- averiguar cómo funcionan las estrategias traductoras cognitivas: qué estrategias se usan durante el proceso de traducción escrita, y por qué, cuándo, cómo y con qué resultado se emplean.
- investigar cómo evolucionan las estrategias en el proceso de adquisición de la Competencia Traductora.

Como resultado de una investigación previa sobre las estrategias cognitivas de traducción (Jeczmyk Nowak 2016) se pudo concluir:

- que falta unificar las denominaciones y definiciones existentes, así como la carencia de una clasificación precisa aplicable a las estrategias cognitivas;
- que falta realizar un estudio empírico riguroso de las estrategias cognitivas de traducción y de su proceso de adquisición.

Se realizará un estudio experimental con estudiantes de traducción de diversos cursos del grado de T/I y traductores profesionales. Los sujetos tendrán que traducir un texto del francés al español con problemas prototípicos y rellenar un cuestionario sobre las estrategias usadas. Previamente al experimento se efectuará un estudio exploratorio y un estudio piloto.

Los resultados de la investigación podrán revertir en una mejor formación de traductores, ya que permitirán identificar qué tareas e instrumentos se pueden incorporar en la formación para desarrollar estrategias.

En la comunicación se expondrá el marco conceptual de la investigación, los objetivos perseguidos, el diseño del estudio experimental y los resultados esperados.

 **Abstract**

The aim of this communication is to present an ongoing research project about the acquisition of cognitive strategies for solving problems of written translation. This project is being conducted in the framework of the PhD in Translation and Intercultural Studies from the Universitat Autònoma de Barcelona.

In this sense, our research pursues the following specific objectives:

- establish the conceptual framework for the investigation of cognitive strategies
- describe and define cognitive strategies
- identify how cognitive strategies evolve during the process of acquisition of translation competence

To do this, we focus on the following actions:

- to study the notion of strategy in disciplines related to translation studies.
- to analyze the notion of translation strategies in translation studies and the empirical studies carried by Königs (1987) or Lachat Leal (2003) among other authors.
- to find out how cognitive strategies are applied: what strategies are used during the process of written translation, and why,

when, how and with what result are employed.

- to investigate how strategies are evolving in the process of acquisition of translation competence.

As a result of a previous research on cognitive strategies of translation (Jeczmyk Nowak 2016) we can conclude:

- the lack of unification of appellations and definitions, as well as the lack of a precise classification applicable to cognitive strategies;
- the lack of a rigorous empirical study of cognitive strategies of translation and its acquisition process.


We will hold an experimental study with translation students of various courses of the degree in translation and interpreting as well as with professional translators. Both groups will have to translate a text from French to Spanish with prototypical problems and fill out a questionnaire about the strategies they have used. Prior to the experiment we will hold an exploratory study and a pilot study.

The results of the investigation may reverse in a better training of translators, since it will be easier to identify which tasks and instruments can be incorporated in the training of students to develop strategies.

The communication will present the conceptual framework of the research, the pursued objectives, the design of the pilot study and the expected results.

 **JUD, PETER**

Zurich University of Applied Sciences

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

TRANSLATION PROCESS METHODS IN TRAINING AND ASSESSMENT: PROS AND CONS

 **Palabras clave / Paraules clau / Keywords**


translation pedagogy; translation process methods; student assessment

 **Abstract**

It has been more than three decades since Krings (1986) started to investigate cognitive processes using process methods. In the past thirty years, the technology has improved considerably, contributing to many important insights into the translator's mental processes, and translation competence models have been developed in order to be applied in translation training programmes (e.g. Göpferich 2009, PACTE 2003). Various longitudinal studies have been carried out to validate these models (Göpferich 2009; PACTE 2009; Massey and Ehrensberger-Dow 2013), and initial attempts to integrate translation process methods in translation training as a didactic tool have been made (Király 2013; Massey et al. 2015; Massey and Jud 2015). A testable hypothesis that has emerged from this research is that knowledge about translation, instrumental competence and strategic competence (cf. PACTE 2003) all play a key role in the acquisition of translation competence and can be considerably improved using translation process methods. This paper presents a project at our university whose primary objective is to evaluate the institutionalisation of translation process methods in the translation training and assessment of a large number of students without necessarily increase teachers' workloads. Technical issues will be presented as well as practical implementations of how translation process methods can be integrated into traditional translation courses. Finally, the usefulness of such process techniques in translation training, as indicated by subjective student evaluations of the course obtained by an electronic questionnaire as well as in focus group discussions, will be explored. The aim of the ongoing project is to empirically investigate and monitor the effectiveness of such translation process methods in translation training over an extended period of time.

 **KALININ, ANDREY**

Moscow State University

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

ASPECTS MULTIMODAUX DE LA FORMATION A L'INTERPRETATION POUR LES MEDIAS

MULTIMODAL ASPECTS OF MEDIA INTERPRETER TRAINING

 **Palabras clave / Paraules clau / Keywords**

didactique de l'interprétation; interprétation pour les médias; multimodalité / didactics of interpreting; media interpreting; multimodality

 **Resumen / Resum**

L'interprétation pour les médias constitue un type bien spécifique de la traduction audiovisuelle dont l'emploi, quelque restreint qu'il soit, ne se limite pas de nos jours à la traduction simultanée des émissions diffusées en direct (débats télévisés et conférences de presse, « breaking news » etc.). Son domaine s'étend également aux interprétations simultanées ou consécutives enregistrées d'un vaste contenu télévisé (bulletins d'informations, émissions analytiques ou de vulgarisation). Celles-ci servent souvent de brouillons pour des textes oralisés cible qui après rédaction, correction et adaptation peuvent se superposer sur les images vidéo source, sous forme de sous-titres, de doublage ou de voix off.

Cependant, tout texte audiovisuel est par définition multimodal dans la mesure où il englobe toute une série de composantes sémiotiques : un contenu verbal sonore, des images vidéo, qui à leur tour renferment des vues, du gestuel, de la proxémique et des textes écrits (inscriptions, sous-titres, télépromteurs etc.). Par conséquent l'enseignement et l'apprentissage de l'interprétation pour les médias ne pourraient forcément pas se permettre de rester dans du verbal mais devraient prendre en compte des éléments de l'analyse multimodale du message télévisé.


La présente contribution se propose de développer une réflexion méthodologique sur les approches didactiques de la multimodalité dans la traduction audiovisuelle et de suggérer une stratégie pédagogique de l'entraînement à l'interprétation pour les médias à travers une série d'exercices qui privilégient ses aspects multimodaux (« visionnement silencieux » suivi de doublage simulé ; interprétation consécutive avec prise de notes préenregistrée ; interprétation simultanée avec enregistrements audio, rédaction de scripts assistée par des systèmes de reconnaissance automatique de la parole etc.).

 **Abstract**


Media interpreting is a rather specific type of audiovisual translation, the usage of which, however restricted, is not nowadays limited to the simultaneous translation of live broadcasts (TV debates, press conferences, talk shows and "breaking news" etc.). Its field also extends to recorded simultaneous or consecutive interpretation of a wide TV content (such as newscasts, analytical or popular broadcasts), serving as drafts for a target text, which after editing, checking and adaptation can be superimposed on the source video image in the form of subtitles, dubbing, or voice over.

Yet, any audiovisual text is multimodal by definition to the extent that it combines verbal sound content, video images that, in turn, contain views, gaze, gesture, proxemics and written texts (inscriptions, subtitles etc.). Therefore, the teaching and learning of media interpreting could not afford to remain in an exclusively verbal framework but should take into account elements of the multimodal analysis of TV and other media texts.

The present contribution focuses on developing a methodological reflection on the didactic approaches to the multimodality in the audiovisual translation and, thereby, suggests a pedagogical strategy for the media interpreter training through a series of exercises which emphasize its multimodal aspects (« silent viewing » followed by simulated dubbing, consecutive interpretation with notes for voice over, simultaneous interpretation recorded, scriptwriting assisted by automatic speech recognition systems etc.).

 **KELLOU, YASMINEE**

University of Algiers 2

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

NEW TRENDS OF TRANSLATION TEACHING AT THE POST GRADUATE LEVEL IN ALGERIA: A DESCRIPTIVE STUDY OF TRANSLATION CURRICULA AND THEIR TRANSVERSAL ASPECTS AT UNIVERSITY OF ALGIERS 2

 **Palabras clave / Paraules clau / Keywords**

translation didactics; curriculum design; transversal aspects in translation studies

 **Abstract**

Translation is taught in Algeria since the sixties, but it only appeared as an independent research subject on the eighties, and it took thirty more years before detailed curricula at post graduate level were designed for the sake of training future researchers specialized in translation studies and its sub-disciplines.

This paper tries to explain the shifts translation teaching and researching went through by analyzing the micro-structure of current curricula, their applications and their transversal aspects, thus the current orientation of research in TS in Algeria and its interdisciplinary nature.


First, it comes with a survey on current curricula in T.S in the three concerned poles in Algeria, and it analyses, in particular, the components of the PhD program called 'Translation Didactics' that exists since 2016 and gathers 20 PhD students that are all enrolled in a common research project that aims at enhancing translation teaching practices in the future at bachelor and masters levels.

Second, PhD thesis subjects of this program are examined and expected research outcomes are exposed. Main research issues tackled with, currently under empirical study, are linked to the real needs of the translation teaching environment.

With themes including the publishing industry, new pedagogical approaches in the translation classroom, literary course components, technological needs, translation market descriptions, shifts in university system, issues of directionality, text analysis methods, curriculum analysis and evaluation, cross-cutting aspects of setting post-graduate level programs appear, and thus showing the interdisciplinary features of translation studies in current research production in Algeria.

 **KERREMANS, KOEN; FERNANDEZ-PARRA, MARIA; KONTTINEN, KALLE; LOOCK, RUDI; VANDEPITTE, SONIA; VAN DER LEK-CIUDIN, IULIANNA; VAN EGDOM, GYS-WALT**

Vrije Universiteit Brussel; Swansea University; University of Turku; University of Lille; Ghent University; University of Leuven; Zuyd University of Applied Sciences

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol / Title** 

ASSESSING INTERPERSONAL SKILLS IN TRANSLATOR TRAINING: THE CASES OF INSTB

 **Palabras clave / Paraules clau / Keywords**

soft skills; self-assessment; translation

 **Abstract**


In the past decade, translator trainers have stepped up their efforts to bridge the so-called “skills gap” between training and professional practices. The European Master’s in Translation (EMT) network is probably the most well-known initiative that has been rolled out to increase graduate employability. In 2009, members of EMT introduced a competence framework for translators that has been dubbed “the wheel of competences” (EMT Expert group, 2009). In 2017, the framework has been further developed to adapt to the market changes (EMT Expert group, 2017).

In the revised framework, increasing attention is bestowed upon competences that are associated with transversal or soft skills, viz. personal and interpersonal competence, and service provision competence. If these competences are to be acquired, it is also imperative that they be described methodically and that instruments be developed to measure the competences in a reliable and valid manner.

We will report on a soft skills self-assessment tool that has recently been developed and tested by members of the International Network of Simulated Translation Bureaus (INSTB). The paper will relay the results of an experiment with (about) 140 students who were enrolled in a course unit in which an authentic translation environment is recreated. Our focus will fall on student perceptions of interpersonal skills acquisition. These perceptions have been canvassed through a survey instrument using Likert-scales (1-5) in a quasi-experimental pretest-posttest design. The objective of our study was to test a hypothesis entertained by all INSTB members that soft skills, and more specifically interpersonal skills, are cultivated through authentic experiential learning.

 **KLEINERT, CRISTINA VICTORIA**

Universidad Veracruzana

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

INTÉRPRETES MEXICANOS EN LOS SERVICIOS PÚBLICOS: UN ACERCAMIENTO ETNOGRÁFICO
AN ETHNOGRAPHIC APPROACH TO MEXICAN INDIGENOUS COMMUNITY INTERPRETERS

 **Palabras clave / Paraules clau / Keywords**

intérpretes en los servicios públicos mexicanos; etnografía; enfoque decolonial / Mexican community interpreters; ethnography; decolonial approach

 **Resumen / Resum**

Este trabajo extrae sus datos de una parte de una investigación doctoral realizada entre 2011 y 2016 en tres estados mexicanos: Puebla, Oaxaca y Veracruz y su posterior seguimiento (Kleinert, 2016). El trabajo de campo indujo el registro y el análisis de un curso de formación de 200 horas en los estados de Puebla y Oaxaca y posteriores entrevistas de seguimiento y observaciones de juicios en los que los intérpretes participaron. Se investigó el proceso de profesionalización de los intérpretes mexicanos de idiomas nacionales y ofrece un análisis del proceso de formación, las experiencias educativas previas de los intérpretes y la competencia relevante para la interpretación en los servicios públicos (Abril y Martín, 2008) durante sus primeras experiencias profesionales en el área judicial.

El diseño de la metodología cualitativa se construyó con el objetivo de realizar una etnografía doblemente reflexiva (Dietz, 2011) con un componente de auto-etnografía (Blanco, 2012). El enfoque decolonial (Lander, 2000) se utilizó como una herramienta teórica derivada de la educación intercultural para llevar a cabo el análisis. Otros conceptos teóricos abordados son la competencia en interpretación para los servicios públicos y la agencialidad de los intérpretes. Las técnicas de construcción de datos utilizadas incluyeron entrevistas, observación participante, bitácoras COL (Campirán, 1999) y grabaciones de vídeo de las clases, así como también encuestas diagnósticas y de evaluación, que favorecieron la expresión de los intérpretes. Los escenarios incluidos en el análisis fueron, por un lado, el espacio de formación y, por otro, los diversos procedimientos enmarcados en la administración de justicia donde participaron los intérpretes.

Los hallazgos muestran que los documentos que informan la práctica de la interpretación en México merecen ser revisados a partir de las prácticas observadas. Es deseable fortalecer las redes de intérpretes que se están forjando de manera aún tímida y dispersa. Es urgente proporcionar orientación o apoyo para tratar situaciones que son emocionalmente muy exigentes para proteger a los intérpretes.

Los hallazgos también revelaron la necesidad urgente de revisar los procesos de formación, donde se encontraron ausencias importantes tanto en los contenidos como en métodos interdisciplinarios de enseñanza y aprendizaje, o la necesidad de proporcionar oportunidades para el aprendizaje permanente. Además, es recomendable analizar las funciones de los intérpretes. También se debe discutir la necesidad de revitalizar la agencialidad de los intérpretes desde una perspectiva crítica y decolonial para inducir un cambio de paradigma en la organización de los servicios públicos del monolingüismo al multilingüismo.

 **Abstract**

This paper draws its data from part of a doctoral research carried out between 2011 and 2016 in three Mexican states: Puebla, Oaxaca and Veracruz (Kleinert, 2016). The fieldwork included the register and analysis of a 200 hours training course in the states of Puebla and Oaxaca and subsequent follow up interviews and observations of trials where interpreters thereafter participated. It investigates the professionalization process of Mexican interpreters of national languages and offers an analysis of the training process, the previous educational experiences of the interpreters and the relevant competency in public service interpreting (Abril y Martín, 2008) during their first professional experiences in the judicial area.

The qualitative methodology design was built and conducted aiming at a doubly reflexive ethnography (Dietz, 2011) with a component of self-ethnography (Blanco, 2012). The decolonial approach (Lander, 2000) was used as a theoretical tool stemming from intercultural education to carry out the analysis. Other theoretical concepts approached are the competency in public service interpreting and the interpreter agency. The data building techniques used included interviews, participant observation, COL logs (Campirán, 1999), and video recordings of the classes as well as diagnostic and evaluation surveys, which favored the voicing of interpreters. The scenarios included in the analysis were on the one hand the training space, and on the other the various procedures framed in the administration of justice where interpreters participated.


The findings show that the documents which inform the interpreting practice in Mexico deserve to be reviewed from observed practices. It is desirable to strengthen interpreters' networks which are forging still in a timid and scattered way. It is urgent to provide guidance or support to deal with situations that are emotionally very demanding to protect the interpreters.

The research findings also revealed an urgent need to review the training processes, where important absences both in

content and in interdisciplinary teaching and learning contents were found, as well as the need to provide opportunities for lifelong learning. In addition, the roles of the interpreters are likely to be analyzed and discussed. The need to reinvigorate the interpreters' agency from a critical and decolonial perspective should be discussed to induce a paradigm shift in the organization of monolingual public services to multilingualism is also observed.

 **KODURA, MAŁGORZATA**

Pedagogical University of Cracow

 **Àmbit / Àmbit / Topic**

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

 **Título / Títol/ Title** 

WIKIPEDIA TRANSLATIONS AS A TOOL IN TRANSLATOR EDUCATION – THE STUDENTS’ PERSPECTIVE

 **Palabras clave / Paraules clau / Keywords**


translator training; project-based learning; new technologies in translator education

 **Abstract**

The aim of this paper is to present practical applications of Wikipedia in the translation classroom on the basis of one semester course carried out with a group of MA students. The course made a part of a specialisation module offered for English Philology students who chose translation as their specialisation path. Wikipedia was used not only as a base of translatable source texts, but also as a platform for students’ cooperation, project management and a translation tool, including a machine translation component offered as a beta feature in the Wikipedia platform. Translations from Polish to English and from English to Polish were completed in two modes: as individual projects and as collaborative tasks accomplished by independent students’ teams. The main objective of the course was to increase translator trainees’ awareness of the translation process conducted in the project-based environment and in the authentic context. Consequently, the students were asked to provide translator’s reports along with their translated texts, presenting their commentary on the process of translation, listing main difficulties encountered and solutions proposed. The entire course ended with an online evaluation survey pertaining to the course materials and the mode of working, the results of which will be presented in the paper. The evaluation of the course provided by the students and the insight gained both by the students and the trainer will be used to improve the translation course in its technical and substantive aspects. Furthermore, the observations made by students concerning their learning experience revealed additional potential applications of Wikipedia as a teaching resource, a practical tool and a collaborative learning environment in translator’s education.

 **KOZULYAEV, ALEKSEI**

RuFilms School of Audiovisual Translation

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

A MISSING CORNERSTONE - WHY DO MOST AUDIOVISUAL WORKFLOW MANAGEMENT SYSTEMS FAIL?

 **Palabras clave / Paraules clau / Keywords**

audiovisual; translation; training

 **Abstract**

There are four cornerstones of any system of continuous delivery in AV localization.

Number one – a common production platform (online/offline subtitling software, studio standards, game translation testing protocols).

Number two – a common fiscal and logistical management platform (tracking of deliverables, deadlines, billing)

Number three – a common talent and output evaluation platform (mostly for the uniformity of talent selection – AV translation proficiency tests, game world knowledge tests, voice sampling)

Number four – a common education and training platform (universities, corporate trainings/coaches, online/offline translator re/training school)

There are plenty of solutions for entries 1-3 in various formats. The most successful are Sfera (operated by Deluxe), OONa, DotSubs, Hermes. But the issue of a common education and training platform is very often overlooked. Most industry professionals do not clearly see what issues it helps to tackle. Such a system perfectly deals with demand fluctuations for AV services ensuring the supply of new skilled personnel sharing the same knowledge background and the retraining of the personnel in lean periods to other tasks such as i.e. audio description. Another very important issue is that if training and motivation are properly organized, a team shares the same corporate ideology/principles/self-perception and is very tight. This enables a company to go through short and sometimes mid-term periods of insufficient money supply during channel or project launches or periods of exponential growth of a customer's activities in a certain market. Still it is a missing cornerstone.

Our company successfully complemented the development of such a platform in Russia on the basis of the School of Audiovisual Translation and it can be pointed out that practical AVT teaching strategies are broken into seven specific management/technology/education tasks:

- Teach translators to deal with audiovisual linguistic and semantic environments that are
- Pseudo-oral (a key feature of AV speech as defined by various researchers worldwide);
- Multimodal (combining visual and verbal sign systems);
- Centered around emotions and not just hard facts and meanings;
- Target audience oriented;
- Constrained by extralinguistic factors;
- Structured around coherent plots and gaming experiences;
- Very demanding in terms of the target language mastery.
- Make AVT education flexible and modular to meet various fluctuations of continuous demand;
- Provide the solid theoretical AVT base (movies/series/games) and substantiate it with practical samples;
- Make theoretical/practical input interesting and motivating so that it can be effectively studied within short timespans.


The industry very rarely gives to a vendor the luxury of years or months to complete the retraining of the teams and the demand for high-impact crash courses is growing steadily;

- Provide the foundation for teamwork and team spirit building;
- Provide opportunities for quick translation output. The shorter the distance from translation to its evaluation, the better;
- Develop a system for providing constructive feedback.


The experience of the development of RuFilms Group team on the basis of the coordinated development of all 4 continuous delivery platforms is a case study in the applicability of our approach. It also allowed us to assist several other Russian LSP providers and localization companies in training their personnel in a customizable format. Currently the School has partnerships with 11 Russian and 2 foreign Universities as well as 3 major translation/localization international market players and is looking for investment partnerships that could help it to expand to more language pairs.

 **KUZNIK, ANNA**

Uniwersytet Wrocławski

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol / Title** 

INNOVACIONES EN EL SECTOR DE LAS PME DE TRADUCCIÓN DE FRANCIA. IMPLICACIONES PARA LA FORMACIÓN

INNOVATION IN THE FRENCH TRANSLATION SME SECTOR. IMPLICATIONS FOR TRAINING

 **Palabras clave / Paraules clau / Keywords**

innovación; empresa de traducción; formación / innovation; translation enterprise; training

 **Resumen / Resum**

En la comunicación se presentarán los resultados parciales de un estudio exploratorio, llevado a cabo en Francia a finales del año 2015, centrado en el tema de las innovaciones en el sector de las pequeñas y medianas empresas de traducción. Dicho estudio exploratorio se enmarca dentro de un proyecto de investigación más amplio sobre la conceptualización y la definición contemporánea de la actividad traductora en el sector empresarial de traducción. El material empírico recogido proviene de cinco entrevistas semi-estructuradas realizadas con las responsables de las empresas de traducción francesas, establecidas en la región sureste de Francia. En la primera parte introductoria, los temas abordados abarcan la problemática de las certificaciones, normas y patentes; de la presencia de las empresas en el Internet y en las redes sociales; de la colaboración con el entorno institucional, y de la situación general en el mercado de los servicios de traducción. En la parte esencial de las entrevistas, las responsables de las empresas de traducción francesas contestaron nuestras preguntas puntuales acerca de las innovaciones en sus empresas. Los ejemplos de innovaciones fueron enriquecidos por numerosas ilustraciones de actividades creativas de dichas empresarias en el área de los servicios novedosos y de la organización del trabajo. En cuanto a los planes para su desarrollo, nuestras interlocutoras mencionaron la necesidad del constante avance tecnológico, pero también una búsqueda razonable del bienestar personal y del equilibrio a largo plazo.

El estudio exploratorio realizado pone de manifiesto una falta de formación inicial en gestión empresarial, en gestión de recursos humanos, en mercadotecnia, en prospección, en desarrollo sostenible y en innovación empresarial. Una de nuestras interlocutoras, traductora de formación y fundadora de una de las empresas de traducción francesas, afirma: "On a essayé de se former un tout petit peu au management et aux ressources humaines mais honnêtement, ce n'était pas notre métier." En la misma dirección va el testimonio de otra empresaria entrevistada: "C'est toujours la difficulté, on est tout le temps la tête dans le guidon, on répond toujours aux demandes, mais on n'a jamais vraiment d'opportunités pour la prospection, on n'a pas forcément de formation pour le faire, non plus." Sin embargo, el vacío de formación en emprendimiento, gestión e innovación debería ser llenado por unas actividades formativas adaptadas, incluidas en la formación impartida a los traductores e intérpretes, para lo cual daremos varios ejemplos e ideas al final de nuestra comunicación.


 **Abstract**

In this communication I will present partial results obtained during an exploratory study carried out in France in late 2015, which undertakes the topic of innovations in the translation SME sector. The exploratory study precedes broader research on conceptualizations and contemporary definitions of translation activity proposed by translation industry representatives. The exploratory data were collected during five semi-structured interviews with heads of translation enterprises established in the south-eastern region of France. In the first introductory section the issues addressed during our conversations dealt with certifications, norms, patents, company's presence on the Internet and in social media, collaboration with surrounding institutions, and general situation of translation service providers. In the main interview section, the representatives of French translation enterprises shared with me their opinions on the innovations implemented in their companies. They also gave examples of not yet innovative but still creative activities in new services and work organization. When talking about future plans, the interviewees mentioned the need for constant technological development, but also their desire of personal well-being and long-term harmony.

This exploratory study draws attention to lack of initial training of our interlocutors in the area of business and human resources management, marketing, prospection, sustainable development and business innovations. Trained as a translator, the director of a French company stated: "On a essayé de se former un tout petit peu au management et aux ressources humaines mais honnêtement, ce n'était pas notre métier." In the same vein, another translation enterprise representative confessed: "C'est toujours la difficulté, on est tout le temps la tête dans le guidon, on répond toujours aux demandes, mais on n'a jamais vraiment d'opportunités pour la prospection, on n'a pas forcément de formation pour le faire, non plus." It becomes thus evident that this gap should be filled in with training activities, integrated in the translator training curricula, designed to enhance the development of business and management skills, including specific knowledge about innovations and ability to deal with innovative challenges. I will provide several examples of these activities in the closing section of my communication.

 **LAMPROU, DESPINA**

Aristotle University of Thessaloniki

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

MAPPING AND ANALYSING TRANSLATOR EDUCATION AND TRAINING IN GREEK-SPEAKING COUNTRIES

 **Palabras clave / Paraules clau / Keywords**

translation didactics; translator education and training; approaches to translation teaching

 **Abstract**


Translator education and training in Greek-speaking countries dates back to the late 1970s. Since then, the number of translator education and training institutions and programmes has been constantly growing. Translator education and training programmes refer to any independent programme, which includes courses in interlingual translation and leads to a certificate with a clear reference to translation.

Earlier contributions to the field in Greece and Cyprus (e.g. Grammenidis 1999: 65-70, Connolly and Bacopoulou-Halls 2009: 418-426, Sachinis 2011: 65-88) focused on certain aspects of either translator education or translator training (as defined by Bernardini 2004: 19-14). However, no study so far has been able to present aggregated data regarding the number of programmes offered, the language combinations, the duration, the certificates issued, the total amount of registered translators-to-be, the approaches to translation teaching applied in the translation courses, or the profile of the translator educators and trainers.

This research uses quantitative and qualitative data to examine the situation of translator education and training in Greece and Cyprus during the academic years 2015-2016 and 2017-2018, while taking into consideration all the historical sources available, in order to provide answers to the questions mentioned above and to describe the field's development. The research methods applied for data collection include documentary research (scientific literature, study guides, Greek and Cypriot legislation and information material), and interviews with coordinators and teaching staff, who work on translation programmes.

 **LIANG, LIN**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

ENSEÑANZA DE LA TRADUCCIÓN CIENTÍFICO-TÉCNICA EN CHINA Y REFLEXIONES SOBRE LA FORMACIÓN EN EL CONTEXTO UNIVERSITARIO CHINO DE LOS FUTUROS TRADUCTORES EXPATRIADOS EN EL CAMPO PETRÓLEO
TEACHING SCIENTIFIC AND TECHNICAL TRANSLATION IN CHINA AND REFLECTIONS ON THE TRAINING IN THE CHINESE ACADEMIC CONTEXT OF FUTURE EXPATRIATE PETROLEUM TRANSLATORS

 **Palabras clave / Paraules clau / Keywords**

enseñanza de traducción científico-técnica; el caso petrolero; traducción del español al chino / teaching scientific and technical translation; petroleum translator; translation from Spanish into Chinese

 **Resumen / Resum**

China, a pesar de su rápido y reciente crecimiento económico, ha llegado con bastante retraso el interés por los manuales y documentos científico-técnicos. Esto se debe al hecho que no fue hasta finales de los ochenta e inicios de los noventa del siglo pasado, que empezaron a florecer los estudios sobre la traducción científico-técnica en este país (Fang, 2002), coincidiendo con el momento en que se pusieron en práctica las Reformas Económicas en 1978. Supuestamente, estas reformas actuaron como un gran motor para el desarrollo de los estudios específicos en este ámbito en China, pero si bien el hecho de tener evidencias de este tipo de estudios fue un paso de vanguardia para el gigante asiático, cabe señalar que China sólo experimentó dos auges de producción académica en los estudios de la traducción científico-técnica en estos casi cuarenta años, desde la génesis hasta la fecha.

Gracias a la globalización y a los intercambios científico-técnicos, cuyas innovaciones no dejan de aflorar espontáneamente a diario, los estudios de este tipo de traducción vienen ganando atención. Recientemente con la implementación de la estrategia petrolera en el exterior de China, las compañías coherentes de este país asiático aceleran su expansión en el exterior, por lo que la demanda de traductores expatriados quienes están especializados en este campo aumenta. Sin embargo, lejos de cubrir las necesidades del mundo profesional, los traductores calificados de petróleo son escasos. El cuello de botella que las compañías petroleras están sufriendo ahora forma un agudo contraste con el rápido desarrollo del máster y el grado de traducción en las instituciones chinas. Este trabajo presenta la enseñanza de traducción científico-técnica en China y los numerosos desafíos que enfrenta la formación universitaria de los futuros traductores expatriados de petróleo. Compartimos unas reflexiones y propuestas en la enseñanza de la traducción sobre los textos científicos-técnicos del español al chino desde las perspectivas de la metodología didáctica, el perfil del docente, diseño de clases, pasantía profesional, etc. con el fin de obtener traducciones más precisas y traductores más hábiles en el campo petrolero.


 **Abstract**

In spite of China's recent and rapid economic growth, interest in manuals and scientific-technical documents lagged behind that of other areas of progress in this country. It was not until the end of the 1980s and the beginning of the 1990s that studies on scientific-technical translation began to proliferate in this country (Fang, 2002) in the wake of the economic reforms that were implemented 1978. These reforms seemed to act like an engine for the development of specific studies in this field in China. However, although the fact of having evidence of this type of study was an avant-garde step for the Asian giant at the time, it is necessary to point out that China has experienced only two heydays of academic production of studies on scientific-technical translation in almost forty years, from its genesis to date.

Thanks to globalisation and consequent scientific-technical exchanges, in which innovations crop up spontaneously every day, studies of this type of translation has gained attention. Recently, with the implementation of China's new petroleum strategy, the companies of this Asian country that are involved in this sector are accelerating their expansion overseas. Therefore, the demand for expatriated translators who specialise in this field has increased. However, unlike in the professional world, qualified translators are scarce in the oil industry. The bottleneck that the oil companies are suffering now forms a sharp contrast to the rapid development of China's MIT and BIT. In this paper, the state of the teaching of scientific-technical translation in China and the many challenges facing the university training of future translator expatriates who can specialise in petroleum-related documents are presented. We intend to share some reflections and proposals on the teaching of translating scientific-technical texts from English to Chinese from the perspective of didactic methodology, the profile of the teacher, class design, professional internship, etc. in order to obtain translations that are more accurate and to develop more skilled translators in the petroleum sector.

 LISOWSKA, MARTA

State School of Higher Vocational Education, Włocławek

 Àmbit / Àmbit / Topic

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

 Títol / Títol/ Title 

COMING CLOSER TO THE COMMUNITIES OF PRACTICE THROUGH SIMULATED PROJECT-BASED TRANSLATION TEACHING. THE CASE STUDY EXEMPLIFIED BY BA LSP TRANSLATION COURSE

 Palabras clave / Paraules clau / Keywords

LSP translation teaching; simulated projects; translation competence

 Abstract

Recently a lot of attention has been given to the issue of taking the Academia-based translation teaching closer to the needs and expectations of the communities of practice (cf. Wagner 1997) through applying the realism-based simulated method of translation teaching. To become a competent LSP translator one not only needs to be a good linguist with well-grounded disciplinary and discursive knowledge, but also hold the wide range of interpersonal and managerial skills.

Complex problem solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgment and decision making, service orientation, negotiation, and cognitive flexibility will be the top features expected from employees in 2020 according to the Future of Jobs Reports (World Economic Forum). Alike skills are included in the scholarly models of translation competence, to exemplify the 'service provision' [EMT framework], or the 'strategic competence' [PACTE 2000, 2003, 2005] i.e. the ability of managing and controlling the translation process.

This paper reports a study presenting how Students of Translation Studies at BA level are introduced to LSP translation through project work, and how it contributes to building in the Students autonomy but also the interpersonal and managerial skills.

The author and the teacher-translator as she is, introduces the Students to the functional knowledge of what successful project work is.

Firstly, the Students are acquainted with what collaboration means and how to set up an effective project team. Secondly, the role division into the Team Leader, and Team Members is carried out, with additional roles typical of translation i.e. the editors and proofreaders.

Thirdly, project steps such as setting up, planning, running and closing the project are presented; Students are familiarized with specific terms like Go/No-Go Decision Gate, or necessities of reporting progress of work to the Team Leader.


These activities are providing Students with autonomy and self-reflection. Learning translation comes as a process of transformation [cf. Mezirow 1991], because the Students who got involved in the project work are undergoing transformation through becoming 'empowered' with rudimentary pragmatic skills and knowledge needed to function as the professional on the market.

Empirical part presents the classwork when the Students set up simulated multilingual translation companies and execute the project work.

For assessing Student's business communication and managerial skills, they answer the same questionnaire questions both before the project and at the end of the term--after having worked with projects for four months. The findings are gathered and discussed.

 **LORETO SAMPAIO, GLÓRIA REGINA**

Catholic University of São Paulo

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

TEACHING JOURNALISTIC TRANSLATION: A METHODOLOGICAL PATHWAY

 **Palabras clave / Paraules clau / Keywords**

journalistic translation; translation teaching methodology; translator training

 **Abstract**

Journalistic translation (JTr) is a challenging and unique field of professional activity. Besides excellent translation skills, JTr requires familiarity with journalistic language, editorial and stylistic norms of different print or virtual media. It also demands know-how of specific dynamics for the restructuring of texts through a complex process of selective combination of materials and information from a wide variety of sources. In addition, physical and psychological strain due to translation tasks being performed under time pressure -- and many times in a noisy environment -- is an intrinsic factor to JTr working conditions. Thus, journalistic translators must also have high concentration capacity so as to cope with factors that might impair the quality of their production.

Considering the advances in information technology -- which make communication exchanges increasingly faster, and the ever-growing demand for highly qualified professionals, translator educators and trainers must provide professionals-in-the-making with adequate means to gain the necessary competence in all translation domains, including JTr.


Having as a guiding principle Relevance Theory applied to translation (GUTT, 1988, 1991, 2014), with an emphasis on the concepts of optimal relevance and textual typology, this presentation suggests a methodological pathway for the development of JTr competence.

Drawing on our teaching experience in translator training courses in Brazil, and focusing mainly on English into Portuguese journalistic materials, the methodological steps would encompass: a) Introduction to Journalistic Language: reading texts, attending lectures and workshops about the characteristics and editorial norms of print and online national and international newspapers, magazines and periodicals; the format and structure of journalistic materials for different types of readership. b) Introduction to JTr: presentation of emblematic samples of source journalistic texts and their translated version, followed by an analysis of the procedures in textual reconstruction, with attention to the target audience and verbal/visual interrelations; references to theoretical concepts to help in decision making. Research work and contact with professional journalistic translators to learn about challenges, coping tactics, and market reality. c) JTr Exercises: intensive practice emulating real time production conditions in a multimedia laboratory with internet access; development of strategies while dealing with materials of a growing level of complexity, with special attention to procedures that characterize JTr; continued evaluation of resulting translated texts, justification of the decisions taken and problem-solving tactics, followed by discussion, correction and eventual adjustments.

The methodological steps suggested are comfortably applicable to any language combination.

 **MACEDO DE OLIVEIRA, BRUNA**

Universidad Federal de Integración Latinoamericana

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** PROPUESTA DE ELABORACIÓN DE MATERIAL DE ENSEÑANZA DE TRADUCCIÓN EN EL PAR LINGÜÍSTICO
PORTUGUÉS-ESPAÑOL*A PROPOSAL FOR CREATING A TRANSLATION TEACHING MATERIAL IN THE LANGUAGE PAIR BRAZILIAN
PORTUGUESE-SPANISH* **Palabras clave / Paraules clau / Keywords**

enseñanza de traducción; traducción portugués-español; análisis contrastivo / translation teaching; translating Portuguese and Spanish; contrastive analysis

 **Resumen / Resum**


En este trabajo presentaremos una propuesta de material de enseñanza de traducción para un par de lenguas consideradas “próxi mas”: el portugués-español. El tema de la cercanía entre las lenguas, según Hurtado Albir (1990), constituye un importante factor de dificultad en la traducción. Tal premisa se vio corroborada en el estudio de máster realizado en la Universidad de São Paulo (OLIVEIRA, 2013), cuando observábamos una fuerte tendencia a que determinados elementos morfosintácticos de la lengua extranjera (español) se trasladaran a la lengua materna (portugués) en traducciones de estudiantes brasileños. Ello nos llevó a formular la hipótesis de que la proximidad lingüística, en algunos contextos, favorecería el fenómeno del “poder hipnótico del texto fuente” referido por Presas (2000), el cual, si bien no siempre resulta en errores de traducción, caracteriza efectos sobre su naturalidad (TAGNIN; TEIXEIRA, 2004). En el caso del par portugués-español, es fundamental comprender que el estudio de las relaciones entre dichas lenguas constituye la base de muchas de las investigaciones llevadas a cabo en Brasil, principalmente en el campo de la enseñanza de lenguas extranjeras, del que son ejemplos González (1994) y Serrani (1994), cuyos trabajos se alejaron de la mera comparación léxica y se dedicaron a estudiar cómo funciona, de manera más amplia y a la vez profundizada, cada una de esas lenguas. En lo que atañe a la traducción, el conocimiento detallado de las lenguas, de su funcionamiento mismo, es sumamente relevante para la adquisición de la competencia traductora (CT). Como afirman los estudiosos del grupo PACTE (2001), entre las subcompetencias que conforman la CT existen relaciones, jerarquías y variaciones y tal hecho, explica Cintrão (2006) en su investigación con estudiantes brasileños de español, tiene resultados sobre la CT. Fundamentada en los estudios precedentes, nuestra investigación tiene como objetivo entender cuál es el impacto del desarrollo/perfeccionamiento de la subcompetencia bilingüe, a partir del conocimiento de aspectos contrastivos en el orden del funcionamiento de las lenguas portuguesa y española, sobre la naturalidad en la traducción. Como metodología, elaboraremos y aplicaremos a estudiantes brasileños e hispanoamericanos de la Universidad Federal de Integración Latinoamericana, en Brasil, un material de enseñanza de traducción en el que se movilicen determinados aspectos contrastivos importantes en ese par lingüístico, con base en estudios como los de González (2008), Fanjul (2006) y Groppi (2013). Además, lanzaremos mano de la Lingüística de Corpus con el fin de explorar el uso efectivo del lenguaje en distintos géneros.

 **Abstract**

This paper aims at creating a translation teaching material on a nearby language pair: Brazilian Portuguese-Spanish. The proximity issue among languages, according to Hurtado Albir (1990), is a crucial factor of difficulty in translation. This premise was confirmed in the Master's Degree research carried out at University of São Paulo (OLIVEIRA, 2013), when there was a strong tendency for Brazilian translators to use certain morphosyntactic elements of the foreign language (Spanish) when they were translating Spanish to their mother tongue (Portuguese). This study led us to formulate the hypothesis that linguistic proximity, in some contexts, would favor the phenomenon of "hypnotic power of the source text" referred to by Presas (2000), which characterizes effects about its naturalness, although it does not always result in translation mistakes (TAGNIN, TEIXEIRA, 2004). It is essential to understand that the study of the relationships between Portuguese and Spanish forms the basis of many investigations carried out in Brazil, mainly in the field of foreign language teaching. González (1994) and Serrani (1994), whose works moved away from mere lexical comparison and devoted themselves to studying how each of these languages works in a broader and deeper way, are examples of these investigations. As far as translation is concerned, the detailed knowledge of the functioning of languages is highly relevant to the acquisition of translation competence (TC). According to the PACTE (2001), there are relationships, hierarchies and variations among the sub-competences that make up the TC, which is what Cintrão (2006) observes in her study with Brazilian students of Spanish. Based on previous studies, our research aims at understanding what the impact of the development/improvement of the bilingual sub-competence is on the naturalness in the translation from the knowledge of contrastive aspects related to the functioning of Brazilian Portuguese and Spanish languages. As a methodology, a translation teaching material will be prepared in which certain important contrastive aspects are mobilized in this language pair, based on studies such as those developed by González (2008), Fanjul (2006) and Groppi (2013). Then, it will be applied to Brazilian and Spanish-speaking students from the Federal University of Latin American Integration, in Brazil. Furthermore, Corpus-linguistic tools will be employed in order to explore the effective use of language in different genres.

 **MAGGI, LUDOVICA; ZAPATA, JULIÁN**

ISIT - Paris

 **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** 

EXPLORING THE ADDED VALUE OF SIGHT TRANSLATION TRAINING FOR TRANSLATION DICTATION WITH VOICE RECOGNITION

 **Palabras clave / Paraules clau / Keywords**


translation dictation with voice recognition; sight translation; translator training

 **Abstract**

Several studies have suggested that translation dictation with voice recognition (TDVR) and interactive translation dictation (ITD) may have a positive impact on translation and translators in terms of productivity (Dragsted et al. 2011, Désilets et al. 2008, Zapata et al. 2017), quality (Dragsted et al. 2011, Ciobanu 2014 and 2016, Baxter 2017) and ergonomics (Zapata and Saint 2017). While they highlight the advantages of speaking translations using voice recognition (VR) technology instead of typing them, these works seem to pay little attention to external factors that may contribute to succeeding with TDVR and ITD; some of them identify the lack of familiarity with the technology as a major obstacle to increased efficiency with these emerging translation techniques (Baxter 2017, Zapata et al. 2017). To fill this gap, we are investigating the cognitive competences needed in TDVR and ITD. To that end, we conducted a pilot study with the aim of exploring the added value of sight translation (SiT) training for TDVR and ITD, based on the assumption that both techniques are forms of SiT (Dragsted et al. 2011, Baxter 2017, Zapata and Saint, 2017). Leaving ITD aside for simplicity's sake, we compared the performance in SiT and TDVR of two groups of translation students: an experimental group, which had received 36 hours of SiT training over two years and attended a one-day TDVR workshop; and a control group, which had never been exposed to SiT and only attended a one-day TDVR workshop. While knowing that previous training in SiT had not been specifically oriented to TDVR, but was rather meant as a useful tool for written translation (Spilka 1966, Pratt 1990, Sampaio 2007, Baxter 2017), we hypothesise that the experimental group would deliver better results than the control group in terms of efficiency and quality in both SiT and TDVR. Our contribution will present the findings of this study and highlight the SiT competences that can positively impact TDVR, and ultimately ITD. Our research will hopefully open avenues for the development of a specific training in TDVR and ITD, building on the methodology of translation dictation (Guanvic 1976) and SiT for interpreting (Pöchacker 1994, Sawyer 2004, Sampaio 2007) and adjusting it to emerging translation tools and environments including multimodal voice-and-touch applications for desktop and mobile devices such as tablets and smartphones.

 **MAITREJEAN, ERIC**

University of the West Indies

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title**

FROM BOOTH ETIQUETTE TO BUSINESS ETHICS INSTRUCTION WITHIN A PROFESSIONAL ACADEMIC PROGRAMME

 **Palabras clave / Paraules clau / Keywords**

ethics; etiquette; interpreter training

 **Abstract**

The UWI St Augustine campus, in Trinidad and Tobago, decided to start training interpreters due to the increasing demand for this type of service in the mid-2000s and after 6 cohorts of students having been trained, it is interesting to note that the students who are still on the market have stuck to the principles of integrity and ethics taught within the programme.

It was decided to include sessions on booth etiquette and ethics in the syllabus of the Postgraduate Diploma in Interpreting Techniques to sensitise students as to how they will be expected to perform in the professional world.

Students are trained in soft skills like booth etiquette and negotiations with clients or agencies and also on to how prepare quotations and invoices based on global accepted trends in the profession (AIIC guidelines on working conditions and negotiated fees with agreement sectors being good points of departure for a discussion on these matters).


It was evident from what was in practice before that the interpreting market in Trinidad and Tobago was mostly organised in an ad hoc manner without much consideration given to the well-being of the interpreter, either by lack of knowledge or simply by wanting to undercut competitors through unethical practices like room sharing, working alone or waiving of Loss of Income while travelling for work among other forms of compromise.

Students are introduced to various professional practices, especially regarding dress code, punctuality, booth behaviour, congeniality and team work, and also about the type of equipment and physical conditions (booths, accommodation, travel) they are entitled to request from their clients or agencies.

The UWI interpreting graduates are now better equipped to stand their ground and set their remuneration and working conditions with confidence thanks to the information at their disposal and the trust they have in the network of colleagues and practitioners with similar values they join once they graduate.

 **MAITREJEAN, ERIC**

University of the West Indies

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title** 

*LINKING ACADEMIA AND THE WORLD OF WORK: HOW A UNIVERSITY CAN TURN INTO A SERVICE PROVIDER.
THE CASE STUDY OF THE CARIBBEAN INTERPRETING AND TRANSLATION BUREAU (CITB) AT THE UNIVERSITY
OF THE WEST INDIES (UWI)*

 **Palabras clave / Paraules clau / Keywords**

interpreting; business; ethics

 **Abstract**

The UWI St Augustine campus in Trinidad and Tobago, decided to start training interpreters due to the increasing demand for this type of service in the mid-2000s and, soon after, saw the opportunity to use the equipment, technicians and past graduates to establish a unit dedicated to the provision of foreign language services.

When the decision was taken, it was important to pay attention to the administrative, technical and financial support necessary for such a venture but alongside these concerns, the need to start outreach activities was identified, to educate not only the potential clients but also the practitioners themselves to establish guidelines in line with global trends regarding the correct way to deliver those services.


It was decided to include sessions on etiquette and ethics in the syllabus of the Postgraduate Diploma in Interpreting Techniques to sensitise students as to how they would be expected to perform in the professional world. It was necessary also to assess the expectations and knowledge of the clients. This information was then disseminated to the administrative staff of the CITB and its clients so that all stakeholders were aware of the working conditions and related issues regarding interpreting (and translation) services.

The CITB stuck to its core values of quality and integrity (it did not hesitate to turn down offers when not able to meet the requirements) and grew very quickly, establishing itself as one of the top providers not only in Trinidad and Tobago but also in the rest of the Caribbean. It invested mid-way through its existence in new top-of-the-line equipment to cater for larger and more demanding events and, from a small unit manned by one part-time staff member in a shared office, it grew to become a large unit with three full-time staff members, two offices, a dedicated team of technicians and the capacity to provide interpreting services to more than one event simultaneously, with access to multiple booths.

The CITB is today a very steady income generator for the University of the West Indies but more importantly, it serves as an incubator for the various training programmes offered by the UWI for students interested in foreign language services as a career. More than two thirds of the interpreters used by the CITB are UWI graduates and we are aiming to reach the same target regarding translators once the MA in Translation is offered.

 **MANGIRON, CARME**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title**

TEACHING AUDIOVISUAL TRANSLATION FACE-TO-FACE AND ONLINE: THE CHALLENGES OF OFFERING THE SAME CURRICULUM THROUGH DIFFERENT DELIVERY MODES

 **Palabras clave / Paraules clau / Keywords**


audiovisual translation; online teaching; face-to-face teaching

 **Abstract**

Audiovisual translation (AVT) as a profession has existed since the 1900s, when the first silent movies started using intertitles, which were translated into other languages. The increasing proliferation of audiovisual products and the demand to translate them into different languages led over time to the development of several postgraduate courses around Europe, in order to meet the industry need for qualified translators. The Universitat Autònoma de Barcelona (UAB) was one of the first universities to design a face-to-face postgraduate course in AVT in the year 2000, which was followed by another postgraduate course in AVT taught online. Both courses had similar objectives and competences, but their curricular design was different and they developed independently of each other. However, since the academic year 2016-17, both MAs became the same official MA, but with two delivery modes: face-to-face and online. Based on the experience of the official MA in Audiovisual Translation at UAB, this presentation will explore the challenges of offering the same degree through different delivery modes and how to overcome them while trying to ensure that all students can develop the same competences and achieve the same learning outcomes. The presentation will focus on issues such as lecture delivery, class participation and activities, assessment, and communication methods between students and lecturers in both modalities. Special emphasis will be placed on the online version and the teaching resources and tools used to provide a collaborative and engaging learning experience to students, as similar as possible to the one provided to students of the face-to-face modality.

 **MASSEY, GARY; WIEDER, REGINE**

ZHAW Zurich University of Applied Sciences

 **Àmbito / Àmbit / Topic**

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

 **Títol / Títol / Title** *EDUCATING TRANSLATORS FOR NEW ROLES AND RESPONSIBILITIES: INTERFACING WITH CORPORATE AND TECHNICAL COMMUNICATION* **Palabras clave / Paraules clau / Keywords**

translator education; corporate communication; technical communication

 **Abstract**


The major challenges facing translator education today are closely tied to changes confronting the translation profession itself. Socio-ethical, regulatory and economic requirements to provide universal, comprehensible access to information and services are extending the roles and responsibilities expected of translators, with user-centred text design (Byrne 2010; Suojanen et al. 2015) regarded as an increasingly important feature of technical and general translation work. At the same time, artificial intelligence is reshaping the way we work, as neural machine translation (NMT) looks set to change the distribution of tasks in the translation profession. The predicted advance of NMT into the routine cognitive work hitherto done by human translators (e.g. Massardo et al. 2016; Massey and Ehrensberger-Dow 2017) is likely to increase demand for adaptive, consultative experts able to advise on, identify and deliver the added value of human translation services such as accessible, user-centred multilingual text production, transcreation and intercultural mediation (cf. Katan 2016; Liddicoat 2016).

Yet, survey data on translators' self-concept and role perceptions (Katan 2011; Massey and Wieder 2018) show working professionals to be currently under-equipped to adopt the advisory, evaluative and (co-)creative roles that such services imply. Revised models of translator competence are called for to accommodate the extended profile. At the same time, new approaches to competence development are needed to tap the potential of interfacing with disciplines that will continue to require advisory and creative human translation services: technical communication, where user-centred design is key, and corporate communication, in particular its strategic and reputational dimensions.

After presenting survey data on role perceptions of translation professionals, this paper describes pilot collaborative and experiential learning scenarios bringing together translation students with those studying corporate or technical communication. These were intended to expose students to the demands of future professional core tasks, to break down task boundaries between them and, by pooling cross-disciplinary competences, develop an extended role perception among the groups. The paper proceeds to report on the design and rationale of the learning events and consider student, teacher and institutional responses. Some of these indicate that, despite weaknesses in project design and execution, students exposed to the approaches conceptualise translation in a way more congruent with the predicted profile of future human translation than many of the professionals appear to. The paper ends with appropriate recommendations for future teaching and action research, and tentatively proposes supplementing translation competence models with more comprehensively adaptive, evaluative, creative and advisory components.

 **MATAMALA, ANNA; ORERO, PILAR**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

EXPANDING TRANSLATION TRAINING TO ACCESSIBILITY: THE ACT AND ADLAB PRO PROJECTS

 **Palabras clave / Paraules clau / Keywords**

audiovisual translation; accessibility; audio description

 **Abstract**

Research on access services has been a central topic in the audiovisual translation field in recent years. Translation has been seen as a means of overcoming linguistic barriers, and audiovisual translation studies has been the field where many access services such as subtitling or audio description have been researched. Likewise, access services have been taught for many years now as audiovisual transfer modes in BA and MA courses. However, what has been lacking so far are large-scale training projects focusing on accessibility developed by audiovisual translation scholars in conjunction with industry partners and users. This is what the ongoing European projects ACT and ADLAB PRO are trying to achieve.

This paper will present ACT and ADLAB PRO, two European projects funded under the Erasmus + scheme. Both projects share an interest in defining the skills needed to provide access services, and in creating materials to train professionals.


ACT, led by Pilar Oreero at Universitat Autònoma de Barcelona (2015-2018), has the following aims: (i) profiling accessibility in Europe; (ii) defining the media accessibility manager profile; (iii) proposing a learning curriculum; (iv) developing, testing and implementing a MOOC; (v) searching certification strategies; (vi) developing guidelines on how to create an accessible co-production; (vii) developing an accessibility policy, and (viii) proposing how to implement an accessibility quality label.

ADLAB-PRO, led by Elisa Perego at Università di Trieste (2016-2019), has six main aims: (i) assessing current audio description training practices; (ii) defining the profile of the audio description professional; (iii) designing a course; (iv) developing course content; (v) evaluating and testing, and (vi) course accreditation and recognition.

The presentation will offer an overview of both projects to the audience and will discuss the relationship of accessibility-related training proposals to standard translation curricula.

 **MEDEIROS ÁLVARO MACHADO, FLÁVIA**

Universidade Federal do Espírito Santo - UFES

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación y traducción de lenguas de signos / Ensenyament de la interpretació i traducció de llengües de signes / Teaching signed languages interpreting and translation

 **Título / Títol/ Title**

COMPETÊNCIAS COGNITIVAS: FORMAÇÃO PARA INTERPRETAÇÃO SIMULTÂNEA DE LÍNGUA PORTUGUESA PARA LIBRAS

COGNITIVE COMPETENCES: TRAINING FOR SIMULTANEOUS INTERPRETATION FROM PORTUGUESE LANGUAGE TO LIBRAS

 **Palabras clave / Paraules clau / Keywords**

interpretação simultânea; português/libras; competências/formação / simultaneous interpretation; portuguese/libras; competencies/training

 **Resumen / Resum**


As práticas interpretativas simultâneas e as possibilidades semântico-pragmáticas relacionadas às escolhas linguísticas (ocorrências lexicêmicas) dos discursos dos parlamentares em Casas Legislativas em que atuam o tradutor-intérprete de Libras e Português (TILS) é o foco de pesquisa desse artigo. O objetivo é verificar quais as escolhas realizadas pelo TILS, no processo de interpretação simultânea de Português (modalidade oral) para Libras, em sessões parlamentares, que são semântica e pragmaticamente adequadas. Os Estudos da Tradução e Interpretação em aspectos relevantes do tratamento da polissemia e da paráfrase no processo interpretativo de Língua Portuguesa para Libras são o aporte teórico dessa discussão. O corpus é formado pelas transcrições de uma sessão parlamentar da Câmara dos Deputados Federais, a partir das trilhas do software Eudico Language Annotator – ELAN. A análise quanti-qualitativa debruça-se sobre toda a sessão, da qual resultam 30 excertos que contemplam a transcrição fonética dos discursos dos parlamentares, seguida da transcrição das glosas da interpretação de dois TILS. A interpretação simultânea em contextos especializados é discutida a partir dos resultados das análises, as quais confirmam a necessidade de formação específica, especializada, para interpretações simultâneas em contextos políticos e, ato contínuo, em outros contextos especializados, como educacional, clínico, social, jurídico, entre outros. O TILS¹ e TILS² demonstram habilidades e capacidades de desempenho bem definidas. Verifica-se, por conseguinte, que competências, tais como: linguísticas, tradutórias, interpretativa e comunicativa são alvo tanto de formação acadêmica como de aprimoramento a longo da atuação profissional para o êxito da interpretação simultânea.

 **Abstract**

Simultaneous interpretive practices and semantic-pragmatic possibilities related to the language choices (lexical occurrences) of parliamentarians' speeches in Legislative Houses which translator-interpreter of Libras and Portuguese (TILS) are the research's focus in this article. The objective is to verify what choices was made by TILS in process of simultaneous interpretation from Portuguese (oral modality) to Libras, in parliamentary sessions, which are semantically and pragmatically adequate. The Translation and Interpretation Studies in relevant aspects of the treatment of polysemy and paraphrase in interpretative process from Portuguese Language to Libras are the theoretical contribution for discussion. The corpus is formed by a parliamentary session's transcripts of the Federal Chamber of Deputies, from the tracks of the software Eudico Language Annotator - ELAN. The quantitative-qualitative analysis focuses on the whole session, resulting in 30 excerpts that contemplate the phonetic transcription of the parliamentarians' speeches, followed by the glosses' transcription of the two TILS' interpretation. Simultaneous interpretation in specialized contexts is discussed from the analyzes' results, which confirm the need for specific training, specialized, to simultaneous interpretations in political contexts and, continuous task, in other specialized contexts, such as educational, clinical, social, legal, among others. TILS¹ and TILS² demonstrated well-defined abilities and capabilities performances. It is therefore verified that competences, such as: linguistic, translational, interpretive and communicative, are aimed both at academic training and at improving the professional performance for the success of simultaneous interpretation.

 **MEDEIROS ÁLVARO MACHADO, FLÁVIA; VIEIRA MACHADO, LUCYENNE MATOS**

Universidade Federal do Espírito Santo - UFES

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación y traducción de lenguas de signos / Ensenyament de la interpretació i traducció de llengües de signes / Teaching signed languages interpreting and translation

 **Título / Títol / Title** 

CONTRIBUIÇÕES DA LINGUÍSTICA APLICADA: ENSINO DE LIBRAS PARA TRADUTORES E INTÉRPRETES

APPLIED LINGUISTICS CONTRIBUTIONS: LIBRAS TEACHING TO TRANSLATORS AND INTERPRETERS

 **Palabras clave / Paraules clau / Keywords**

ensino e aprendizagem; tradução/interpretação; linguística aplicada / teaching and learning; translation / interpretation; applied linguistics

 **Resumen / Resum**

Os seres humanos são dotados de uma fabulosa habilidade de estabelecer uma real comunicação entre os semelhantes de modo que seja compreensível na língua em uso. Porém, alguns adotam os mais diversos mecanismos de comunicação, que ultrapassam as próprias limitações físicas e sociais. A proposta deste artigo tem como objetivo de apresentar os aspectos fonológicos e morfológicos atribuídos à gramática da Língua Brasileira de Sinais (LIBRAS), sob o ponto de vista da Linguística Aplicada (CAVALCANTI, 1999; KLEIMAN, 2001/2006) em relação ao ensino da segunda língua. Adota-se Libras, por ser uma língua utilizada pela comunidade surda brasileira e reconhecida como uma língua natural de uso. Libras expressa tanto ideias e pensamentos simples, quanto complexos e abstratos, sendo considerada uma língua com um conjunto de sinais manuais que se estruturam gramaticalmente para comunicação entre os usuários. Por isso, Libras é uma língua de modalidade visuo-gestual, e é diferenciada das demais línguas, pois se utiliza do campo visual para uma comunicação 'visuo-gestual'. As línguas de sinais se estruturam linguisticamente como todas as línguas naturais e atendem genuinamente à constituição dos aspectos gramaticais para cada sinal realizado. Suas combinações linguísticas permitem elencar diversos enunciados numa comunicação. Portanto, observando os estudantes de tradução/interpretação, percebe-se uma necessidade real do aluno adquirir concomitantemente a base gramatical, formando-os para uma compreensão linguística e cultural em relação ao conhecimento das técnicas do processo tradutório ou interpretativo das línguas. Para isso, é preciso apreender e estudar as regras fonológicas e morfológicas, e combinações de elementos gramaticais, a fim de percebermos os diferentes contextos de uso de determinados sinais, em que formam os sinais nas sentenças em Libras/português. Nesta concepção, verifica-se que Libras quando ensinada com diferentes propostas metodológicas, não caracterizando uma organização curricular, surgem organizações didático-pedagógicas de cunho particulares e com distintas formações linguísticas, em que os estudantes de tradução/interpretação, acabam-se distanciando das mais diferentes formas de traduzir/interpretar cognitivamente de uma língua para outra. Sendo assim, os resultados desta pesquisa, visam discutir a metodologia do ensino de libras para TILS, considerando uma proposta mais transdisciplinar, com base na linguística aplicada, a qual correlaciona com a interação em contextos institucionais e informais, em que contextualiza aos estudos da língua (bilíngue, bidialetal e monolíngue), como aprendizagem de uma segunda língua apresentado nas interações transculturais e interculturais em contextos pedagógicos, sociocultural e discursivo. Incluindo a aquisição e o desenvolvimento da linguagem em situações que envolvem tanto da primeira quanto da segunda língua em atividades de tradução/interpretação. A discussão se evidencia para que os professores de ensino de língua estrangeira, neste caso, refere-se Libras, desenvolvam estratégias de ensino, a fim de possibilitar ao aluno a compreensão do uso da língua em contexto, com autonomia na aprendizagem em relação ao processo cognitivo e da formação de tradutores/interpretes.


 **Abstract**

Humans are endowed with a fabulous ability to establish real communication between similar so that it is understandable in the language in use. However, some adopt the most diverse communication mechanisms that go beyond their own physical and social limitations. The purpose of this paper is to present the phonological and morphological aspects attributed to the grammar of the Brazilian Sign Language (LIBRAS), from the point of view of Applied Linguistics (CAVALCANTI, 1999; KLEIMAN, 2001/2006) in relation to second language teaching. Libras is adopted because it is a language used by the Brazilian deaf community and recognized as a natural language of use. Libras expresses simple ideas as well as complex and abstract thoughts, being considered a language with a set of manual signs that are grammatically structured for communication between users. Therefore, Libras is a language of visual-gestural mode, and is differentiated from other languages, since the visual field is used for 'visuo-gestural' communication. Sign languages are linguistically structured like all natural languages and genuinely attend to the constitution of the grammatical aspects for each sign made. Their linguistic combinations allow us to list various utterances in a communication. Therefore, observing the students of translation/interpretation, one perceives a real necessity of the student to acquire concomitantly the grammatical basis, forming them for a linguistic and cultural understanding in relation to the knowledge of the translation or languages interpreting process techniques. For this, it is necessary to apprehend and study the phonological and morphological rules, and combinations of grammatical elements, in order to perceive the different contexts of use of certain signs, in which they form the signs in the sentences in Libras/Portuguese. In this conception, it is verified that when taught with different methodological proposals, not characterizing a curricular organization, there are particular didactic-pedagogical organizations with a particular character and with different linguistic formations, in which the students of

translation/interpretation end up distancing themselves from the most different ways of translating/interpreting cognitively from one language to another. Therefore, the results of this research, aim to discuss the methodology of teaching Libras to TILs, considering a more transdisciplinary proposal, based on applied linguistics, which correlates with the interaction in institutional and informal contexts, contextualizing language studies (bilingual, bidialectal and monolingual), as learning a second language presented in the transcultural and intercultural interactions in pedagogical, sociocultural and discursive contexts. Including the acquisition and development of language in situations involving both the first and second languages in translation/interpretation activities. The discussion is evidenced so that the teachers of foreign language teaching, in this case, refers to Libras, develop teaching strategies, in order to enable the student to understand the use of the language in context, with learning autonomy in relation to the cognitive process and translator/interpreter training.

 **MENDOZA, NURIA; MATAMALA, ANNA**

Universitat Autònoma de Barcelona

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

LA ENSEÑANZA DE LA AUDIODESCRIPCIÓN EN ESPAÑA: PANORAMA ACTUAL DE SUS PRÁCTICAS DE ENSEÑANZA Y APRENDIZAJE, EN BASE A LOS RESULTADOS DE UN CUESTIONARIO
AUDIO DESCRIPTION TRAINING IN SPAIN: A SURVEY-BASED OVERVIEW OF TEACHING PRACTICES

 **Palabras clave / Paraules clau / Keywords**

audiodescripción; didáctica de la traducción; traducción audiovisual / audio description; translation didactics; audiovisual translation

 **Resumen / Resum**

La Audiodescripción (AD) consiste en la conversión de imágenes a palabras con el objetivo de ofrecer una alternativa a los contenidos visuales a aquellas personas que no pueden acceder a estos. Puede considerarse también como un tipo de traducción y como tal, está incluida en los currícula de traducción audiovisual. Sin embargo, no existen estudios que traten sobre las características específicas de la didáctica de la audiodescripción, por lo que hemos comenzado a estudiarla con varios objetivos: analizar la situación actual en cuanto a prácticas actuales en AD, revisar la definición del perfil de los audiodescriptores profesionales, y diseñar un MOOC orientado a la formación de la AD. Este trabajo está estrechamente relacionado con el proyecto ADLAB PRO, un Erasmus+, financiado por la Comisión Europea. Está coordinado por la Universidad de Trieste y tiene como meta final crear material didáctico para la formación de los futuros audiodescriptores.

La primera fase de nuestra investigación ha consistido en retratar la situación actual de la enseñanza de AD en España. Con ese fin hemos seguido la siguiente metodología: por una parte, hemos recopilado y analizado todos los cursos de AD, tanto académicos como de carácter profesional, impartidos en España en los últimos tres años, así como sus guías docentes; por otra parte, hemos analizado los datos obtenidos a través de un cuestionario dirigido a los profesores de AD en España.

Esta presentación se centrará en los resultados de ese cuestionario, distribuido a nivel europeo como parte del proyecto ADLAB PRO. Realizaremos un análisis de los resultados obtenidos gracias a los participantes en España (27 en total). El cuestionario tenía como objetivo obtener una vista panorámica de la enseñanza actual de AD, tanto en entornos académicos de enseñanza superior como profesionales. En concreto, el cuestionario se adentraba en aspectos relacionados con el perfil de los profesores, los cursos que imparten (nivel, formato, modalidad, duración, tamaño de los grupos, aptitudes, actividades y sistemas de evaluación), así como con el estudio de las competencias, tanto específicas como transversales.

La presentación concluirá con reflexiones sobre cómo identificar aspectos centrales de la enseñanza de la audiodescripción actual en España, en relación con la didáctica de la traducción.

 **Abstract**

Audio description (AD) is a translation of images into words aiming to provide an alternative to the visual content for those who cannot access it. It can be considered a translation and, as such, it has been taught as part of courses in audiovisual translation.

However, studies on the specific characteristics of the didactics of audio description are missing. Taking this situation into account, we have started a research on the teaching of AD in Spain, which aims to analyze AD current training practices, to revisit the definition of the profile of professional audio describers, and to design a MOOC for the purpose of audio description training. This research is closely linked to the ADLAB PRO project, an Erasmus+ funded by the European Commission and led by University of Trieste, whose ultimate goal is to create didactic material for the training of future audio describers.


The first stage in our research has been to map the current situation regarding the teaching of audio description in Spain. To that end, two main methodological tools have been used: on the one hand, the compilation and analysis of all AD courses, both academic and vocational, taught in Spain in the last three years and their syllabi and, on the other, the analysis of a questionnaire distributed among AD trainers in Spain.

This presentation will focus on the results of such questionnaire, distributed at European level as part of the ADLAB PRO project, analyzing only the results from Spanish participants (27 in total). The questionnaire aimed to create a snapshot of the current situation regarding the teaching of audio description in both university and professional environments. In particular, the questionnaire delved into aspects regarding the teacher/trainer profiles, university courses (level, format, mode, duration, group sizes, skills, activities and assessment), and also into both specific and transferable competences.

The presentation will conclude with some further thoughts on how to identify central aspects in current teaching practices of audio description in Spain, in relation to translation didactics.

 **MIKHAILOVSKAIA, MARIIA**

Lomonosov Moscow State University

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** *SIMULTANEOUS INTERPRETING IN SOCIO-POLITICAL DISCOURSE: DISCURSIVE APPROACH
TO INTERPRETER TRAINING* **Palabras clave / Paraules clau / Keywords**

simultaneous interpreting; socio-political discourse, discursive approach; vertical context; ideologically-bound units

 **Abstract**

Comprehension, and thus interpretation of an oral text are determined by the proper understanding of its vertical context and its constituent elements such as quotations, allusions, metaphors, idioms as well as realia.


The theory of vertical context was worked out in the mid-1970's by Lomonosov Moscow State University's school of linguistics. The definition of this term has been revised and extended. Vertical context is presently defined as historical, philological and socio-cultural information embedded in a particular written or oral text of any genre, belonging to any type of discourse that can be adequately perceived and rendered into the target language if a translator or interpreter possesses specific background knowledge.

Therefore, the theory of vertical context proved to be applicable not only in teaching foreign languages to would-be philologists, but it is also relevant to educating simultaneous interpreters. Vertical context is being currently explored as an overall problem of simultaneous interpreting. It became evident that oral non-fiction texts that practitioners have to deal with a bound in vertical context elements, mentioned above, on the one hand, and culturally and ideologically bound units, on the other. All these phenomena, taken together, constitute discursive vertical context of each text to be interpreted as an integral part of the institutional discourse it belongs to.


Obviously, it may present a specific challenge for interpreters to adequately render all these peculiarities from one language into another, given the shortage of time to perform. As professional interpreters specialise in a specific area, it seems reasonable to explore the vertical context of the entire discourse of a particular type rather than that of separate texts.

The present research is being carried out into the oral texts of socio-political discourse and its vertical context. The individual discourse of V. Putin is analysed as part of promoting this study, since the speeches delivered by this politician not only set a particular linguostylistic norm, shaping Russian socio-political discourse as such, but also serve as a perfect didactic material for teaching would-be interpreters. His statements represent a certain mixture of linguistic styles, abounding in different vertical context elements and socio-political lexical units including various terms and ideologically-bound units, which prove to be an integral element of socio-political discourse as such, as well as slang and informal words, making the oral texts produced by this speaker rather emotional and vivid. The overriding purpose of this research is to work out adequate interpreting strategies, defining the "necessary and sufficient" minimum of meanings that an oral text contains which is not to be distorted, and teach would-be interpreters to render the above-mentioned peculiarities into the target language, so that the equivalent effect of a speech is produced.

Therefore, the discursive approach may aid in developing interpreter teaching techniques as well as promote research into enhancing of interpretation quality.

 **MORALES SANTIBÁÑEZ, ÁNGELA; CONTRERAS TORRERGOSA, MARCELA**

Universidad de Santiago de Chile

 **Àmbit / Àmbit / Topic**

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

 **Título / Títol/ Title** 

PROPICIAMIENTO DE CONTEXTOS DE APRENDIZAJE PARA CONTRIBUIR A LA COMPETENCIA TRADUCTORA:
EXPERIENCIA PRÁCTICA DE UNA UNIVERSIDAD CHILENA PARA EL DESARROLLO DE LA SUBCOMPETENCIA
EXTRALINGÜÍSTICA

*FACILITATING LEARNING CONTEXTS TO CONTRIBUTE TO THE DEVELOPMENT OF THE TRANSLATION
COMPETENCE: A PRACTICAL EXPERIENCE AT A CHILEAN UNIVERSITY TO DEVELOP THE EXTRALINGUISTIC
SUBCOMPETENCE*

 **Palabras clave / Paraules clau / Keywords**

aprendizaje activo; competencia traductora; subcompetencia extralingüística / active learning; translation competence; extralinguistic subcompetence

 **Resumen / Resum**

En una nueva concepción de docencia universitaria, si unimos el principio de formación a lo largo de la vida y la condición de una docencia basada en el aprendizaje, cambia el papel de los docentes y de la docencia tradicional. Así, debemos ser capaces de generar escenarios ricos para la formación integral de los estudiantes (Zabalza, 2011). Existe una fuerte relación entre la experiencia de los estudiantes en el contexto de aprendizaje y el enfoque que adoptan para estudiar. Sus percepciones de este contexto determinan la forma en que aprenden (Ramsden, 1981) y el desarrollo de sus competencias.

El concepto de competencia ha adquirido un papel fundamental como eje conductor de los estudios superiores, aunque en la Traductología la noción de competencia aplicada a la formación no es nueva (Muñoz-Miquel, 2015). Diversos autores han descrito la competencia traductora y sus componentes. Uno de estos, la subcompetencia extralingüística (PACTE, 2001) o temática (Kelly, 2002), se refiere al conocimiento de la organización del mundo en general y de campos temáticos en los que trabaja el traductor.

Para propiciar el desarrollo de esta competencia a través de estrategias de aprendizaje activo, se diseñó un proyecto de innovación docente en la carrera de Licenciatura en Lingüística Aplicada a la Traducción de la Universidad de Santiago de Chile que consistió en la traducción colaborativa al español de textos en inglés facilitados por especialistas de esa institución. Los expertos asesoraron a los estudiantes en interacciones presenciales y virtuales para clarificar dudas y entregar retroalimentación. El análisis de los resultados se concentró en examinar las percepciones de los estudiantes sobre esta experiencia y su contribución al desarrollo de la competencia. El proyecto se implementó en la asignatura de traducción especializada en ciencias sociales, pero su diseño permite que pueda utilizarse también en otras asignaturas.

Los estudiantes valoraron favorablemente el proyecto en un cuestionario final y en una bitácora de reflexión. Destacaron que la perciben como una práctica innovadora que les permitió tomar más conciencia de la complejidad del proceso de traducción en general y descubrir las fortalezas y debilidades con las que enfrentaron el proceso específico para los diferentes textos. También resaltaron que la colaboración entre los agentes involucrados y la retroalimentación obtenida de cada uno de ellos fue esencial para finalizar con éxito la tarea y que la motivación fue mayor al tratarse de un trabajo con una aplicación real y concreta.

 **Abstract**

In a new approach to university teaching, if we combine the principle of long-life learning and the condition of learning-based teaching, we change the role of teachers and traditional ways of teaching. Thus, we should be able to generate rich pedagogical scenarios for a comprehensive student training (Zabalza, 2011). There is a strong connection between the experience of students in their learning context and their approaches to studying. Their perceptions of this context shape the way in which they learn (Ramsden, 1981) and the development of their competences.

Although the notion of competence has gained an essential role as a leading concept in higher education, the idea of competence applied to training in Translation Studies is not new (Muñoz-Miquel, 2015). Different authors have described the translation competence and its components. One of these components is the extralinguistic (PACTE, 2001) or thematic subcompetence (Kelly, 2002) which refers to the knowledge of subject areas that the future translator may work in.


A teaching innovation project was designed for the Bachelor of Linguistics Applied to Translation program of Universidad de Santiago aimed at facilitating the development of the extralinguistic competence through active learning strategies. This project involved the collaborative translation into Spanish of texts provided by experts from the University. These experts supported students during the process in real and virtual interactions in which they answered their questions and gave them feedback. The analysis of the results was based on examining the perceptions of students about this experience and how it contributed to the development of the competence. The project was implemented in the Specialized Social Science English-Spanish Translation course but it was designed to be replicated in other translation courses.

The project was highly valued by students in a final questionnaire and in a reflexive log. They stressed that they considered

it an innovative strategy that allowed them to become aware of the complexity of the translation process in general and to identify their strengths and weaknesses when translating the texts of the project. They also highlighted that the collaboration between all the participants involved in the project and the feedback given by them was crucial for the successful completion of the project and that their motivation was higher as the texts would have a real and specific application.

 **MOTTA, MANUELA**

University of Geneva

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

TECHNOLOGY AND INTERPRETER TRAINING: THE EXAMPLE OF VIRTUAL MOCK CONFERENCES

 **Palabras clave / Paraules clau / Keywords**

interpreter training; virtual classroom; mock conference

 **Abstract**

More than ten years ago, the Interpreting Department of the Faculty of translation and interpreting, University of Geneva, introduced a blended learning environment and started using videoconference (VCs) to virtually simulate the classroom to connect students in Geneva with students from other European or international institutions, as well as DG INTE and DG SCIC.


More recently, the Interpreting Department co-coordinated with the University of Ljubljana a project funded by DG INTE focusing on the use of technological tools to facilitate the dissemination of best practices in conference interpreter training. Trainers from the Universities of Geneva, Ljubljana, Astrakhan, Istanbul and Comillas/Madrid organised VCs and created a joint OpenCourseWare (OCW) database to make publicly available the materials recorded during the VCs. They also developed an online script creator for the VCs to do away with traditional word documents exchanged an inordinate amount of times among participants, and a dual track recoding tool allowing students to practice online with materials from the OCW and other technically compatible sources.

The pedagogical objectives were set out for the VCs so that members contributed their strengths and their experience with the use of new technologies to co-develop best practices and support students' skill acquisition over the three-year project. In particular, doing away with the somewhat traditional reproduction of a classroom in the virtual space, project members made use of the videoconference link to allow students to interact in different mock conference settings. In one case, the mock conference was entirely organised by students who acted as speakers, interpreters and provided feedback to each other. In another case, trainers from two institutions engaged in a Russian-French conversation mediated by student interpreters.

This presentation will explain how these mock conferences were organised, how they contributed to pedagogical objectives, and will also dwell on challenges and best practices. Lessons learnt will be shared with participants.

 **MUÑOZ-MIQUEL, ANA**

Universitat Jaume I

 **Àmbito / Àmbit / Topic**

Ensenyament de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol / Title** 

¿PARA QUÉ SIRVE LA CARRERA DE TRADUCCIÓN E INTERPRETACIÓN? PROPUESTAS DIDÁCTICAS PARA FOMENTAR EL POTENCIAL DE LAS COMPETENCIAS ADQUIRIDAS DURANTE EL GRADO
 WHAT IS A DEGREE IN TRANSLATION AND INTERPRETING FOR? TEACHING PROPOSALS TO ENHANCE THE POTENTIAL OF THE COMPETENCES ACQUIRED DURING THE DEGREE COURSE

 **Palabras clave / Paraules clau / Keywords**

versatilidad; empleabilidad; perfiles profesionales / versatility; employability; professional profiles

 **Resumen / Resum**

Los cambios en las necesidades de traducción y comunicación, promovidos en su mayoría por el avance de las nuevas tecnologías (Massey, Kiraly y Ehrensberger-Dow 2017), la creciente internacionalización empresarial (Morón 2012) o la democratización del acceso a la información (Muñoz-Miquel 2012), están modificando sustancialmente el papel de los traductores e intérpretes y los entornos de trabajo en los que estos desarrollan su labor. Por ello, y con miras a favorecer su empleabilidad, es necesario que los estudiantes sean conscientes de la naturaleza cambiante del mercado y de la versatilidad de los perfiles profesionales que pueden desempeñar, gracias a la transversalidad de las competencias adquiridas durante el Grado en Traducción e Interpretación (Pym 2005, Kelly 2007, Morón y Medina 2016, Calvo 2017). Sin embargo, nuestra percepción como docentes y los resultados de una encuesta realizada a estudiantes de primero y de cuarto de la Universitat de València y la Universitat Jaume I indican que estos llegan al último curso sin ser conscientes del potencial de la carrera para desempeñar tareas que van más allá de lo que tradicionalmente se conoce como "translation proper" (Zethsen 2007). El hecho de que actualmente solo 9 de las 29 titulaciones de traducción en España contemplen en su plan de estudios asignaturas sobre la profesión (Álvarez-Álvarez y Arnáiz-Uzquiza 2017) tampoco contribuye a favorecer su empleabilidad.

Teniendo en cuenta todos estos aspectos, el objetivo de este artículo es presentar una serie de propuestas didácticas encaminadas a promover la empleabilidad de los estudiantes mediante el fomento de la versatilidad en el marco de una asignatura dedicada a aspectos profesionales y de inserción laboral: Las profesiones del traductor. Tras presentar el diseño general de la asignatura, que se implantó por primera vez en la Universitat de València en el curso 2016/17, se profundiza en aquellas actividades (tareas individuales y grupales, exposiciones orales, proyectos, charlas a cargo de profesionales en ejercicio, etc.) que, según la valoración del profesorado y la opinión de los estudiantes, han resultado de mayor utilidad para mejorar las competencias profesionales de los alumnos, contribuir a que conozcan mejor la variedad de perfiles que pueden desempeñar y aumentar su autoconfianza (Gregorio 2016) y sus posibilidades de inserción laboral. Finalmente, se reflexiona sobre la importancia de transferir la investigación académica y socioprofesional al aula para propiciar un mayor acercamiento entre la universidad y el mercado laboral.


 **Abstract**

Changes in translation and communication needs, prompted mostly by advances in new technologies (Massey, Kiraly & Ehrensberger 2017), increasing internationalisation of business (Morón 2012) and democratisation of access to information (Muñoz-Miquel 2012), are substantially modifying the role of translators and interpreters and the work settings in which they practise their profession. For this reason, and with a view to boosting their employability, students need to be aware of the changing nature of the market and of the professional profiles they can pursue, thanks to the cross-curricular nature of the competences acquired during the degree course in Translation and Interpreting (Pym 2005, Kelly 2007, Morón & Medina 2016, Calvo 2017). However, our perception as teachers and the results of a survey carried out among first-year and fourth-year students at the Universitat de València and the Universitat Jaume I indicate that they reach the final year without being aware of the potential of the degree for performing tasks that go beyond what is traditionally known as "translation proper" (Zethsen 2007). Nor does the fact that only 9 of the 29 translation degree programmes in Spain include course units on the profession in their curricula (Álvarez-Álvarez Arnáiz-Uzquiza 2017) help to enhance students' employability.

Taking all these factors into account, the purpose of this paper is to present a series of teaching proposals aimed at promoting the employability of students by fostering versatility in the context of a course unit devoted to professional issues and labour market integration: The Professions of the Translator. After presenting the general design of the course, introduced at the Universitat de València for the first time in the academic year 2016/17, the paper examines in detail the activities (individual and group tasks, oral presentations, projects, talks from practising professionals, etc.) that have proved most useful, according to the assessment of teaching staff and the opinion of students, for improving students' professional competences, helping them acquire a better knowledge of the variety of profiles they can pursue and increasing their self-confidence (Gregorio 2016) and their chances of entering the labour market. Finally, consideration is given to the importance of transferring academic and socio-professional research to the lecture room in order to forge closer links between universities and the labour market.

 **NADERI, SHABNAM**

Allameh Tabataba'i University

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol / Title** 

TRANSLATION PEDAGOGY: A RATIONAL-ETHICAL APPROACH

 **Palabras clave / Paraules clau / Keywords**


translation pedagogy; ethics; communicative rationality

 **Abstract**

The development of translation studies as an independent discipline owes its earliest foundations to the boom in the study of translation theories and the proliferation of translation conferences, workshops and programs. Translation programs and courses as pivotal, indispensable parts of this development should be studied upon scrutiny and provide translators and translator trainers with insights about this important, meanwhile neglected aspect of translating as a profession. All the measures in line with boosting the professional conditions have to mark their very inception in universities. Due to the inevitably ideological, social and cultural basis of the translators' task, trained translators as professionals are expected to be able to make informed decisions in their future, professional translation practice and be well aware of their rights, obligations and professional dignity especially in a context like Iran where, due to the neglect of some ethical laws like copyright law, the principles of ethical behavior are dodgy. The present research approaches the fact from a rational-ethical point of view using Andrew Chesterman's typology of translation ethics and Jurgen Habermas' notion of Communicative rationality. This study focuses on how translation teaching goes on in practical and pedagogic terms, and how translator trainees come to understand and appreciate the ethics of a rational behavior. In other words, Rational-ethical competence as one of the main competencies to be taught separately through project works, internship, etc. is greatly stressed upon. Moreover, the present study gives a short account of translation pedagogy, needs and shortages within the Iranian context. The results provided herein can help translator trainers and specifically curriculum designers in the field to make allowance for ethics as crucial to the curricula at undergraduate levels as well as postgraduate ones.

 **NITZKE, JEAN; HANSEN-SCHIRRA, SILVIA; TARDEL, ANKE**

University of Mainz

 **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** 

DIGILING AND TRAINING THE TRANSLATOR OF TOMORROW

 **Palabras clave / Paraules clau / Keywords**

online-learning; blended learning; specialisation

 **Abstract**


The work environment of linguists and translators is increasingly influenced by digital methods and technologies. More and more translators consider it insufficient to merely know how to translate in word processing software – translation memory and terminology management systems are established tools in most areas of translation. Further, localisation and corpora tools, as well as machine translation systems have entered the translation market, and are changing the job requirements of translators.

The aim of the ERASMUS+ project DigiLing (<http://www.digiling.eu/>) is to improve the digitalisation skills and knowledge of linguists and translators and prepare them for the translation market of tomorrow. Therefore, seven online courses that all revolve around the area of “digital linguistics” were created with e-learning authoring tools such as the H5P plugin for Moodle. The course materials range from interactive video lectures and PowerPoint slides to multimedia content types such as clickable timelines, matching exercises, and multiple-choice quizzes. Upon successful unit or course completion, participants are issued badges representing the mastery of particular skills and knowledge. After the project is finished, all courses will be available online and for free on the Moodle-based DigiLing e-learning platform. In addition, the online courses will be integrated into a blended learning approach within the scope of a trinational Master’s degree.

In this presentation, we first want to provide an overview of the project, the contents of the courses and the didactic methodology. Then, we want to discuss which competences and skills will be essential for young translators who have just finished their studies and whether, how, and to what extent these can be integrated into translation curricula as blended-learning material or stand-alone courses. Finally, we want to demonstrate how these courses relate to the modern job profiles of translators and how they can be integrated into existing courses.

 **ORTEGA-SANTOS, IVAN**

University of Memphis

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title** 

CROWDSOURCING 101 FOR THE TRANSLATION CURRICULUM: THE CASE OF AMAZON'S MECHANICAL TURK

 **Palabras clave / Paraules clau / Keywords**

crowdsourcing; Amazon's Mechanical Turk; Spanish

 **Abstract**

Goal: to provide a detailed overview of the advantages and limits of crowdsourcing platforms as Amazon's Mechanical Turk (MTurk) for translation tasks with an emphasis on Spanish. Particular emphasis is put on best practices, quality control, worker payments, worker demographics and previously successful projects. The results are relevant for teachers of translation courses and those interested in the evolution of the job market and the competition that translation graduates may face.

What is Mturk? MTurk is a marketplace that specializes in computer-based Human Intelligence Tasks allowing employers to outsource their tasks by hiring a 'crowd' online (crowdsourcing). MTurk is increasingly being used for language-related tasks due to the cost-efficient access to a workforce it provides.


Methodological issues when working with MTurk: To ensure the quality of the work the following practices are used in the literature: (a.) using IP restriction to focus on specific countries; (b.) geolocating users to see if they reside in countries where the relevant language is spoken (Pavlick et al. 2014); (c.) building "pools" of prior MTurk respondents (Huff and Tingley 2015) according to their profile, so as to choose the workers accordingly; (d.) administering background questionnaires or language tests; (e.) checking for attentiveness through the use of screeners (benchmarks to check whether the workers are paying attention) or embedding gold standard controls, checking for response time outliers or, when pertinent, hiring multiple workers to do the same task and comparing the convergence rate among the responses (see Berinsky, Margolis and Sances 2014; Jones 2012; Munro, Bethard, Kuperman, Lai, Melnick, Potts, Schnoebelen and Tily 2010; Pavlick et al. 2014, a.o.).

Payment: Ambati and Vogel's (2010:62-63) translation research calibrated the costs of different language pairs (e.g., Spanish-English, Urdu-English, etc.) and found Spanish-English to be the cheapest language pair, starting at \$0.01 (for micro-tasks, obviously). Ipeirotis (2010) the estimated hourly wage was approximately \$5 at the time he was writing. Consequently, ethical concerns have been raised within the scientific community and beyond.

Limits to the use of MTurk for translation projects: The regular crowdworker lacks any training in translation, thus raising questions on the reliability of the results. Moreover, validations of translation tasks available in the literature (see Pavlick et al 2014, a.o.) rely on word translation or else simple task which are not representative of real translation work.

 **PALEOLOGOS, KONSTANTINOS**

Universidad Aristóteles de Salónica

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

TRADUCCIÓN Y REVISIÓN GRUPALES VS. *INTENTIO AUCTORIS*. UN MODELO MIXTO DE ENSEÑANZA DE LA
TRADUCCIÓN LITERARIA

*COLLECTIVE TRANSLATION (AND REVISION) VS. INTENTIO AUCTORIS. A MIXED MODEL OF TEACHING
LITERARY TRANSLATION*

 **Palabras clave / Paraules clau / Keywords**

traducción colectiva; revisión colectiva; presencia del autor / collective translation; collective revision; author's presence

 **Resumen / Resum**

Los talleres de traducción literaria con fines formativos constituyen una práctica habitual en las últimas décadas. Los hay de varios tipos: de traducción colectiva o individual, con un coordinador o varios, de traducción hacia la lengua materna de los asistentes o de traducción inversa, con la presencia del autor traducido o no (lo más habitual), con la pretensión de editar el producto final del taller o no, etc.

En la presente comunicación se va a exponer la organización, la celebración y los resultados de un taller de traducción grupal al griego de minicuentos y poemas (previamente elegidos por el propio autor) del escritor colombiano William Ospina, que se celebró en Atenas con la presencia y participación del autor en la parte final del taller. Dicho taller tuvo una duración de diez horas, esto es, cinco sesiones de dos horas cada una (William Ospina participó en el quinto y último encuentro) y a unó cuatro condiciones de trabajo: traducción literaria en grupo, revisión en grupo, contexto formativo y participación del autor.

El objetivo de organizadores del taller era doble: en primer lugar, llevar a cabo una traducción grupal inicial en el marco de un taller con fines educativos, y en segundo lugar, tras la colaboración directa con el autor (en la fase final del taller), evaluar los beneficios de la autoridad del creador en el proceso de formación de los nuevos traductores, así como su contribución en el producto final de la traducción al comparar la versión inicial del grupo (antes del encuentro con el autor) con la versión producida en el quinto encuentro (tras el contacto directo con la *intentio auctoris*).

 **Abstract**


Literary translation workshops for training purposes have been a common practice during the last decades. There exist several types of such workshops: workshops with collective or individual translation, with the presence of one coordinator or more, with translation into the mother tongue of the participants or reverse translation, with the presence of the author translated or without it (which is the most usual), with the intention to edit or not edit the final product of the workshop, etc.

In this presentation we intend to introduce the organization, the celebration, and the outcome of a collective translation workshop of short stories and poems, which were written by the Colombian author William Ospina (and chosen by the author himself for this purpose), into Greek. Said workshop was held in Athens, with the writer participating in its last session, and lasted ten hours (five sessions of two hours each). The four conditions outlined below were fulfilled: collective translation, collective revision, learning context and participation of the author.

The professionals who organized said workshop had two objectives. The first one was to carry out an initial collective translation in the framework of a workshop with educational purposes, and the second one, which was put into action after the direct collaboration with the author, was to evaluate the contribution of the creator's authority both in the process of the new translators' training, as well as the final product of the translation. This second objective was accomplished through the comparison of the initial version of the group translation (prior to the meeting with the author) with the version produced in the fifth meeting (after the direct contact with the *intentio auctoris*).

 **PEÑÍN FERNÁNDEZ, NATALIA; ÁLVAREZ ÁLVAREZ, SUSANA**

Università di Bologna; Universidad de Valladolid

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

EL ERROR EN LA TRADUCCIÓN INVERSA: ESTUDIO DE UN CORPUS DE TRADUCCIONES
DE ESTUDIANTES ITALIANOS

ERROR IN INVERSE TRANSLATION: STUDY OF A CORPUS OF TRANSLATIONS BY ITALIAN STUDENTS

 **Palabras clave / Paraules clau / Keywords**

error en traducción; traducción inversa; enseñanza de la traducción / error in translation; inverse translation; translation training

 **Resumen / Resum**

En el ámbito de los Estudios de Traducción son muchas las investigaciones que encontramos en la literatura en relación con el análisis de errores desde una dimensión pedagógica (Nord, 1996; Gouadec, 1981; Delisle 1980). Sin embargo, no son tantos los estudios que centran su atención específicamente en el concepto y tipología de errores en el marco de la traducción hacia una lengua extranjera.

En esta comunicación, se presentan los resultados de la primera fase del proyecto de tesis doctoral en Traducción, Interpretación e Interculturalidad que estamos realizando en la Universidad de Bolonia en régimen de cotutela con la Universidad de Valladolid. En ella, se analizan los errores del corpus creado con los ejercicios de traducción presentados por los estudiantes de la asignatura Traducción de italiano a español II, Lengua 1, es decir, traducción inversa de italiano a español del tercer año del grado en Mediación Lingüística Intercultural impartido en la Escuela de Intérpretes y Traductores de la Universidad de Bolonia durante el curso académico 2017/2018 (grupo control).

El estudio de los datos analizados se enmarca desde el punto de vista teórico en la definición y tipificación del error utilizada por Hurtado Albir (1999) con las modificaciones y adaptaciones necesarias para nuestro objetivo de investigación. Dicho análisis constituirá un punto de partida para la segunda fase de nuestra tesis doctoral: la planificación y diseño de una propuesta de unidades didácticas experimentales en formato virtual sobre la introducción a los recursos lexicográficos monolingües y bilingües de dos lenguas afines (italiano y español), con el fin de desarrollar en el aula la competencia instrumental de los estudiantes (PACTE, 2017). Dichas unidades didácticas se impartirán en el curso académico 2018-2019 a un segundo grupo de estudiantes (grupo de caso) con las mismas características que el mencionado con el fin de analizar y comparar los resultados de un segundo corpus compuesto por los ejercicios de traducción inversa de este nuevo grupo.

 **Abstract**


In the field of Translation Studies, there is a long tradition of research on error analysis from a pedagogical dimension (Nord, 1996, Gouadec, 1981, Delisle, 1980). However, there are not so many studies that focus specifically on the concept and type of errors in the context of translation into a foreign language.

This communication presents the results of the first phase of the PhD project in Translation, Interpretation and Intercultural Studies that we are carrying out at the University of Bologna under the co-supervision with the University of Valladolid. It presents and analyzes the errors of the corpus created with the translations exercises presented by the students of the subject Translation from Italian to Spanish II, L1, that is, inverse translation from Italian to Spanish of the third year of Intercultural Linguistic Mediation studies in the School of Interpreters and Translators of the University of Bologna during the academic year 2017/2018 (control group).

The typification of errors used will be based on Hurtado Albir's classification (Hurtado Albir, 1999) and will be integrated and adapted based on the needs of the analysis. This analysis will constitute a starting point for the second phase of our doctoral thesis: the planning and design of a proposal for experimental virtual didactic units on the introduction to monolingual and bilingual lexicographic resources of two related languages (Italian and Spanish), in order to develop the students' instrumental competence (PACTE, 2017). These teaching units will be proposed in an academic year 2018-2019 to a second group of students (case group) with the same features as the one mentioned above, in order to analyze and compare the results of a second corpus composed of the case group's inverse translation exercises.

 **PIETRZAK, PAULINA**

University of Łódź

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

THE POTENTIAL OF REFLECTIVE PRACTICE IN THE TRANSLATOR CLASSROOM

 **Palabras clave / Paraules clau / Keywords**

reflective practice; translator's metacognitive skills; self-reflection


 **Abstract**

The last two decades have seen a significant increase in research interest in curriculum design and educational policies intended to improve autonomous translator training. If an attempt is made to identify the goals of translation education in the face of dynamic changes occurring on translation services market, one of the prerequisites is that the contemporary translator be a self-reliant translation service provider, which often involves duties that go behind mere language mediation. Predicated on the assumption that the main purpose of translation teaching is "raising students' awareness of the factors involved in translation, helping to develop their own translator's self-concept, and assisting in the collaborative construction of individually tailored tools that will allow every student to function within the language mediation community upon graduation" (Király 2000: 49), the presentation aims to emphasise the role of metacognition in translator training.

In order to enable translation students to consciously make up for any gaps that result from constantly changing market demands, the emphasis must be placed not on teaching but on learning. What seems crucial here is that translation students engage in the process of their own learning and take responsibility for their own development. Metacognitive activities which familiarise students with planning, monitoring, controlling and reflecting on the specific problems that they encounter are essential for translator competence development, "especially outside of optimally structured work environments, training academies, and other places with defined translation workflows and opportunities for feedback" (Shreve 2006: 32). The presentation focuses on reflective practice in the translation classroom both on the part of the translation trainer and the translation trainee. A selection of strategies that support students' self-reflection will be demonstrated in relation to classroom dynamics. The point is to consider how such reflective assessment strategies can be used by translation teachers to foster students' metacognitive skills.

 **PLAZA-LARA, CRISTINA**

Universidad de Málaga

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title** 

LAS COMPETENCIAS DEL GESTOR DE PROYECTOS DE TRADUCCIÓN DESDE LA PERSPECTIVA DE FORMADORES
Y EMPLEADORES

*THE COMPETENCES OF TRANSLATION PROJECT MANAGERS FROM THE PERSPECTIVE OF TRAINERS
AND EMPLOYERS*

 **Palabras clave / Paraules clau / Keywords**

gestión de proyectos; formación de traductores; competencias profesionales / project management; translator training; professional competences

 **Resumen / Resum**


En las últimas décadas, la globalización ha desencadenado profundos cambios en el mercado de la traducción. En este escenario, la gestión de proyectos se ha establecido como modo de organización del trabajo en este sector. Sin embargo, la investigación existente en nuestra disciplina en torno a la gestión de proyectos es bastante escasa, probablemente debido a la naturaleza única y temporal de los proyectos y a las características del sector que dificultan extraer conclusiones. La falta de estudios es aún más evidente al profundizar en las competencias del gestor de proyectos o project manager (PM). Por este motivo, en la presente comunicación, se establecerá en primer lugar un marco teórico para la definición de las competencias del gestor de proyectos. Para ello, se tomarán como referencia estudios sobre gestión de proyectos en diferentes disciplinas y los diferentes modelos existentes sobre las competencias del traductor. Posteriormente, se analizarán los planes de estudios de las universidades españolas para delimitar qué competencias se promueven en relación con la gestión de proyectos. Estos resultados se compararán con aquellos obtenidos de un análisis de un corpus de anuncios de trabajo dirigidos a gestores de proyectos de traducción, para comprender cómo describen los empleadores las competencias de los PM. El corpus está compuesto por un total de 100 anuncios que, analizados mediante la técnica de análisis de contenidos, se compararán con las competencias descritas en el marco teórico. A partir de los datos extraídos, se pretende acotar las competencias de un gestor de proyectos de traducción teniendo en cuenta la información proporcionada por dos de los principales agentes implicados en el proceso formativo, formadores y empleadores.

 **Abstract**

In the last decades, globalization has caused profound changes in the translation market. In this scenario, project management has been established as a way of organising work in this industry. However, existing research on translation project management is rather scarce, in part because of the one-off and temporary nature of the projects and the characteristics of the sector that make it difficult to draw conclusions. This is emphasized further when looking in detail at the competences of a project manager (PM). For this reason, in this communication, an approach to the definition of the competences of translation project managers will be presented. To this end, project management studies in different disciplines and the different existing models of translator competences will be taken as a reference to offer a theoretical framework. Subsequently, translation curricula in Spanish universities will be analysed in order to identify which competences are promoted in relation to project management. These results will be compared with those of an analysis of a corpus of job advertisements directed at translation project managers, in order to understand how employers describe the competences required of a PM. The corpus is made up of a total of 100 advertisements, which were analysed using the technique of content analysis, and compared with the competences described in the translation and project management literature. The data extracted can be used to define a project manager's competences in this area, taking into account the information provided by two of the main stakeholders involved in the training process, trainers and employers.

 **PORTELLI, SERGIO**

University of Malta

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

LANGUAGE COMPETENCE AND INTERCULTURAL AWARENESS IN TRANSLATOR TRAINING: AN OBSERVATION OF TRANSLATION STUDENTS' ATTITUDES TOWARDS CULTURAL DIFFERENCES BETWEEN ITALIAN AND MALTESE

 **Palabras clave / Paraules clau / Keywords**

translation; culture; language; intercultural communication


 **Abstract**

The last decades have seen a significant change in the perception of the role of translators (Katan 2004). The increased complexity of communication networks brought about by globalization and the exponential increase in the use of the internet have resulted in a stronger awareness of cultural differences that may hinder effective communication. Since the cultural turn in Translation Studies in the 1980s, cultural mediation has become the major focus of attention in the analysis of the relationship between source and target texts. Translation is nowadays considered much more than the practice of linguistic transposition. The translator is not just a linguist who knows more than one language, but a specialist in both the source and the target culture, a bi-cultural expert whose task it is to translate both the written and the non-written (Hatim and Mason 1990). However, in translation-training courses it is easy to overlook the cultural aspect of translation, taking the students' competence in both cultures as a given, in order to focus on translation strategies and linguistic correspondence.

The paper aims to investigate the role of the translator as a mediator and the importance of cultural awareness, with specific reference to the training of prospective Maltese translators who translate from Italian. Through the work of scholars such as Katan (2004, 2009), Witte (2008) and Yarosh (2015), we may identify a three-phase process of intercultural competence acquisition, namely cultural awareness, strategy identification and consequence management. This study shall focus on the first stage of the process, which deals with the students' awareness of cultural differences and of their attitudes towards foreignness (PICT 2012). It will discuss competence in identifying and dealing with culture-specific elements, students' self-evaluation, attitudes towards highly culturally specific texts, research issues, and the translation strategies required to bridge the cultural gap between texts. This research is based on the responses given by translation students who chose the Italian to Maltese option in the MA in Translation course at the University of Malta. The students were given an exercise, consisting of a brief translation and a questionnaire inspired by the teaching material devised for the PICT project. The activity was tailored according to the specific language combination, the socio-cultural relevance of Italian culture in Malta and the importance of Italian as a subject in the local education system. Due to the restricted cohort, the results only offer material for preliminary observations, but largely corroborate anecdotal evidence gathered through ten years of experience in teaching practical translation in this specific language combination. Such observations laid the foundations for the establishment of a course on intercultural competence for translators and interpreters in the University of Malta's respective postgraduate programs.

 **PYM, ANTHONY**

University of Melbourne

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

REBRANDING TRANSLATION IN ADDITIONAL-LANGUAGE TEACHING

 **Palabras clave / Paraules clau / Keywords**

additional-language teaching; immersion; communicative translation

 **Abstract**


Immersion ideologies long tried to banish L1 from additional-language teaching, and translation with it. Translation is now returning to the language classroom, however, bolstered by new ideas of what it can be and just a few empirical studies of what learning outcomes it can contribute to.

This talk initially looks back on the history of translation in additional-language teaching, with particular attention to the social contexts involved, the dominant ideologies of language learning, and the various types of translation used. The basic claim is that the exclusion of translation relied on the assumption of a monolingual community, and that this assumption necessarily relegated translation to a post-hoc checking activity. On the other hand, when the community is assumed to be multilingual, translation assumes a more central role as a set of socially useful skills and its conceptualization broadens into a range of dynamic communicative activities. This second frame is then further reinforced by the availability of online translation technologies, widely used but rarely taught.


A second aspect of this history is the way in which ideologies have operated in the absence of controlled empirical research. A few new empirical results nevertheless indicate that communicative translation activities correlate with some improved learning outcomes. They might provide an occasion to improve on the past.

The basic principles for a rebranding might then be as follows:

- All translation is communication.
- One pedagogy can be used for all modes and levels of translation, both spoken and written, professional and social.
- All deals with the profession are now off.
- The spoken is the primary situation.
- Online technologies are always integrated.
- Training objectives are failure-based.
- Any text can be reformulated.
- Training is in terms of risk management, not equivalence.

 **ROA, DIEGO DANIEL; BORJA, YANINA LAILA**

Universidad de Buenos Aires

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación y traducción de lenguas de signos / Ensenyament de la interpretació i traducció de llengües de signes / Teaching signed languages interpreting and translation

 **Título / Títol / Title** 

FORMACIÓN DE INTÉRPRETES DE LENGUA DE SEÑAS. UNA PROPUESTA A PARTIR
DE LA COMPETENCIA TRADUCTORA

*SING LANGUAGE INTERPRETERS' TRAINING. A PROPOSAL FROM THE TRANSLATING COMPETENCE
POINT OF VIEW*

 **Palabras clave / Paraules clau / Keywords**

competencia traductora; lengua de señas; enseñanza de la interpretación/traducción / translating competence; sing language; teaching of interpretation/translation

 **Resumen / Resum**

Las lenguas de señas son lenguas naturales de personas con discapacidad auditiva; este colectivo accede a la información, en mayor medida, mediante la interpretación/traducción. En este contexto las lenguas de señas son, en general, traducidas desde y hacia lenguas orales. Se observa en ello dos características específicas en torno a la traducción/interpretación: son lenguas de diferentes modalidades (viso-gestual / auditivo-oral) (Cuxac, 2000; Meir, 2002); son lenguas de diferentes edades (Aronoff et al., 2005), usadas en diferentes contextos.

Los profesionales de la interpretación/traducción en lengua de señas deberán adquirir la Competencia Traductora (PACTE, 2000) y las subcompetencias que la conforman (PACTE, 2005). A partir de la reflexión continua de la experiencia profesional y del análisis de espacios de formación de intérpretes/traductores de lengua de señas, se observa que es preciso adquirir conocimientos, aptitudes y habilidades necesarias y específicas para el ejercicio de una labor proficiente. A saber: i. Conocimientos, aptitudes y habilidades psicofísicas y psicofisiológicas: conciencia motora-espacial (desarrollo de la propiocepción, entre otras) y resistencia (aeróbica y anaeróbica). ii. Capacidades y habilidades traductorales entre modalidades (oral, señada y escrita). iii. Conocimientos y habilidades para traducir entre lenguas de diferente edad, estudios normativos, desarrollo gramatical, contexto de uso y, a su vez, interlocutores o textos de experiencias sensoriales, competencias lingüísticas, culturales y sociales diversas.


Teniendo en cuenta lo recién expresado, dentro del espacio de formación y enseñanza de la Asociación Civil de Artes y Señas (ADAS) se han llevado adelante planes de estudio, trayectos pedagógicos y diseñado actividades específicas que tienden a desarrollar los conocimientos, aptitudes y habilidades mencionadas. El presente trabajo tiene por objeto mostrar la relevancia y prevalencia de estas estrategias didácticas y metodológicas para el desarrollo del conocimiento experto del traductor/intérprete de lengua de señas. De este proceso de análisis se desprende la siguiente pregunta teórica: Las capacidades descritas ¿cómo se vincularían con las subcompetencias del modelo del grupo PACTE?

 **Abstract**


Sign languages are natural languages belonging to hearing impaired people, this collective have access to information mainly through interpretation/translation. In this context sign languages are generally translated from and to oral languages. Two specific characteristics regarding this issue are observed in relation to translation and interpretation: they are different modalities languages (visual-gestural / audio-oral) (Cuxac, 2000; Meir, 2002); they are languages of different ages (Aronoff, et al, 2005) used in different contexts.

Interpreting /translating professionals of sing language must acquire the Translating Competence (PACTE, 2000) and the sub competences that shape it (PACTE, 2005). As from the permanent reflection on the professional experience and the analysis of the training spaces of sign languages interpreters/translators, it is observed that a specific development of knowledge, aptitudes and abilities for the exercise of a proficient work is needed. Being them the following: i. Psychophysical and psychophysiological knowledge, aptitudes and abilities: motor and spatial awareness (proprioception development among others) and resistance (both aerobic and anaerobic). ii. Translating capacities and abilities between modalities (oral, signed, written). iii. Knowledge and ability to translate between languages of different ages, normative studies, a grammatical development, usage context and, at the same time, different speakers or texts involving a wide variety of sensory, linguistic, cultural and social experiences.



Considering the aforesaid, within the scope of both the training and teaching of Asociación Civil de Artes y Señas (ADAS) plans of study, distinct pedagogical paths have been carried on and specific activities have been designed to develop the knowledge as well as the aptitudes and abilities before mentioned. This work has the intention to show the relevance and prevalence of these didactic and methodological strategies for the development of the expertise of the sing language translator/interpreter. The following theoretical question arises from this process of analysis: how would the described characteristics relate to the sub competences of PACTE group model?

 **ROCCO, GORANKA**

Università degli Studi di Trieste

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 Título / Títol / Title 
SPRACHMITTLERAUSBILDUNG UND ARBEITSMARKT: PERSPEKTIVEN, KOMPETENZEN UND ERWARTUNGEN DER HOCHSCHULABSOLVENTEN
<i>EDUCATING LANGUAGE MEDIATORS AND THE LABOUR MARKET: PROSPECTS, COMPETENCES AND EXPECTATIONS OF GRADUATES</i>

 **Palabras clave / Paraules clau / Keywords**

Sprachmittler, Arbeitsmarkt, Flexibilisierung / Language mediators, labour market, flexibilisation

 **Resumen / Resum**

Ausgehend von der Frage, wie sich die Trends in der Sprachexperten-Ausbildung und die aktuellen Arbeitsmarktentwicklungen zueinander verhalten, diskutiert der Beitrag die ersten empirischen Ergebnisse des interdisziplinären Projekts "Mercato del lavoro per mediatori linguistici neolaureati: inserimento, prospettive, problematiche"/"Arbeitsmarkt für Sprachmittler: Berufseinstieg, Perspektiven, Probleme (Universität Triest – FRA 2016, Leitung G. Rocco). Fokussiert werden zunächst die Berufsperspektiven italienischer Sprachmittler/innen im Vergleich zu anderen Hochschulabsolventen/innen, wobei besonderes Augenmerk allgemeinen sowie landesspezifischen Arbeitsmarktentwicklungen und den mit ihnen verbundenen Chancen, aber auch Prekarisierungsrisiken (Dörre 2010, Castell/Dörre 2009) und Ausprägungen der sog. Ökonomie der Verheißung (Fumagalli 2015, Bascetta et. al. 2015) gilt. Aufgrund der repräsentativen Erhebungen und Absolventenstudien sollen das Profil und die Berufslage der anvisierten Absolventengruppen umrissen werden. Ausgehend von den Ergebnissen der in der zweiten Projektphase durchgeführten Befragung werden im Anschluss arbeitsmarktrelevante Erwartungen, Einstellungen und Verhaltensweisen der Absolventen skizziert. Eingegangen wird dabei auf ihre berufsbezogenen Wünsche und Prioritäten, ihr deklariertes Bewerberverhalten und die Bereitschaft in unbezahlte Praktika/Tätigkeiten zu investieren, aber auch auf die Fragen, wie sie die eigenen Berufsperspektiven im Vergleich zu denen anderer Absolventen betrachten und wie sie die eigenen, im Studium erworbenen Kompetenzen einschätzen und zu erweitern gedenken.


Die ermittelten berufsrelevanten "Weltbilder" und Profile sollen zum Schluss in Beziehung zu curricularen Inhalten, aber auch zum dominierenden ökonomisch-politischen Diskurs gesetzt werden.

 **Abstract**

The paper starts from the question how the latest trends in educating language mediators and the current labour market developments relate to each other, and discusses the first empirical results of the interdisciplinary project "Mercato del lavoro per mediatori linguistici neolaureati: inserimento, prospettive, problematiche"/"Labour market for language mediators: professional integration, prospects and problems (University of Triest – FRA 2016, Direction G. Rocco). In the first part, various aspects of the professional profile and career start of Italian language mediators are compared (based on representative studies) to those of other groups of graduates, with particular attention to international as well as national job market trends, to the related opportunities, but also risks such as precarisation (Dörre 2010, Castell/Dörre 2009) and "economy of promise" (Fumagalli 2015, Bascetta et. al. 2015). Thereafter, the expectations and attitudes of the graduates questioned within the 2nd phase of the project are outlined, with particular focus on their career aspirations and preferences, the declared applicant behaviour and the willingness to invest in unpaid internships/activities, but also on the way they perceive their job opportunities in comparison to those of other graduates, how they judge the skills acquired during the studies, if and how they are intended to improve them.

 **RODRIGUES, CARLOS HENRIQUE**

Universidade Federal de Santa Catarina

 **Ámbito / Àmbit / Topic**

Enseñanza de la interpretación y traducción de lenguas de signos / Ensenyament de la interpretació i traducció de llengües de signes / Teaching signed languages interpreting and translation

 **Título / Títol/ Title** FORMAÇÃO DE INTÉRPRETES E TRADUTORES DE LÍNGUA DE SINAIS: CONSTATAÇÕES E DESAFIOS DA ATUAÇÃO
TRADUTÓRIA ENTRE LÍNGUAS E MODALIDADESTRAINING OF SIGN LANGUAGE INTERPRETERS AND TRANSLATORS: FINDINGS AND CHALLENGES OF THE
TRANSLATIONAL PERFORMANCE ACROSS LANGUAGES AND MODALITIES **Palabras clave / Paraules clau / Keywords**

tradução intermodal; língua de sinais; desenho curricular / intermodal translation; sign language; curriculum design

 **Resumen / Resum**


Nesta comunicação, discutiremos a importância de se considerar a diferença de modalidade das línguas de trabalho de intérpretes e tradutores intermodais como um elemento central à sua formação acadêmico-profissional e, portanto, como um aspecto orientador da construção dos desenhos curriculares dos cursos de graduação que os formam. Definimos como intermodais aqueles tradutores e/ou intérpretes que atuam entre uma língua oral, de modalidade vocal-auditiva, e uma língua de sinais, de modalidade gestual-visual. Para fundamentar e orientar a reflexão proposta, realizamos uma investigação sobre: (i) a diferença de modalidade entre línguas orais e de sinais e os efeitos da modalidade sobre as línguas de sinais; (ii) o impacto da modalidade gestual-visual sobre os processos tradutórios e interpretativos que se dão entre uma língua oral e outra de sinais; (iii) a influência da modalidade gestual-visual sobre a noção e a modelagem da competência tradutória; e (iv) as propostas curriculares dos cursos superiores de formação de tradutores e intérpretes intermodais oferecidos pelas Universidades Federais Brasileiras. Os Estudos Linguísticos das Línguas de Sinais possibilitaram a compreensão das propriedades gestuais, espaciais e visuais inerentes às línguas de modalidade gestual-visual, bem como de seus efeitos e não efeitos sobre a língua. E os Estudos da Tradução, os Estudos da Interpretação e a Didática da Tradução, em conjunto, forneceram as bases teóricas necessárias ao entendimento das implicações dessas propriedades para os processos tradutórios e interpretativos que envolvem uma língua de sinais e para a formação de tradutores e intérpretes que, além de interlinguísticos, são intermodais. Vimos que a competência requerida dos tradutores e intérpretes de línguas de sinais é marcada por certa capacidade corporal cinestésica, que caracterizaria uma competência tradutória intermodal. Concluímos que o desenho curricular precisa incorporar os aspectos decorrentes da modalidade gestual-visual, assim como o conjunto de habilidades, capacidades, atitudes e conhecimentos necessários para lidar com a transferência de aspectos linguísticos e textuais entre distintas modalidades de língua. Com base nessa conclusão e nos demais dados da pesquisa, apresentamos uma proposta que pode servir de orientação a uma possível atualização e aperfeiçoamento dos desenhos curriculares dos cursos de graduação que visam à formação desses intérpretes e tradutores interlinguísticos-intermodais.

 **Abstract**

In this oral presentation, we will discuss the importance of acknowledging the difference between modalities of working languages as a central element to the academic-professional training of intermodal interpreters and translators, and as a guiding element to the development of curricular designs for undergraduate degree courses that instruct them. We define as intermodal those translators and/or interpreters who work between a spoken language, of vocal-auditory modality, and a signed language, of gestural-visual modality. In order to support and lead the proposed discussion, we carried out research on: (i) the modality differences between spoken and signed languages, and the effects of modality on sign languages; (ii) the impact of the gestural-visual modality on the translating and interpreting processes between a spoken and a signed language; (iii) the influence of the gestural-visual modality on the notion of translation competence and on its modelling; and (iv) the curricular proposals of undergraduate degree courses in Brazilian Federal Universities that aim at training intermodal interpreters and translators. The field of Signed Language Linguistic Studies contributed to a better understanding of the gestural, spatial and visual properties that are intrinsic to gestural-visual languages, as well as their effects and non-effects on language. Furthermore, Translation Studies, Interpreting Studies and Didactics of Translation came together to provide a theoretical basis for understanding the implications of these properties for the translating and interpreting processes involving signed languages, and for the training of translators and interpreters, which, in addition to being interlingual, are intermodal. We have seen that the sign language translators' and interpreters' required competence is characterized by a kinesthetic corporeal ability that could define the intermodal translation competence. In conclusion, the curriculum design needs to incorporate the aspects resulting from the gestural-visual modality, as well as the set of skills, abilities, attitudes and knowledges necessary to deal with the transfer of textual and linguistic aspects across modalities. Based on this conclusion and on research data, we present a proposal that can lead to a possible updating and improvement of the curricular designs of undergraduate degree courses that aim at training interlingual-intermodal interpreters and translators.

 **RODRÍGUEZ DE CÉSPEDES, BEGOÑA**

University of Portsmouth

 **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** *TRANSLATOR EDUCATION AT A CROSSROADS: THE IMPACT OF AUTOMATION* **Palabras clave / Paraules clau / Keywords**

automation; translation training; professionalisation

 **Abstract**

Automation is affecting all spheres of our daily lives and humans are adapting both to the challenges that it poses and the benefits that it brings. We are experiencing a digital revolution of unprecedented impact in the so-called Second Machine Age (Brynjolfsson and McAfee, 2014) where digital technologies are transforming the way we live at an astonishing pace. The translation profession has also experienced the impact of new technologies with Language Service Providers adapting to the changes that these bring (Presas, M., Cid-Leal, P., & Torres-Hostench, O. 2016; Sakamoto, A., Rodríguez de Céspedes, B., Evans, J. and Berthaud S. 2017)


Translation Studies, and more specifically translation training, is not oblivious to this phenomenon. There have been indeed efforts to incorporate the teaching of digital translation tools and new technologies in the translation classroom (Doherty, Kenny, and Way 2012; Doherty and Moorkens, 2013; Austerlühl 2006, 2013; O'Hagan 2013; Gaspari, Al Maghout and Doherty 2015; Moorkens 2017) and many translation programmes in Europe are adapting their curricula to incorporate this necessary technological competence (Rothwell and Sloboda 2017). This paper reflects on the impact that automation and, more specifically machine translation and computer assisted tools, have and will have on the future of training translators.

Presently, not all HE institutions are adapting and innovating at the same pace. There seem to be two major strands: the traditional training of linguists able to bridge two language systems or more; and courses which respond to the transformation that digital technologies are bringing to the profession. What is the current balance between these two sets of skills and what are the employers' expectations? With the advent of more sophisticated MT engines such as Neural Machine Translation and training of CAT tools, are we not underestimating the linguistic competence needed in the translation process? If "revising/post-editing is the new translating" (García, 2011; Torrejón and Rico, 2012; Austerlühl 2013), the translation profession still needs highly skilled linguists hence do we need to go back to the grassroots and focus on honing linguistic skills (the cornerstone of any translation activity) at the same time as keeping up with technological advancements to replicate them in the classroom?

In the current landscape where the concept of translation per se is being redefined because of new technologies and industry demands, the role of the translator is becoming fuzzy therefore more than ever we need to ask ourselves: What are we training for? (Kelly 2005). I am conducting ethnographical studies at translation companies to find out what their in-house training programmes contain to try to elucidate these questions.

 **RODRÍGUEZ MELCHOR, MARÍA DOLORES; DE LA TORRE SALCEDA, LOURDES**

Universidad Pontificia Comillas; Interpreters' Help

 **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 TECNOLÓGICAS PARA LA GESTIÓN TERMINOLÓGICA DEL INTÉRPRETE: ANÁLISIS DE UNA EXPERIENCIA DE APRENDIZAJE SITUADO

TECHNOLOGICAL TOOLS FOR INTERPRETER TERMINOLOGY MANAGEMENT: ANALYSIS OF A SITUATED-LEARNING EXPERIENCE

 **Palabras clave / Paraules clau / Keywords**

Interpreter's Help; aprendizaje situado; gestión terminológica para intérpretes / Interpreter's Help; situated-learning; interpreter terminology management

 **Resumen / Resum**


La enseñanza de las técnicas de interpretación consecutiva y simultánea ha ocupado tradicionalmente el lugar central de los programas de formación de intérpretes, unida en ocasiones a la enseñanza de la terminología y de otras materias afines a la interpretación. Hasta hace poco, el enfoque terminológico tradicional solo contemplaba el trabajo previo de búsqueda y extracción de términos y elaboración de glosarios, sin embargo, en el contexto actual y dados los recientes desarrollos tecnológicos y la proliferación de recursos online y de aplicaciones diseñadas para intérpretes, reviste especial interés la enseñanza del uso de la tecnología aplicada al desempeño de la interpretación y, en especial, a la documentación online para intérpretes. De hecho, la documentación es uno de los factores más eficaces en la mejora de la calidad de la prestación del intérprete (Pöchhacker, 1994) y en la reducción de sus niveles de estrés (García de Quesada y Montero Martínez, 2003) y, por ello conviene trabajarla durante la etapa formativa tanto siguiendo el modelo tradicional, como usando las herramientas tecnológicas más avanzadas. En esta comunicación, presentaremos y analizaremos los resultados una experiencia piloto de investigación-acción participativa, llevada a cabo en el Máster Universitario de Interpretación de Conferencias de la Universidad Pontificia Comillas en la que se utiliza el formato mock-conference y las herramientas de Interpreter's Help para la realización de un ejercicio de aprendizaje situado, centrado en la resolución de problemas terminológicos auténticos (Sawyer, 2004). La actividad se complementa un grupo de discusión facilitado por un moderador y con una encuesta sobre la actividad misma.

 **Abstract**

Consecutive and simultaneous interpreting techniques have traditionally been the core of interpreter training programs, sometimes complemented with the teaching of terminology and other related subjects related. Until recently, the traditional terminological approach focused mainly in the search and extraction of terms to produce glossaries. However, given the current context and recent technological developments and the proliferation of online resources and applications designed for interpreters, our students also need to be trained on the use of technological tools and online documentation for interpreters. In fact, preparing the conference topic beforehand is one of the most effective factors in improving the quality of the interpreter's performance (Pöchhacker, 1994) and in reducing stress levels (García de Quesada and Montero Martínez, 2003). This skill should be acquired during the formative stage, not only according to traditional patterns, but also using state-of-the-art technological tools. In this communication, we will present and analyze the results of a participatory action-research pilot experience, carried out in the University Master's Degree in Conference Interpretation of the Universidad Pontificia Comillas, in which the mock-conference format and the tools of Interpreter's Help are used. This situated-learning exercise focused on authentic terminological problems solving (Sawyer, 2004) and is complemented by a focus group facilitated by a moderator and a survey.

 **SAIZ-HONTANGAS, PAULA; JUSTE VIDAL, NATI**

Universitat Jaume I

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

LOS GÉNEROS MÉDICO-JURÍDICOS: PROPUESTA DIDÁCTICA PARA LA TRADUCCIÓN DEL CONSENTIMIENTO INFORMADO MEDIANTE LAS PLATAFORMAS GENTT TRANSTOOLS

MEDICO-LEGAL GENRES: A TEACHING PROPOSAL FOR THE TRANSLATION OF THE GENRE INFORMED CONSENT BY MEANS OF THE PLATFORMS GENTT TRANSTOOLS

 **Palabras clave / Paraules clau / Keywords**

didáctica de la traducción especializada; gestión documental aplicada a la traducción e interpretación; TIC / didactics of specialized translation; document management applied to translation and interpretation; ICT

 **Resumen / Resum**

Ante el auge imparable de la denominada «educación líquida» y la creciente porosidad de las paredes del aula, incluidas las de los grados en Traducción e Interpretación, se percibe la necesidad de crear nuevas propuestas de enseñanza-aprendizaje que den respuesta a las exigencias de una industria del lenguaje y una tecnología en constante evolución. En este contexto enmarcamos nuestra propuesta didáctica para la asignatura Traducción Especializada Inglés > Español (TI0946) de tercero del Grado de Traducción e Interpretación de la UJI.

En el escenario actual de globalización, la asignatura de Traducción Especializada ofrece una visión transversal de la traducción jurídica. En ella se aborda la traducción de textos de diversos ámbitos de especialidad impregnados por el discurso del Derecho. Se trabajan las manifestaciones del lenguaje jurídico en textos híbridos, como documentos escritos y audiovisuales de ficción, divulgativos; y espacios de convergencia entre las ciencias y la tecnología con el Derecho.

La presente contribución pretende compartir nuestra experiencia docente utilizando el entorno de aprendizaje de traducción especializada creado por el grupo GENTT: Gantt TransTools. Articulamos nuestra propuesta en torno al modelo de aprendizaje por competencias «tradicional» poniendo especial énfasis en la adquisición de la macrocompetencia «traducción especializada», y tomando como punto de partida la noción de «género textual» (Montalt, Ezpeleta-Piorno & García-Izquierdo, 2008). Más concretamente, nos centramos en la enseñanza de la traducción del género médico-jurídico Consentimiento Informado y en el desarrollo de cinco ejes competenciales: 1) textual y comunicativo; 2) documental (búsqueda y gestión de información especializada); 3) temático y terminológico; 4) socioprofesional e interpersonal y 5) cultural (Muñoz-Miquel, 2014).

 **Abstract**


Before the growth of the so-called “liquid education” and the emerging porosity of the classroom, including that of the Translation and Interpreting studies, the need for the creation of new learning-teaching proposals is observed, proposals that should meet the new language industry and constantly evolving technology requirements. Our teaching proposal is framed within the subject of Specialized Translation English > Spanish (TI0946) in third year of Translation and Interpretation studies in Universitat Jaume I.

Within the current scenario of globalization, the subject of Specialized Translation offers a transversal perspective of legal translation. In such subject the translation of legal discourse is viewed from several specialized areas, that is, from the fiction, audio-visual, divulgative, and scientific and technical contexts.

This contribution aims to share our teaching experience using the specialized translation-learning environment created by the GENTT group: Gantt TransTools. Our proposal is configured around the “traditional” competence learning model, with special emphasis on the acquisition of the macro-competence “specialized translation”, and taking as a starting point the notion of “textual genre” (Montalt, Ezpeleta-Piorno & García-Izquierdo, 2008). More specifically, we focus on the translation training of the medico-legal genre Informed Consent and on the development of five competence clusters: 1) the textual and communicative cluster; 2) the documentary cluster; 3) the thematic and terminological cluster; 4) the socio-professional and interpersonal cluster, and 5) the cultural cluster (Muñoz-Miquel, 2014).

 **SCHMIDHOFER, ASTRID**

Universität Innsbruck

 **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** UN MODELO DE COMPETENCIA EN LENGUAS EXTRANJERAS ORIENTADA A LA TRADUCCIÓN
A MODEL OF TRANSLATION-ORIENTED FOREIGN LANGUAGE COMPETENCE **Palabras clave / Paraules clau / Keywords**

lenguas extranjeras para traductores; competencia lingüística para traductores; didáctica de lenguas extranjeras / foreign languages for translators; linguistic competence for translators; foreign language teaching

 **Resumen / Resum**

Las carreras de Traducción incluyen, a menudo, en su fase inicial, unas asignaturas de lenguas extranjeras destinadas a ayudar a los estudiantes a prepararse adecuadamente para las asignaturas de traducción. A pesar de que en las últimas décadas ha avanzado mucho la investigación tanto en la Didáctica de las Lenguas como en la Didáctica de la Traducción, la Enseñanza de Lenguas para Traductores ha recibido muy poca atención. En la práctica se utilizan, con frecuencia, los mismos métodos que en otros contextos universitarios y profesionales y en el plano teórico no existe, a día de hoy, un modelo competencial reconocido, a pesar de que en la literatura científica se pueden encontrar algunas propuestas (por ejemplo Andreu et alii 2003).

La experiencia docente propia ha demostrado que la iniciación en la traducción puede resultar muy complicada para muchos estudiantes si su adquisición lingüística previa no está enfocada al rol mediador en una comunicación bilingüe que deben adoptar en las clases de traducción. Sería, por lo tanto, conveniente contar con un marco teórico que recoja los objetivos y las competencias de este período de formación.

En esta comunicación se pretende ofrecer una propuesta novedosa al respecto. Nuestro trabajo en este campo empezó con la fijación de unos objetivos generales (Schmidhofer 2013 y Schmidhofer/Ahmann 2015). En una segunda fase hemos desarrollado un modelo de Competencia Lingüística Orientada a la Traducción que tiene en cuenta tanto los objetivos de la Enseñanza Comunicativa de lenguas (Consejo de Europa 2001), es decir, la Competencia Comunicativa, como los objetivos específicos de la carrera de Traducción recogidos en la Competencia Traductora (Grupo PACTE 2001 y Grupo de expertos EMT 2009).

El modelo comprende 5 competencias (competencia sistémica en la lengua extranjera, competencia comunicativa translaticia, competencia metalingüística, competencia de manejo de fuentes de información y competencia extralingüística) y una metacompetencia enfocada a la planificación y el control del aprendizaje (monitorización).

 **Abstract**

Translation Degree Programmes often include language modules in their initial stage to help students prepare adequately for the subsequent translation courses. Despite the ample research available in the fields of Language Teaching and Translation Teaching, Language Teaching to (future) Translators has received very little attention so far. As a consequence, there is no generally accepted competence model available for this field even though we can find some proposals in research literature (e.g. Andreu et alii 2003). In the classroom, teachers often use the same methodology that is used in other educational or professional settings.


My own teaching experience as a lecturer in a translation degree and master's programme has made me aware that the translation courses can be very challenging for students if they have not been thoroughly prepared for mediating in a bilingual communication process, which they are required to do in the translation class. Therefore it would be desirable to have a theoretical framework that describes the aims and competences to be developed in these courses.

In this presentation, I would like to introduce a new proposal to fill this gap. My own research in this field began with various papers on the general aims of Translation-Oriented Language Teaching (Schmidhofer 2013 and Schmidhofer/Ahmann 2015). As a next step I have developed a model of Translation-Oriented Foreign Language Competence. This model takes into account the goals of Communicative Language Teaching (Council of Europe 2001), which is Foreign Language Communicative Competence, as well as the overall goal of Translation Degree Programmes, which is Translator Competence (PACTE group 2001 and EMT expert group).

The model comprises 5 sub-competences (systemic competence in a foreign language, communicative competence, metalinguistic competence, research competence and extralinguistic competence) and one meta-competence that regulates planning and control of one's own learning process (monitoring).

 **SECARĂ, ALINA; CIOBANU, DRAGOȘ; REISS, CAROLINE**

University of Leeds

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title** 

THE DIGITAL TRANSLATORS OF TOMORROW: RESOURCES AND MODELS OFFERED BY THE DIGILING PROJECT

 **Palabras clave / Paraules clau / Keywords**


translation training; digital linguistics; curriculum

 **Abstract**

The language industry is growing at an unprecedentedly fast pace and the range of services offered is increasingly diverse in terms of the content processed, the target quality, the level of automation and the negotiated price rates. The aim of our contribution is to shed light on some of the above mentioned developments from the point of view of translation studies as an academic discipline, more specifically the point of view of teachers, trainers and curriculum developers for the generations of future language service providers. We approach this aim from three complementary perspectives: Firstly, we give an overview and a critical analysis of recently published surveys of the language industry, focusing on the expectations of the employers and clients regarding the skills and competencies of service providers. The overview includes major surveys such as the ELIA/EUATEC 2016 Language Technology Survey, SDL Language Technology Insights 2016, TAUS Translation Technology Landscape Report 2013/2016, but also some surveys on specific competencies (Gaspari et al. 2015). In the second part of the paper we present an overview of translation-related curricula, using the EMT network as the primary source of information (Torres Simon 2016; Ciobanu, forthcoming), but also including some related or emerging disciplines such as language engineering and digital humanities. The third and most original part of our presentation shows the online resources and model digital linguistics curriculum, as well as the results of a trans-European survey of labour market needs, performed within the Erasmus+ funded project DigiLing (digiling.eu). We argue that the professional profile of future multilingual mediators is multidisciplinary, with a strong technological foundation, but also that the popular beliefs about the ever diminishing quality requirements and pricing policies are not necessarily true for the language services of tomorrow.

 **SERRA VILELLA, ALBA**

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**DESARROLLO DE UNA BASE DE DATOS PARA FACILITAR EL USO DE DISTINTOS MATERIALES
EN EL ESTUDIO DE KANJI*DEVELOPMENT OF A DATABASE TO FACILITATE THE USE OF DIFFERENT MATERIALS IN THE STUDY OF KANJI* **Palabras clave / Paraules clau / Keywords**

Japonés; kanji; libros de texto / Japanese language; kanji; textbooks

 **Resumen / Resum**

La escritura japonesa usa caracteres de origen chino, kanji, y para poder leer con normalidad es necesario aprender aproximadamente 2000. En la formación de traductores tienen un papel importante pues traducir requiere una cierta fluidez en la lectura. Sin embargo, el elevado número se suma a la complejidad de un sistema de escritura tan diferente a los europeos, lo cual supone una especial dificultad en el aprendizaje. A pesar de que existen métodos nemotécnicos, para leer con fluidez es importante la práctica. En el grado de traducción de la UAB se usan dos libros de texto distintos para este fin, pero el número de ejercicios que inducen es escaso. Se podrían usar ejercicios de otros libros de texto, pero cada libro distribuye los kanji en lecciones en un orden diferente.

Para paliar este problema, hemos pensado en la creación de una base de datos que permita ordenar los kanji según las lecciones de un libro y muestre dónde aparecen en los otros, y así saber qué lección de otro libro sería posible utilizar. Aunque el orden sea diferente según los libros, partimos de la hipótesis de que todos los materiales intentan seguir una progresión de caracteres más sencillos a más complicados, lo que facilitaría el uso de ejercicios de diferentes libros comprobando la compatibilidad entre las lecciones.

Esta base de datos se ha creado en un documento de excel, introduciendo los kanji de la lista oficial de 2136 caracteres y el número de lección de éstos en cada libro. Para este fin se han usado los índices de cada libro digitalizados. Se han incluido los kanji de cinco series de libros (cada uno compuesto por más de un volumen): tres que se usan actualmente en la facultad de traducción, uno que se plantea usar en el futuro y el orden usado en el sistema educativo japonés.

Como resultado de la creación de esta base de datos y de su uso, hemos comprobado que a pesar de que todos los libros presenten los kanji en un orden diferente, la progresión general tiene similitudes y con una base de datos adecuada se pueden utilizar materiales distintos al libro principal. Esta herramienta será especialmente útil para los profesores de traducción, pues los futuros traductores necesitan un buen dominio de kanji para poder leer con fluidez.

 **Abstract**

Japanese writing system uses characters of Chinese origin, kanji, and it is necessary to learn around 2000 to be able to read normally. In the training of translators, kanji play an important role since translating requires fluency in reading. However, the high number of them, and the complexity of a writing system so different from European languages, results in a special difficulty in learning. Although there are mnemonic methods, in order to read fluently, practice is important. In the degree of translation of UAB, two different textbooks are used for this purpose, but the number of exercises they include is scarce. Exercises from other textbooks could be used, but each book distributes the kanji lessons in a different order.


To solve this problem, we created a database that allows to sort the kanji according to the lessons of a specific book and it shows where they appear in the others, so we know what lesson of another book we could use. Although the order is different from one book to another, our hypothesis is that all materials follow a progression from simpler to more complicated characters, which would facilitate the use of exercises from different books after verifying the lesson order.

This database has been created in an excel document, introducing the kanji of the 2136 characters official list and the lesson number in each book. For this purpose, the digitized indexes of the books have been used. We included the kanji of five series of books (each composed of more than one volume): three that are currently used in the Translation Faculty, one that may be used in the future and the order used in the Japanese educational system.

As a result of the creation of this database and its use, we have verified that although all the books present the kanji in a different order, the general progression has similarities and that a suitable database allows the use of different materials. This tool will be especially useful for translation teachers, as future translators need a good kanji knowledge to be able to read fluently.

 **SESTOPAL, MARÍA DOLORES**

Universidad Nacional de Córdoba

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title**

LA CURACIÓN DE CONTENIDOS Y LA ADQUISICIÓN DE LA COMPETENCIA TRADUCTORA Y CIBERCULTURAL
 CONTENT CURATION AND THE ACQUISITION OF TRANSLATION AND CYBER-CULTURAL COMPETENCE

 **Palabras clave / Paraules clau / Keywords**

competencia cibercultural; competencia traductora; curación de contenidos / cyber-cultural competence; translation competence; content curation

 **Resumen / Resum**


El advenimiento y evolución de Internet hicieron posible la democratización de la información: las fronteras espaciales se diluyen cada vez más y la información está al alcance de todos. Sin embargo, este proceso se ve acompañado de un gran riesgo: la explosión de información que puede llevarnos a caer en los peligros de la llamada “infoxicación”. Es necesario que el aprendiz de este nuevo milenio comprenda que información no es sinónimo de conocimiento, y que es importante reflexionar y gestionar la información para lograr una verdadera apropiación de los conocimientos. Por ello, el proceso de enseñanza-aprendizaje de traducción o interpretación actual debe incorporar dentro de sus objetivos el desarrollo de la capacidad de gestionar la información de manera eficiente y eficaz. Esta capacidad que forma parte de las competencias ciberculturales (Levy, 2007) que complementan y suplementan la competencia traductora (PACTE, 2003) implica que el alumno aprenda no solo las habilidades de búsqueda y selección de información, sino también las necesarias para evaluar y organizar la información recopilada. En vista de los nuevos paradigmas que enfrentan los alumnos de traducción e interpretación y como parte de un proyecto de investigación del grupo DITTIC avalado y subsidiado por la SeCyT, se organizó una propuesta didáctica en las cátedras de Traducción Comercial e Introducción a la Interpretación, Facultad de Lenguas, Universidad Nacional de Córdoba, Argentina. Esta propuesta tuvo como objetivo final que los alumnos sistematicen el proceso de documentación y organización de la información en torno a los principios de la curación de contenidos mediada por la tecnología (Guallar y Leiva, 2013). En el presente trabajo, en primer lugar se presentarán las cuatro fases de la curación de contenidos, es decir: búsqueda, selección, colección y uso o difusión de la información. Posteriormente, se analizará su relación con el desarrollo de la competencia traductora y las competencias ciberculturales de futuros traductores e intérpretes. Finalmente, se relacionarán las distintas fases de la curación de contenido con el uso de la tecnología conforme a los principios de aprendizaje propuestos por Cobo y Moravec (2011).

 **Abstract**

The advent and advances of Internet have resulted in the democratization of information: while spatial frontiers become more and more diluted, the information is now available to all. However, this process is accompanied by a great risk: the information explosion which may lead to the so called “infoxication” or “information overload”. The new millennium learners must understand that information is not a synonym of knowledge, and it is therefore important to carefully analyze and manage information for a true appropriation of knowledge. In light of this, the teaching-learning process for translators and interpreters must consequently include the development of the capacity to manage information efficiently and effectively among its learning objectives. This capacity, which is part of the cyber-cultural competencies (Levy, 2007) that complement and supplement the translation competence (PACTE, 2003), implies that the students should not only learn the necessary skills and abilities to search for and select information, but also those needed to assess and organize the information gathered. Given these new paradigms that the students of translation and interpreting face, and as part of a research project of the DITTIC group which received a grant from SeCyT, a didactic proposal for the chairs of Commercial Translation and Introduction to Interpreting was developed at the School of Languages, National University of Córdoba, Argentina to address this issue. The final objective of this proposal was for the students to learn how to systematize the documentation and information management process under the principles of technology-mediated content curation (Guallar y Leiva, 2013). In this work, the four phases of content curation will be presented, namely: information search, selection, collection and use. Then, their relation to the development of translation and cyber-cultural competencies of future translators and interpreters will be analyzed. Finally, the different phases of the content curation will be related to technology under the learning principles proposed by Cobo and Morave (2011).

 **SILVA, MÁRCIA MOURA DA**

Universidade Federal do Rio Grande do Sul

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

TRANSLATION INTO A SECOND LANGUAGE

 **Palabras clave / Paraules clau / Keywords**


linguistic competence; translation into a second language; translation competence

 **Abstract**

Because of the undeniable central role occupied by the English language in a globalised world, we have been witnessing an increasing number of scientific and academic papers written in this language by non-native speakers, so that they can reach a wider readership (Aixelá, 2009). Although many authors manage to have their papers published first time, many others have their papers rejected on the ground of poor writing. Some of these authors will have a second chance with the proviso they have their papers revised by a native speaker of English. What publishers do not know, however, or pretend not to know, is that most likely there is a translator behind many resubmitted papers whose mother tongue is not English. It seems that the fact that in many countries asking a native speaker to either revise or translate a text can be both difficult and expensive is frequently overlooked by some of the players involved in these interactions. In such a scenario, it is discouraging to see that the notion that a translator should only translate into her/his mother tongue is alive and kicking. As a professor in a BA course in a federal university in Brazil, I miss an ampler debate on translation into the second language, which is one of the modules in our course. To my understanding, since non-native speakers of English have outnumbered native speakers (Jennings, 2012), it is ever more pressing to talk about translating into a second language so that we can build a healthier academic environment in which our students can be better prepared to enter the translation job market. Drawing on authors such as Hurtado Albir (2015), Kelly (2012), and Schäffner (2000) who defend a translation competence-based translation training, this communication explores how translation competence can be just as beneficial in this type of translation training as it is in translation into the mother tongue training. Using my experience of the Brazilian academic setting, where additional difficulties are faced as a number of undergraduate translation students do not possess the level of the foreign language required to carry out translation tasks to acceptable standards, I propose we look at a more holistic approach in translation training to include tasks aiming specifically at further practising linguistic competence.

 **SINGER CONTRERAS, NÉSTOR; RUBIO MARÍQUEZ, MANUEL; RUBIO MARTIN, RAQUEL**

Universidad de Santiago de Chile

 **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**

DIMENSIÓN AFECTIVA EN LA ENSEÑANZA DE LENGUAS EN PROGRAMAS DE TRADUCCIÓN: EVOLUCIÓN DE LAS REPRESENTACIONES SOCIALES DE ALUMNOS DE PRIMER Y QUINTO AÑO DE PREGRADO

AFFECTIVE DIMENSION IN LANGUAGE TEACHING IN TRANSLATOR TRAINING PROGRAMMES: EVOLUTION OF SOCIAL REPRESENTATION HELD BY FIRST- AND FIFTH-YEAR STUDENTS OF AN UNDERGRADUATE PROGRAMME

 **Palabras clave / Paraules clau / Keywords**

representaciones sociales; enseñanza de lenguas en traducción; aprendizaje significativo / social representations; language teaching in translation; effective learning

 **Resumen / Resum**


Muchas propuestas para la enseñanza de la traducción y, en particular, para la enseñanza de lenguas en programas de pregrado, parecen no abordar la complejidad de las representaciones sociales inherentes del alumno en los procesos didáctico y de planificación en las asignaturas en dichos programas. En concreto, este trabajo aborda una nueva línea de investigación sobre representaciones en cuanto a la enseñanza y aprendizaje de una lengua extranjera para potenciar el desarrollo de la competencia comunicativa en traductores chilenos. De esta forma, la finalidad de esta ponencia es comparar las representaciones sociales que portan los estudiantes de primer año y quinto año de la carrera de Lingüística Aplicada a la Traducción de la Universidad de Santiago de Chile (USACH). Para la recolección de datos se aplican dos técnicas: la primera es una asociación libre de conceptos y, la otra, una entrevista semiestructurada a cuatro grupos de estudiantes. Ambas técnicas apuntaban a explicitar el conocimiento de sentido común en relación con el dominio, la enseñanza y el aprendizaje de una lengua extranjera. Los resultados indican que los estudiantes han experimentado un aprendizaje autogestionado, mediante el consumo multimodal, que revela una disposición subjetiva favorable al contacto virtual con otras lenguas. Además, se evidencia una reconstrucción de la identidad cultural mediante la negociación colectiva de significados en internet como herramienta de aprendizaje informal. Por otra parte, en el contexto de aprendizaje formal, enfatizan el rol de un clima de aula y de un estilo de docencia como potenciadores de la interacción en la lengua meta, aunque difieren en las argumentaciones relativas al uso de la lengua materna como lengua de enseñanza y al grado de conciencia sobre las estrategias metacognitivas utilizadas. Se concluye que, desde una visión dispersa y con algunas contradicciones, se transita a una visión coherente y fundamentada que constituye un insumo válido para 1) la toma de decisiones en el aula, 2) la implementación de cursos de lengua que incorporen las habilidades y competencias digitales de los traductores en formación y 3) la mejora curricular de los planes de estudio en base a aprendizaje significativo y profundo.

 **Abstract**

Several proposals for translation education and, particularly those for language teaching in translation undergraduate programmes, seem to exclude students' complexity of inherent social representations in didactic and planning processes of language course units in such programmes. Thus, this exploratory work involves exploring representations towards foreign language teaching and learning to foster translator communicative competence in Chilean translators. The purpose of this presentation is to compare the social representations held by first- and fifth-year students of the undergraduate translation studies programme at Universidad de Santiago de Chile (USACH). Two techniques were used for data collection process: a free association of concepts and a semi structured interview with four groups of students. Both techniques aimed at explicating their common knowledge and understanding of second language proficiency, teaching and learning. Results show that students have experience a self-driven learning process through multimedia consumption, which reveals a favourable subjective perspective towards virtual contact with other languages. Furthermore, on the one hand, participants evidence a reconstruction of cultural identity by means of collective negotiation of meaning on the internet as an informal learning tool. On the other hand, in a formal learning context, students emphasize rapport and teaching style as interaction boosters in L2, though arguments differ as to L1 use as means of delivery and degree of awareness of the metacognitive strategies used. It is concluded that students move from an unfocused, inconsistent vision to a coherent, sound stance, which constitutes a valid resource for 1) in-class decision making, 2) implementation of language course units that foster translator trainees' skills and digital competences, and 3) improvement of curricular design based on effective and deep learning.

 **SINGER CONTRERAS, NÉSTOR; BASAURE CABERO, ROSA**

Universidad de Santiago de Chile

 **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** 

LO QUE NO SE QUIERE DISCUTIR: ¿QUIÉNES SON LOS PROFESORES DE LENGUA INGLESA EN PROGRAMAS DE FORMACIÓN DE TRADUCTORES EN CHILE?

AN ELEPHANT IN THE ROOM: WHO ARE THE ENGLISH LANGUAGE TEACHERS IN TRANSLATOR TRAINING PROGRAMMES IN CHILE?

 **Palabras clave / Paraules clau / Keywords**

representaciones sociales; programas de traducción; profesores de inglés / social representations; translator training programmes; English language teachers

 **Resumen / Resum**

En los últimos años, ha emergido un interés por la enseñanza de segundas lenguas en la formación de traductores a nivel de pregrado. No obstante, las diversas propuestas no dan necesariamente cuenta de la realidad contextual de los programas de traducción de pregrado en Latinoamérica, que además de desarrollar la competencia traductora paralelamente deben generar una competencia comunicativa efectiva en las L2.


En el caso particular de Chile, el mayor porcentaje la oferta de pregrado apunta a la traducción español-inglés, pero existe una serie de interrogantes en cuanto a las representaciones de los profesores que imparten clases en dichos programas, en concreto, las concepciones sobre su rol, cómo debe enseñarse una lengua, cómo debe ser una clase y, por sobre todo, cómo su quehacer docente conduce al desarrollo efectivo de la competencia lingüística para propósitos de traducción. Este trabajo apunta a mostrar los resultados de un estudio exploratorio en el que se indagaron las representaciones de 20 profesores que imparten asignaturas de lengua inglesa en 6 instituciones a lo largo de Chile. Para recolectar dichos datos, se generó un cuestionario online con preguntas de selección múltiple en torno a las representaciones respecto al rol de la gramática, vocabulario, desarrollo de habilidades comunicativas y conocimiento de la competencia traductora y su vínculo a asignatura-perfil de egreso. Del mismo modo, se incluyeron preguntas abiertas para permitir a los profesores expresar su discurso. Los resultados evidencian el predominio de enfoque edéctico con un fuerte énfasis en el metalinguaje como forma de instrucción, así como metodologías que promueven la autogestión del aprendizaje. Además, se establece que, si bien existe una noción de la competencia traductora, los profesores no logran conectar coherentemente su quehacer del aula con la labor de los traductores que forman. Se concluye que es necesario realizar observaciones de clases para validar las representaciones señaladas y lograr evidenciar tangiblemente la existencia de las estrategias expuestas en las clases de lengua en los diversos programas de traducción. Del mismo modo, los resultados obtenidos podrían informar el diseño de un programa de capacitación continua para estos docentes a nivel nacional para entregar herramientas y estrategias para fomentar el aprendizaje significativo de la competencia comunicativa en inglés como L2.

 **Abstract**

In recent years, there has been an increasing interest in language teaching in undergraduate translator training programmes. However, several proposals do not account for the context of such programmes in Latin America, which are required to develop both translator competence and effective communicative competence in L2. In the Chilean case, most undergraduate programmes offer Spanish-English translation, yet there are a series of questions regarding the representations of teachers delivering lessons in those programmes. Some of the problematized issues include their professional role, how a language should be taught or a lesson should be delivered, how a lesson is supposed to be, and perhaps more important, how their teaching impacts the effective learning and development of the linguistic competence translators require. This presentation aims to present the findings of a study that explores the social representations held by 20 English language teachers who work in 6 institutions in Chile. For data collection, an online, multiple-choice based questionnaire was designed, which also incorporated open ended questions. It addressed representations regarding the role of grammar, vocabulary, development of linguistic skills, knowledge of translator competence and its relation with the programme profile. Results show the predominance of an eclectic approach with a strong emphasis on metalinguage as means of instruction, as well as methodologies that promote autonomy in the learning process. Moreover, data reveals that, although there is a basic notion of translator competence, teachers are unable to link it coherently with their performance in the classroom. It is concluded that it is necessary to observe lessons to validate these representations and tangibly evidence the existence of such strategies in the English language classes in diverse translation training programmes. In addition, these findings may inform the design of a teacher development course for these teachers nationwide to equip them with the necessary strategies and tools to foster effective learning of the communicative competence in English as a second language.

 **SPOLIDORIO, SAMIRA**

State University of Campinas

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

TEACHING TRANSLATION IN BRAZIL: A BRIEF OVERVIEW OF UNDERGRADUATE COURSES IN TRANSLATION

 **Palabras clave / Paraules clau / Keywords**


translation teaching, university; professional education

 **Abstract**

The present paper is part of an ongoing Ph.D. research project focused on didactics of translation in undergraduate courses in Brazil. Part of the research will map out the current situation (although we understand this situation is constantly changing) of translation undergraduate courses in the country. The analysis of the programs will initially be done based on the division of 'what and how to study translation' (and, consequently, what and how to teach translation) as suggested by Williams & Chesterman (2002). Namely, there are four main areas of research on translation teaching: 'Curriculum Design', addressing the structure and organization of content offered in translation courses; 'Implementation', studying courses already in progress, with its content and necessary constant adaptations to keep the course aligned with current trends; 'Typical Problematic Areas', addressing issues and challenges of textual and translation competence needed by the translators and how to foster these competences in aspiring translators; and finally the 'Professional Dimension', aiming to investigate perceptions and opinions of current students and alumni about the education received during the course and their careers as translators. Currently, the research is focused on 'Curriculum Design', collecting data found on the website of the Brazilian Ministry of Education, the student guide publication *Guia do Estudante*, and web pages of universities. It is important to mention, however, that unlike other professional areas, translation is not an officially recognized and regulated profession in Brazil. This lack of specific regulation entails, consequently, a lack of basic regulation for training courses as well. Thus, the university training courses offer different compositions. The most significant differences encountered concern course workload, theory-practice emphasis, and core curriculum, as presented in the research so far.

 **STANDVIK, INGEMAR; FABER, ILDIKÓ**

European Commission

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title***MODELLING OF EXCELLENCE IN TRANSLATION* **Palabras clave / Paraules clau / Keywords**

modelling of excellence; translator competence; beliefs and values; metacognition

 **Abstract**

The presentation describes a project on modelling of excellence in translation run at the European Commission's Directorate-General for Translation. The project was based on interviews with six experienced in-house translators. In the EU context, full or partial multilingualism is imposed at most steps of the text production chain. Both outreach material and binding legislation creating rights and obligations are drafted in 24 languages. Since all these language versions but one are drafted through translation, translation plays a key role for the functioning of the entire EU project. Translation is the interface between the EU and the citizens.

In this context, the overall purpose of the project was threefold:

- to contribute to giving proper attention to this important work that is being carried out behind the scenes;
- to put at translators' disposal a model of excellence that can inspire colleagues to reflect on their own beliefs, values and working methods; and
- to elicit a process of collective progress through exchange of experiences.

The hypothesis was that excellent translators have detectable translation strategies and present common patterns for how they go about the translation. Six translators, who by their superiors and peers had been identified as being excellent both in terms of quality and productivity, were interviewed. The interviews aimed at eliciting patterns as to what experienced professionals do when they translate/revise, how they do it and why. On the basis of the common patterns a set of strategies was identified and a model was built. At the highest level, the components of the model were "care - be aware - dare". Under each of these headings a handful of capabilities were mapped. Interesting patterns emerged, such as the role that


- caring for quality plays for creating virtual circles for constant improvement,
- curiosity and playfulness has for being aware and for taking on different perspectives,
- being aware of one's energy levels has for self-calibration, work organisation and sustainability,
- daring plays to enable being both self-confident and ruthlessly self-critical at the same time.

The findings are potentially interesting for translation teaching as they would seem to confirm, in full-fledged professionals, the wellfoundedness of the dynamic, problem-solving approach to competence taken in the EMT competence framework, in particular with regard to personal and interpersonal skills, pointing at the importance of metacognition, of being aware of one's own awareness.

The combination of the three elements clearly impacted on the interviewees' agency: knowing what to do and caring and daring to do it.

 **SZYMCZAK, PIOTR**

University of Warsaw

 **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** 


SNOWBALL EFFECTS AND SNOWFALL EFFECTS IN TRANSLATION CLASSROOMS: WHAT HAPPENS TO WIKIPEDIA ARTICLES DEVELOPED BY TRAINEES

 **Palabras clave / Paraules clau / Keywords**


translator training; Wikipedia translation; social constructivism

 **Abstract**

The recent transition to digital forms of communication and content creation has been refashioning translation on a scale comparable only to the past watershed events in the history of the profession. As with all major technological breakthroughs, the broader implications of this process do not become apparent immediately. Clay Shirky calls this the paradox of revolution: “The bigger the opportunity offered by new tools, the less completely anyone can extrapolate the future from the previous shape of society”. The full potential for innovation only becomes apparent in hindsight, when the complex ripple effects of societal change have made themselves felt more clearly. In translation pedagogy, one such unexpected effect of the ongoing change is the emergence of large-scale crowdsourced work. Made possible by increased connectivity and digitized workflows on Web 2.0, this development is obviously a boon to social constructivist modes of translator education. The opportunities provided by this model have attracted scholarly attention, and researchers have looked at how we can increase learner autonomy and translation competences in trainees by assigning authentic translation projects online as part of classroom instruction, notably including translations of Wikipedia articles. However, one area has so far been overlooked in translation research: we don't know what happens to learner-developed material when the translation course is over. Does it get used or ignored, or does it perhaps create its own snowball effects by triggering more work by others? This paper plugs this gap by outlining and discussing some of the recent attempts to incorporate the use of Wikipedia in translator education, and by examining the usage and edit statistics of Wikipedia articles developed by learners. This way, empirical and conceptual answers can be offered concerning the utility and evolution of student work in the real world.

 **VALDENEBRO SÁNCHEZ, JORGE**

Universidad de Lorena

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

LA FASE DE COMPRENSIÓN Y DOCUMENTACIÓN, ESENCIALES EN EL PROCESO TRASLATIVO. ESTUDIO DE LOS PROBLEMAS SURGIDOS EN LAS AULAS DE TRADUCCIÓN DE LEA (LANGUES ÉTRANGÈRES APPLIQUÉES)

THE IMPORTANCE OF THE COMPREHENSION AND DOCUMENTATION PHASE IN THE TRANSLATIONAL PROCESS.

A STUDY OF THE CASES EXPERIENCED IN THE LEA TRANSLATION CLASSROOMS (LANGUES ÉTRANGÈRES APPLIQUÉES)

 **Palabras clave / Paraules clau / Keywords**

comprensión; documentación; problema / comprehension; documentation; problem

 **Resumen / Resum**


La traducción es un proceso complejo. Dicho proceso cuenta con un conjunto de fases. No obstante, ocurre a menudo (sobre todo en aquellas personas iniciándose en el ámbito de la traducción) que el traductor suele centrarse en traspasar, simplemente, la palabra u oración de una lengua a otra; es decir, el traductor realiza una actividad puramente lingüística, sin entrar en la más profunda complejidad de dicha tarea. Pero, como hemos dicho al principio, hay un gran trabajo que es fundamental y que se debe realizar antes de pasar a la fase de reexpresión. Se trata de la fase de comprensión y documentación. El hecho de no trabajar cuidadosamente ambos pasos podría dar lugar a graves errores como el falso sentido o, incluso, el sin sentido, entre otros. Es una tarea laboriosa, pero que, si se hace como es debida, convertirá más ameno el resto del proceso traslativo. Por ese motivo, para confirmar la importancia de ambas fases, en el presente trabajo se estudian los diferentes problemas que han surgido por parte los alumnos de primer y segundo curso de LEA (Langues Étrangères Appliquées) de la Universidad de Lorena, en Nancy (Francia) en las asignaturas de Initiation à la traduction y Thème économique et commercial. Abordaremos, en primer lugar, las características de los diferentes textos que hemos abordado en clase para, posteriormente, estudiar las dificultades que aparecen en estos. Posteriormente, analizaremos los errores cometidos a causa de la incorrecta documentación y comprensión del texto origen y, finalmente, veremos los diferentes mecanismos posibles para hacer frente a las dificultades originadas en las dos fases que estudiamos en el presente trabajo.

 **Abstract**

Translation is a complex process. This process consists on a set of phases. However, it often happens (especially to those who start in the field translation) that the translator usually focuses on simply transferring words or sentences from one language to another; i.e., they do a purely already stated at the beginning, it is necessary and very important to carry out a great amount of work before moving on to the re-expression phase. It is about the comprehension and documentation phase. If we do not work carefully on both steps, it could lead to serious errors such as false sense or even nonsense, among others. It is a laborious task, but if we perform it properly, it will make the rest of the translating process more enjoyable. For this reason, to confirm the importance of both phases, in the present work we study the different problems that the first and second year students of the LEA (Langues Étrangères Appliquées) of the University of Lorraine, in Nancy (France) have experienced in the subjects of Initiation à la traduction and Thème économique et commercial. We will tackle, first of all, the characteristics of the different texts that we have seen in class to later study the difficulties that appear in those. Afterwards, we will analyse the mistakes made due to the incorrect documentation and understanding of the source text and finally we will discuss the different possible mechanisms to face the difficulties originated in the two phases we study in the present work.

 **VOTTONEN, ERJA**

University of Eastern Finland

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

EXPLORING THE ROLE OF TRANSLATION THEORY IN ADVANCED STUDENTS' JUSTIFYING OF TRANSLATION SOLUTIONS

 **Palabras clave / Paraules clau / Keywords**


translation theory; translator training; process research

 **Abstract**

According to European Master's in Translation competence framework (EMT 2017), students should know how to justify their solutions "using the appropriate metalanguage and applying appropriate theoretical approaches". In this paper, I study whether MA level students refer to theoretical concepts explicitly or implicitly while justifying their translation solutions. In particular, I am interested in the Western notions of foreignization and domestication, but also the notion of 'the golden mean' presupposed by the Russian tradition, and their role in students' reasoning. The research data consists of the screen recordings and retrospective comments of 12 MA level translation students of which six major in English language and translation and six in Russian language and translation. All participants have completed their BA degree, which includes theoretical and practical translation classes. Therefore, it can be expected that the participants possess theoretical and practical knowledge. The participants were asked to perform a translation task into L1 (Finnish) with different briefs, which were expected to reveal decisions related to the notions of foreignization, domestication, or 'the golden mean'. Two participants translated the text to be published in travel magazine Mondo, two in the travel section of the daily newspaper Helsingin Sanomat, and two in the children's news section of Helsingin Sanomat. The translation process was recorded with screen recording software. After the task, the participants performed retrospection with the screen recording of their process as a cue. Retrospections were recorded as well. Content-based analysis of retrospective reports shows that to some extent the participants explain their decisions with information searches and parallel texts, but mostly by subjective knowledge, common beliefs and intuition. Some references are made to the recipients and the function of the translation, but the participants rarely refer to theoretical notions explicitly. The macro-level strategies of foreignization, domestication, and 'the golden mean' are referred to rarely, but some micro-level strategies appear to reflect these notions.

 **WATERLOT, MURIEL**

The John Paul II Catholic University of Lublin

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

FUNCTIONAL & TASK BASED TRANSLATION TEACHING IN FLE

 **Palabras clave / Paraules clau / Keywords**

translation; FLE; functional approach; task based approach; translation didactics


 **Abstract**

Because of the growing need for a didactic approach for translation teaching (enhanced by the Common European Framework of Reference for Languages of the Council of Europe in 2001) in Foreign Language Education (hereafter FLE-translation), we decided to explore to what extent foreign language education (FLE) could benefit from the insights from the didactics of translation.


This presentation consists of three parts. The first part inquires whether there are areas of synergy between the didactics of translation and the didactics of FLE which can enhance the dialogue between both disciplines in view of a fruitful exchange of teaching insights. Having as well confirmed the overlap in meaning and contents of a number of key concepts from both areas of education we defined an integrated didactical model for the enhancement of the Intercultural Communication Competence (ICC) in FLE-translation (model 1). Integrating the two models comes down to the implementation of elements of the functional approach in translation into an ICC-model used in foreign language didactics.

The second part shortly outlines the methodology of a pilot study in which we verified whether model 1 is fitted for FLE-translation. This has been analysed on the basis of a case study realised during the first semester of the academic year 2016-17 in the Dutch FL-translation classes from the third year of the bachelor studies of the Chair of Dutch Literature and Language in Lublin (Poland). In this part we will present some research findings which enhanced us to amend model 1.

In the third and last part of this presentation, we will briefly present the methodology implemented in the different stages of the main study in which model 2 was tested during the Dutch FL-translation classes of the second semester of the same academic year. The effectiveness of the model for the fostering of ICC was assessed on the basis of the findings of surveys, think-aloud protocols, translation tasks and interviews. In this part we will show how the fostering of the ICC has been 'measured' in the FL-translation classes by means of think-aloud-protocols and translation tasks and present some relevant research findings.

 **WAY, CATHERINE**

Universidad de Granada

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

TRANSLATION COMPETENCE AND EXPERTISE: A BONE OF CONTENTION?


 **Palabras clave / Paraules clau / Keywords**

translation competence; expertise; translator training

 **Abstract**


Building upon our previous presentation in Didtrad 2014 Translator Competence and Beyond: New Challenges for Translator Training in which we compared Dreyfus and Dreyfus' (1986) classification of expertise, Atherton's discussion of competence, proficiency and expertise (2013) and Snowdon and Boone's framework for decision making (2007), we will proceed from discussions of the current debate about the apparent confusion between translation/translator competence (TC) and expertise towards an outline of our perception of this perplexing issue. Shreve, Angelone and La Cruz (2018) have recently examined the psychological reality and status of competence by asking whether expertise and translation competence are the same thing. Their excellent overview and analysis of the current situation in Translation Studies (TS) literature poses many questions concerning the "awkward coexistence" of competence and expertise. The authors put forward the idea that TC may be a pedagogical construct that may have outlived its usefulness and that expertise could be a more robust concept in cognitive translation studies, suggesting that TS adopt an expertise framework, as has occurred in interpreting studies. Whilst their convincing arguments provide food for thought, inevitably, we are faced with even more challenging mysteries to solve on how cognition intervenes if we are to provide effective translator training. Furthermore, we contend that TC and expertise are not the same and neither are they mutually exclusive. We will table a description of the acquisition of TC leading to expertise in an attempt to navigate through the labyrinth of complex cognitive steps necessary to progress towards our goal of becoming or of training competent, expert translators, considering the role TC plays in this undertaking.


 **WILLIAMSON, PATRICK**
Paris Sorbonne Nouvelle 3


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

 **Título / Títol/ Title** 


THE VERSALITY OF THE TRANSLATING FACILITATOR

 **Palabras clave / Paraules clau / Keywords**
facilitator; method; learning

 **Abstract**
Confidence building, by giving the translation student the freedom to create, but with strict guidelines, is one of the keys to translating teaching. Building a translation course for professional translators requires a number of skills and input from both teacher and the students. Based on my current activity as a professional translator and a lecturer on a Master's in translation, and prior experience as an EFL teacher, I will assess the methods and elements that might make up a translation course and draw up a rough guide as to the most important. Translation studies and discourse analysis are well and good, but human and cultural exchange lie at the heart of translating and language teaching, in any form. In my view, many of the methods and qualities needed for a successful outcome are common to both fields, and interact to create a constructive learning experience. Stimulation and structure are essential for both parties to the learning contract. Both require general knowledge and linguistic skills, to be challenged and extended. Both require input from the teacher and the student plus the space to interact and explore. Think, and you can turn in a quality translation. Reread and apply strict rules. Read widely and apply. Translation facilitator, to borrow a term from EFL, might be a better word than teacher. I apply the lesson plan method as for teaching EFL: a stimulating opener to get the class thinking together and/or to introduce the topic, a clearly-stated objective, instruction or imparting of knowledge, feedback, an activity, plus downtime and homework to reinforce the information acquired. Time management, spontaneity, some digression (but not too much) are also required. The question I will examine is how much should each element be dosed, and how best adapt to the mood of the class. Lastly, the facilitator has to acknowledge that each individual has their own psychological make-up, cultural background and prejudices and must channel their qualities to the greater good. The translator is invisible to a certain extent, and so is the translating facilitator.

 **XU, RAN**

China Foreign Affairs University

 **Ámbito / Àmbit / Topic**

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

 **Título / Títol / Title** 

BRIDGING THE GAP FOR JOURNALISTIC TRANSLATION TRAINING: TRANSLATION PLACEMENT FOR NEW MEDIA JOURNALISM

 **Palabras clave / Paraules clau / Keywords**


journalistic translation; placement; new media

 **Abstract**


Journalistic translation has been one of the most popular courses for students in translation schools. However, translation teachers may not be aware of the tectonic shifts taking place in media sector. With the rapid development of new media journalism, featuring the use of tablets, smart phones and any other mobile reading devices or tools capable of accessing the Internet, nowadays a news story can be presented with video clips, audio clips, relevant graphics and even links to related stories, and the news story has the potential of reaching larger audiences in a shorter period of time. Such features of new media require journalistic translators for a set of qualities not exactly the same as before. Unfortunately, such qualities have not received enough attention in professional translation training. This may explain the reason why students often felt not well prepared in journalistic translation even after taking some related courses. This paper suggests that the gap between what is taught in translation programs and what is needed in professional journalistic translation practice can be narrowed or bridged through hands-on placement projects for media companies.

Against this background, this paper introduces a collaborative project between China Foreign Affairs University and a converged media by Reference News and Tencent.com. In this placement project, the editors from Reference News and Tencent.com chose news content from different newspapers and sources across the world. Thirty postgraduate trainee translators who took journalistic translation course were involved in translating these articles into Chinese and published at Reference News' new media site.


In order to examine how the students improved throughout the 6-month placement, this paper compared the STs with students' TTs as well as the edited texts (the final products) on the website. This paper also had retrospective interviews with the students in order to record the development of their decision-making and problem-solving abilities throughout the placement. Some preliminary results showed that the students have gradually realized the importance of target readership analysis and necessity of using trans-adaptation method rather than complete translation in handling of international news. During the placement, they have experimented with how to best present the message, striking a balance between the multimedia involved, so as to not distract the audience from that key message. They have also learned to maintain their integrity and have good teamwork.

 **XU, RAN**

China Foreign Affairs 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** 

TRAINING INTERPRETERS USING CORPUS TOOLS FOR INTERPRETING PREPARATION

 **Palabras clave / Paraules clau / Keywords**


interpreting preparation; comparable corpora; term extraction; concordance; focus groups

 **Abstract**

Although the use of comparable corpora and corpus tools offers potential benefits to interpreters' preparation for specialised interpreting assignments, it has received relatively little attention to date from interpreting trainers and practitioners. This paper demonstrates using corpus tools on Sketch Engine's platform in actual interpreting training and practice, discusses some of the challenges of training interpreters to use corpus tools and then describes how 84 MA interpreting students from a Chinese and a British university reacted to a hands-on workshop on using corpus tools for interpreting preparation. "Focus groups" were run to collect feedback from the students after they used Sketch Engine (web crawler, automatic term extraction and concordance functions) in their preparation for specialised interpreting tasks. Most students expressed positive attitude on the corpus-based interpreting preparation. They reported that the tools available on Sketch Engine are easy and convenient to use, yet prior training and enough hand-on practice is necessary before the tools could be used efficiently. They also reported that using the tools could significantly reduce their workload and preparation time, and the tools could increase their preparation efficiency as well. For interpreters and interpreter trainers, this paper offers practical guidance on interpreters' preparation for technical and scientific meetings. Ideally, training on how best to implement this preparation could become a valuable complement to interpreter training once basic interpreting skills have been mastered.

 **YANG, JUN**

University of Leeds

 **Ámbito / Àmbit / Topic**

Enseñanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

 **Título / Títol/ Title** *TRANSLATION QUALITY ASSESSMENT: EXPLORING THE IMPORTANCE OF ENGAGING 'REVISION'
IN TRANSLATION TRAINING* **Palabras clave / Paraules clau / Keywords**

translation training; revision; error typology

 **Abstract**


This study explores the influence of revision procedures on the process and the quality of translation by analysing empirical data from collaborative translation projects. The study elaborates why 'revision' is needed as a formal aspect in translation training. According to the quality standards in translation service industry (i.e. ISO 17100:2015), revision (bilingual editing) should be included as a minimum in translation production process. Given that 'revision' is highly valued in the professional industry, whereas the role of 'revision' is often underestimated in translation training and is absent from the curriculum design. This study collected empirical data in the collaborative environment in which different text types are included (specialised text and literature text). It uses an error-annotation approach to assess translation quality at different project stages: translation, revision (self-revision and peer-revision), and final output. It discusses: 1. the effectiveness of the collaborative workflow in translation projects: comparing the first self-revised translation versions and subsequent peer-revised versions to examine how quality evolves through different revision procedures; 2. the significant error types: the most frequent errors made and corrected by the translators.

Error annotation of the draft translations shows that the 'raw' output of the translator novices needs vigorous revision, highlighting the necessity of informing how to conduct 'revision' in translation training. It then reveals that 'self-revision' does not work as effective as 'peer revision', indicating the novices' deficiency in spotting and correcting their own mistakes. 'Peer revision' appears to be the most efficient procedure in improving translation quality. It suggests a peer-learning process in the collaborative translation projects in which the novices can find out others' problems and produce solutions through collaboration. Finally, the significant error types which are identified empirically in different text types reveal the weaknesses of the novices, implying what skills need to be reinforced in future training.

The outcome of this study emphasises the benefits of adopting collaborative translation projects in translation training programmes, as the translators can learn their strengths and weaknesses through the peer feedback provided during the revision stage. More importantly, it highlights the importance of 'revision' in improving translation quality. The study suggests implementing error typology in translation quality assessment for both the translator trainees and the instructor so that systematic, coherent and informative feedback could be provided, particularly in pointing out specifically what needs to pay attention to when revising translation and in future training.

 **YETKIN KARAKOÇ, NIHAL**

İzmir University of Economics

 **Àmbito / Àmbit / Topic**

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

 **Título / Títol/ Title** 

ROLE-PLAY FOR SIMULATION PURPOSES IN CONSECUTIVE INTERPRETING

 **Palabras clave / Paraules clau / Keywords**

consecutive interpreting; role-play; social-constructivist approach

 **Abstract**

As Fay (2001) stated, playing X and knowing that one plays X is completely different than being X. The very proposition is the point of departure of this study which questions the efficiency of simulation classes in Consecutive Interpreting for undergraduates in qualitative terms. To analyze this, the consecutive interpreting class taught by the researcher was investigated after the simulation classes through questionnaires and one-to-one interviews. The simulation basically exercised during the class was composed of three roles: a guest instructor from any department in the university who is supposed to be a total stranger to interpreting class students and who plays the expert; the instructor of the class who plays the mediator and the students who play the interpreter upon the initiation of the instructor. The aim of the simulation classes is to let the students feel that the role an interpreter plays in a meeting is of significance and to facilitate the development of strategies in an emergent linguistic or communication crisis during the process. It was seen that such simulation has more pros than cons. In addition, putting the cognitive skill development aside, this practice has contributed substantially to the students' psychological and social skills as well as their general knowledge in various fields. The findings are considered to be of use for translation didactics and well compatible with the social-constructivist Kiraly's (2000) idea that "translator education is a dynamic interactive process based on learner empowerment", rather than on "entailing a set of finite skills and knowledge to be ingested passively". The study can further be conducted in quantitative terms to test the change in the perception of students after simulation.

Pósters • *Pòsters*

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& BASAURE CABERO, ROSA ISABEL; CONTRERAS TORREGROSA, MARCELA
Universidad de Santiago de Chile

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

& **Título / Títol / Title** &

CONSIDERACIONES CURRICULARES PARA EL CASO CHILENO: LA INFLUENCIA DEL CONTEXTO INTERNACIONAL
EN LA FORMACIÓN DE LOS TRADUCTORES

*CURRICULAR CONSIDERATIONS FOR THE CHILEAN CASE: THE ROLE OF INTERNATIONAL CONTEXT IN
TRANSLATION THEORY TEACHING*

& **Palabras clave / Paraules clau / Keywords**

didáctica de la traducción; contexto internacional; formación de traductores / translation teaching; international context; translation training

& **Resumen / Resum**

Actualmente, la formación de los traductores aborda problemáticas no sólo lingüísticas, sino que también algunas que deben ser enfrentadas considerando lo cultural y/o lo pragmático.

Sin embargo, durante su proceso de formación, el traductor muchas veces se ve alejado de situaciones del contexto internacional, tales como los movimientos migratorios, los conflictos internacionales y las nuevas demandas de la sociedad civil, como la identidad de género.

Esto establece nuevos desafíos tanto para la práctica como para la enseñanza de la traducción en un mundo globalizado, lo que brinda la oportunidad de reflexionar respecto a las particularidades del traductor en su rol como mediador cultural y la importancia del contexto sociocultural actual.

En el caso chileno, este fenómeno no se traduce en la dimensión curricular de los programas de pregrado, por lo que podemos establecer que existe una débil relación entre el diseño curricular de las universidades chilenas y las diferentes realidades y movimientos del entorno internacional.

En este poster, establecemos que las instituciones de educación chilenas, en su papel de encargadas de generar lineamientos para la formación y el desarrollo de los traductores como profesionales con un sello de responsabilidad social, presentan una adopción parcial del ámbito del contexto internacional y de la inclusión de este aspecto en la formación actual de los futuros traductores chilenos.

Ante este desafío, se presenta, a modo de ejemplo, una modificación curricular para el programa de Licenciatura en Lingüística Aplicada a la Traducción mención inglés-japonés e inglés-portugués de la Universidad de Santiago de Chile respecto de este tema, particularmente para la cátedra de Principios y Fundamentos de la Traducción, que corresponde a la base de las asignaturas de especialidad, así como la creación de una línea de asignaturas electivas respecto a relaciones internacionales y traducción, considerando la relación traducción-contexto internacional como un eje formativo.

& **Abstract**

Nowadays, Translation education tackles not only linguistic problems, but other issues involving cultural and/or pragmatic elements. However, during their training process, sometimes translators are disconnected from highlights occurring in the international context, such as migration, international conflicts and Civil Society new gender-identity requests. This phenomenon establishes new challenges for translation practice and teaching immersed in a globalized world, giving us the opportunity to reflect on translators' particularities and their role as cultural mediators, as well as the importance of the current socio-cultural context for this field. However, such reflection does not seem to penetrate into the Chilean undergraduate programs curricula, i.e. there would seem to be a weak relation between Chilean universities curricular design and the different realities and movements in a wider international context. Hence, this poster explores this issue and established that Chilean institutions partially adopt an international-based approach to translation education and presents the case-study of the Translation Studies undergraduate programme at the University of Santiago of Chile, which has successfully addressed these issues. The contents for the Principles and Foundations of the Translation course unit, as well as the development of a series of optional courses combining Translation and International Relations are highlighted as a potential way to consider these matters as a training core for future generations of Chilean translators.

& BLEY LOEZ, CAROLINA; TOLOSA IGUALADA, MIGUEL

ISIT – Paris; Universidad de Alicante

& Àmbit / Àmbit / Topic

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

& Título / Títol / Title &

PROYECTOS DE INVESTIGACIÓN APLICADA COMO MODALIDAD DIDÁCTICA DE LA TRADUCCIÓN CIENTÍFICA
(FRANCÉS-ESPAÑOL): UNA EXPERIENCIA PREPROFESIONAL

*APPLIED RESEARCH PROJECTS AS AN EDUCATIONAL APPROACH TO TECHNICAL-SCIENTIFIC TRANSLATION
(FRENCH-SPANISH): A PRE-PROFESSIONAL EXPERIENCE*

& Palabras clave / Paraules clau / Keywords

traducción científica; experiencia preprofesional; proyecto de investigación aplicada / scientific translation; pre-professional experience; applied research project

& Resumen / Resum

Ante la exigencia creciente del mercado laboral internacional, nuestros estudiantes de traducción deben adquirir competencias lingüísticas, comunicativas e interculturales para ser capaces de enfrentar el mundo profesional actual y futuro.

Con las ciencias cognitivas al servicio de la didáctica, se van adoptando modalidades pedagógicas que intentan generar y potenciar las destrezas individuales, permitiendo que el discente se convierta, con la ayuda del docente, en el constructor y gestor de su propio conocimiento. De esta manera, el proceso de aprendizaje se transforma en un proceso de construcción dinámico y maleable en función del espacio, del tiempo y de los objetivos perseguidos en cada proyecto pedagógico.

Este trabajo tiene por objeto caracterizar y analizar diversas experiencias pedagógicas de traducción técnico-científica llevadas a cabo en el marco universitario español (Departamento de Traducción e Interpretación, Universidad de Alicante) y francés (ISIT).

Se analizan diferentes proyectos de investigación aplicada que consisten en traducciones técnico-científicas (francés-español) encargadas por el CNRS (Centro Nacional de Investigación Científica de Francia) para su publicación en línea en su sitio *sagascience*. En particular, se presenta el camino metodológico seguido por los estudiantes así como una reflexión sobre las ventajas y desventajas de este tipo de ejercicio pedagógico.

En este contexto, nuestros estudiantes se confrontan a un desafío triple: el trabajo de gestión de un proyecto profesional en grupo, la traducción especializada y la aproximación a un campo técnico-científico desconocido. Asimismo, estos proyectos permiten que el estudiante de traducción desarrolle su saber, su saber hacer y su saber ser, convirtiéndose, con la ayuda del docente, en el constructor y gestor de su propio conocimiento para enfrentar las tareas en un contexto multilingüe y multicultural.

& Abstract

Faced with the growing requirement of the international labour market, our translation students must acquire linguistic, communicative and intercultural skills to be able to face the current and future professional world.

With cognitive sciences at the service education, pedagogical approaches are adopted to try to generate and strengthen individual abilities, allowing the learner to become, with the help of the teacher, the builder and manager of their own knowledge. In this way, the learning process becomes a dynamic and malleable process of construction according to space, time and objectives of each pedagogical project.

The purpose of this paper is to characterize and analyse several pedagogical experiences in technical-scientific translation carried out in the Spanish (Translation and Interpretation Department, University of Alicante) and French (ISIT) university context.

We analyse different applied research projects consisting of scientific and technical translations (from French into Spanish) ordered by the CNRS (French National Center for Scientific Research) for on-line publication at its website *sagascience*. In particular, we present the methodological path followed by the students and a reflexion on the advantages and disadvantages of this type of pedagogical exercise.

In this context, our students must deal with a triple challenge: the management of a professional project as a team, the specialized translation and the approach to an unknown technical-scientific field. Likewise, those projects allow them to develop their knowledge, their know-how and their know-how to be, becoming, with the help of the teacher, the builder and manager of their own knowledge to face the tasks in a multilingual and multicultural context.

& BRUNO, LAURA VERÓNICA; SABATÉ CARROVE, MARIONA; ESTRELLA, PAULA

Universidad Nacional de Córdoba; Universidad de Lleida; Universidad Nacional de Córdoba

& **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**

LAS TECNOLOGÍAS EN EL AULA: USO DE KEYLOGGING PARA ANALIZAR CÓMO LAS UTILIZAN LOS ESTUDIANTES AL TRADUCIR

TECHNOLOGIES IN THE CLASSROOM: USING KEYLOGGING TO ANALYSE HOW STUDENTS USE THEM IN TRANSLATION

& **Palabras clave / Paraules clau / Keywords**

keylogging; recursos en línea; herramientas TAC / keylogging; online resources; CAT tools

& **Resumen / Resum**

El propósito central de este trabajo es presentar la metodología y los resultados preliminares de una investigación exploratoria del proceso de traducción en estudiantes, realizada con un keylogger de desarrollo propio y de código abierto. Con ResearchLogger (Estrella et al., 2017) es posible recolectar, de forma no intrusiva, toda la actividad de teclado y de mouse que realiza un traductor en formación cuando utiliza diversos programas informáticos tanto en Linux como en Windows. Partiendo de la importancia que otros trabajos le vienen asignando a la triangulación de métodos dedicada al estudio del proceso traductor (Alves, Pagano & Silva, 2009; Hvelplund, 2011; Muñoz Martín, 2017), nuestra propuesta metodológica aspira a profundizar en la implementación de la técnica de keylogging a los fines de recopilar información sobre los microprocesos que se realizan durante la producción asistida de un texto meta, y finalmente describir los modos de uso de las tecnologías digitales que aplican los estudiantes cuando traducen en su contexto natural de formación. A diferencia de otras herramientas de registro existentes, ResearchLogger provee, a través de logs y capturas de pantalla, un nivel alto de granularidad de datos que provienen tanto de los recursos de consulta en línea como de las herramientas TAC y de los procesadores de texto. De esta manera, resulta posible reconstruir minuciosamente el proceder de los sujetos identificando patrones que indican cómo resuelven los problemas que van surgiendo, qué dominio tienen de las tecnologías que utilizan (a través del uso de funciones básicas o de la combinación de teclas), qué preferencias tienen en la forma de trabajo (por ejemplo, utilizar siempre el mouse en lugar de atajos de teclado), cuánto tiempo le dedican al uso de una u otra tecnología, o cómo es el interleaving entre las tecnologías. Por todo ello, en este trabajo presentamos algunas reflexiones sobre el alcance de la metodología utilizada y de los resultados obtenidos, y además proponemos nuevas aplicaciones para estudiar otros aspectos de la traducción.

& **Abstract**

The main purpose of this study is to present our initial methodology and results of an exploratory investigation of the translation process of students, carried out with an open-code self-developed keylogger. With ResearchLogger (Estrella et al., 2017) it is possible to gather data non-intrusively produced by every keyboard and mouse activity made by the trainee translator when using several computer programs either in Linux or Windows. Starting from the relevance obtained by other works as regards multi-methodological paradigm (triangulation) of studies revolving around the translation process (Alves, Pagano & Silva, 2009; Hvelplund, 2011; Muñoz Martín, 2017), our methodological proposal aims to delve into implementing the keylogging technique with a view to gathering information on microprocesses carried out during the assisted production of the target text and, finally, describing the ways of using digital technologies applied by students in their natural learning context. Unlike other existing compilation tools, ResearchLogger provides logs, screenshots, and a high level of data granularity coming from online resources, CAT tools and word processors. In this way, it is possible to reconstruct step by step the procedure carried out by the subjects, identifying patterns that indicate how to solve problems as they arise, the subjects' expertise on technologies they use (by using basic functions or keyboard combinations), their work preferences (for example, always using the mouse instead of keyboard shortcuts), how long they devote to using one technology or another, or information on the interleaving between technologies. In conclusion, this work presents some of our initial reflections on the impact of the methodology used and the results obtained, and we suggest new applications to study other translation aspects.

& CHAIA, MARÍA CLAUDIA GERALDINE

Universidad Nacional del Comahue

& **Ámbito / Àmbit / Topic**

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

& **Título / Títol / Title** &

LA FORMACIÓN EN TRADUCCIÓN E INTEPRETACIÓN EN ARGENTINA (PROYECTO FOTIA-04/J025)

THE FOTIA RESEARCH PROJECT: TRANSLATOR AND INTERPRETING TRAINING IN ARGENTINA

& **Palabras clave / Paraules clau / Keywords**

formación de traductores; universidades; Argentina / translation training; universities; Argentina

& **Resumen / Resum**

Este póster presenta el proyecto de investigación “La formación en traducción e interpretación en Argentina” que se desarrolla en la Facultad de Lenguas, de la Universidad Nacional del Comahue. El objetivo de esta investigación es conocer el estado actual de la formación de traductores e intérpretes, a nivel de grado y de postgrado, en Argentina. Con este propósito se diseñó un proyecto de investigación que se estructuró en tres etapas. En la primera etapa se hizo una búsqueda exploratoria de las carreras de grado y de postgrado en traducción e interpretación, en fuentes primarias y secundarias electrónicas. Los datos que se recogieron en esta primera etapa se completaron con las respuestas de un cuestionario que se elaboró ad hoc y que se administró a directores de carrera de las universidades relevadas. En la segunda etapa se hizo un análisis de contenido de los planes de estudio y se administró una encuesta de preguntas abiertas y cerradas a los docentes a cargo de las asignaturas específicas de traducción. En la tercera etapa se aplicaron entrevistas a los principales agentes implicados en la creación y modificación de los planes de estudio de una muestra pequeña de las carreras estudiadas. Previo a la presentación de los resultados, se resume la fundamentación, los objetivos específicos y el diseño de investigación. Los datos que se obtienen en este estudio, analizados a la luz del estado de situación de la profesión y de la investigación, ofrecen un panorama general de la formación actual en traducción e interpretación en el país y permiten anticipar conclusiones acerca de las fortalezas y las debilidades en la formación de traductores e intérpretes argentinos.

& **Abstract**

This poster introduces the research project “Translator and Interpreter Training in Argentina” (04/J025), conducted at the School of Languages, National University of Comahue. The main purpose of this research is to know the state of the art of translation and interpreting undergraduate and graduate training in Argentina. A three-phase research was designed. First, undergraduate and graduate training institutions and translation and interpreting training programmes were explored in primary and secondary electronic resources. Information obtained from this exploratory search was completed with the responses of a questionnaire administered to head of translation and interpreting departments at universities. During the second phase of the research, content analysis of institutional documentation was carried out, and a second questionnaire was applied to translation training specific subjects of translation. During third phase of the research, the main agents that participated in the creation and changes of translation and interpreting undergraduate programmes were interviewed. Before summarizing the results of this study, the rationale, specific objectives and the research design are presented. Data obtained from this study provides an overview of the state of the art of translation and interpreting training in our country. Besides, this data allows us to draw preliminary conclusions as regards the strengths and weaknesses of prevailing translator and interpreting training in Argentina if the current situation of the profession and translation studies is considered.

∞ **CHAN, ANDY LUNG JAN**

Lingnan University

∞ **Àmbito / Àmbit / Topic**

Ensenyanza de aspectos profesionales / Ensenyament d'aspectes professionals / Teaching professional aspects

∞ **Título / Títol / Title** ∞

ECONOMICS IN BUSINESS AND LITERARY TRANSLATION: A SURVEY OF BUSINESS AND LITERARY TRANSLATORS IN HONG KONG AND ITS IMPLICATIONS FOR TRANSLATION TEACHING AND TRAINING

∞ **Palabras clave / Paraules clau / Keywords**

business and literary translators; economics of translation; translation teaching and training

∞ **Abstract**

Taking an economic perspective, this project studies the translation decision-making processes of business and literary translators in Hong Kong and examines their implications for translation teaching and training. Here, economics is understood to be the study of any human actions in which cost and benefit considerations are involved. Based on my previous work using the tools of economics to study translator status, the translation profession and the translation market in Hong Kong, this project aims to further investigate the linguistic and extra-linguistic decision-making processes of business and literary translators as these two types of translators are perceived to be operating with different motives and constraints. Thirty business and literary translators based in Hong Kong are surveyed to compile their current job profiles. The profiles offered by the Association of Graduate Careers Advisory Services, England (a professional body for careers and employability professionals working with higher education students and graduates in England) and the US Bureau of Labor Statistics (the principal fact-finding agency for the US government in the field of labour economics and statistics) will be used as references and the respondents' professional background, monetary and non-monetary motives, and perceptions of the translation market will also be investigated. The research outcome will not only provide Translation Studies scholars with useful data but will also be of use to university translation teachers and trainers in CPD for translators.

& CORNEA, IOANA

Universidad Nacional Autónoma de México

& Ámbito / Àmbit / Topic

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

& Título / Títol / Title &

EL DISEÑO DE LA BASE DE DATOS TERMINOLÓGICA PARA LA TRADUCCIÓN ENALLTERM DE LA UNIVERSIDAD NACIONAL AUTÓNOMA DE MÉXICO

THE DESIGN OF THE TRANSLATION-ORIENTED TERMINOLOGICAL DATABASE ENALLTERM OF THE NATIONAL AUTONOMOUS UNIVERSITY OF MEXICO

& Palabras clave / Paraules clau / Keywords

recursos para la traducción especializada; terminología aplicada a la traducción; fichas traductológicas / tools for specialized translation; terminology applied to translation; translation-oriented terminological entries

& Resumen / Resum

El objetivo de esta investigación es describir el proceso de creación de la base de datos terminológica para la traducción ENALLTerm. Este recurso terminológico está dirigido a los estudiantes de traducción de la Escuela de Lenguas, Lingüística y Traducción (ENALLT) de la UNAM, México, pero también a usuarios externos interesados en la actividad de traducción.

La base de datos es un recurso indispensable para la traducción especializada porque permite realizar búsquedas relacionadas con diversos ámbitos temáticos para obtener información terminográfica: definiciones, equivalentes, contextos. Sin embargo, muchas bases de datos existentes no van dirigidas a un usuario traductor y tampoco contienen información necesaria para diferentes fases del proceso traductor.

El presente estudio interdisciplinario, basado en TCT (Cabré, 1999), Lexicografía Funcional (Tarp, 2008, 2010) y la propuesta de fichas traductológicas (Prieto Ramos y Jutorán Orozco, 2015), se plantea suplir las deficiencias terminológicas que puede tener un traductor durante el proceso traductor. La metodología integra los trabajos de terminología de los estudiantes del Diplomado en Traducción de Textos Especializados de la ENALLT, quienes ya tienen una licenciatura en algún dominio de especialidad. Esto conlleva a una serie de beneficios a los que el estudiante de traducción no puede ser ajeno; aprenderá la metodología de creación de glosarios y participará en la comunicación de conocimiento especializado a través de las fichas traductológicas recopiladas en un producto constituido en función de las necesidades del traductor en cada una de las fases del proceso traductor. Las fichas contendrán información traductológica acerca del tipo de traducción (traducción documento o instrumento), tipos de equivalentes, así como notas del traductor con información lingüística y conceptual. Antes de la publicación, se elaborará una encuesta para validar los campos de la ficha-modelo y la usabilidad de la base de datos.

& Abstract

The aim of this study is to describe the process of creation of the terminological database, ENALLTerm. This resource is designed for utilization by translation students at the School of Language, Linguistics and Translation at UNAM, Mexico, but it may also be used by outside translators in the future.

This interdisciplinary study is based on the Communicative Theory of Terminology (TCT) by Cabré (1999), Functional Lexicography (Tarp, 2008, 2010), and the design of translation-oriented terminological entries (Prieto Ramos y Jutorán Orozco, 2015). A database is a useful tool for specialized translation because it is able to search for information about specific fields and terminological information like definitions, equivalents, contexts, etc. However, some databases are not specifically designed for translators or translation practice. To meet their needs, a unique database must be created. The goal is to help the translator solve terminological challenges in the translation process. The methodology integrates terminology projects from students in the Certificate of Specialized Translation program at ENALLT who have already studied in various disciplines. Students will learn how to create glossaries and participate in the production of terminological entries. Those entries will include information such as the target audience, subfields, and translator notes about conceptual details and linguistic difficulties. Pedagogical emphasis will include information about documentary and instrumental translations like literary, contextual, and functional equivalents. This domain-specific knowledge will be stored in the database to be used by translators. Before publication, a survey will be conducted to gather feedback about the entry template and usability of the database.

✎ **PACTE. AMPARO HURTADO ALBIR (INVESTIGADORA PRINCIPAL). ANABEL GALÁN-MAÑAS, ANNA KUZNIK*, CHRISTIAN OLALLA-SOLER, PATRICIA RODRÍGUEZ-INÉS, LUPE ROMERO (EQUIPO INVESTIGADOR; P.O. ALFABÉTICO)**

Universitat Autònoma de Barcelona; * Uniwersytet Wrocławski

✎ **Ámbito / Àmbit / Topic**

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

✎ **Título / Títol / Title** ✎

EL PROYECTO NACT: HACIA UN MARCO EUROPEO DE NIVELES DE COMPETENCIAS EN TRADUCCIÓN
THE NACT PROJECT: TOWARDS A EUROPEAN FRAMEWORK OF COMPETENCE LEVELS IN TRANSLATION

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

recursos para la traducción especializada; terminología aplicada a la traducción; fichas traductológicas / competence levels in translation; European framework; scales of descriptors

✎ **Resumen / Resum**

El objetivo del póster es presentar el proyecto de investigación que el grupo PACTE está llevando a cabo sobre "Nivelación de competencias en la adquisición de la competencia traductora (traducción escrita)" (NACT; MINECO FFI2013-42522-P).

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 (por ejemplo, el Marco Común Europeo de Referencia para las lenguas, MCER). La finalidad del proyecto NACT es establecer niveles de desempeño en traducción, definiendo escalas de descriptores de nivel que proporcionen una base común en el sector educativo y profesional en el marco europeo, y sirvan para regular la progresión.

Se ha propuesto una escala de tres niveles (con dos subniveles en cada nivel):

- Nivel traducción C. Competencias propias de cada perfil profesional (traducción jurídica, económica-financiera, técnica, científica, literaria, audiovisual, accesibilidad, localización).
- Nivel traducción B. Competencias básicas de traducción especializada.
- Nivel traducción A. Competencias básicas de traducción.

Se han definido descriptores de nivel en torno a 5 categorías: competencia lingüística; competencia cultural, enciclopédica y temática; competencia instrumental; competencia provisión de servicios de traducción; y competencia resolución de problemas de traducción.

La propuesta ha sido evaluada por cien expertos del mundo académico y del mundo profesional (docentes de traducción, traductores y representantes de asociaciones profesionales de traductores).

En el póster se presentarán los objetivos del proyecto, la metodología utilizada y los resultados obtenidos.

✎ **Abstract**

The aim of this poster is to present the research project PACTE group is carrying out on "Establishing Competence Levels in the Acquisition of Translation Competence in Written Translation" (NACT; MINECO FFI2013-42522-P).

Unlike other disciplines translation lacks a common description of competence levels; language teaching, for example, has the CEFR (the Common European Framework of Reference for Languages). The aim of the NACT project is to establish performance levels in translation, by defining scales of level descriptors for developing a common framework in educational and professional contexts in a European framework, as well as for regulating progression in competence acquisition.

A three-level scale (each of which is divided into two sub-levels) has been established:

- Translation level C. Competences corresponding to each professional profile (legal, economic and financial, technical, scientific, literary, audiovisual, accessibility, localization).
- Translation level B. Basic specialized translation competences.
- Translation level A. Basic translation competences.

Level descriptors have been defined in relation to five descriptive categories: language competence; cultural, world knowledge and thematic competence; instrumental competence; translation service provision competence; and translation problem solving competence.

The proposal has been assessed by a hundred experts from the academic and professional arenas (translation teachers, translators and representatives of professional translator associations).

The poster will present the project's objectives, methodology and the results obtained so far.

& SINGER CONTRERAS, NÉSTOR; POBLETE BRAVO, JOSÉ LUIS

Universidad de Santiago de Chile

& **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** &

EL CONSUMO MULTIMODAL COMO CORPUS DE ESTUDIO: UNA PROPUESTA PARA LA ENSEÑANZA DE INGLÉS EN ESTUDIOS DE TRADUCCIÓN

MULTIMODAL CONSUMPTION AS STUDY CORPUS: A PROPOSAL FOR ENGLISH LANGUAGE TEACHING IN TRANSLATION PROGRAMMES

& **Palabras clave / Paraules clau / Keywords**

consumo multimodal; data-driven learning; representaciones sociales; formación de traductores / multimodal consumption; data-driven learning; social representations; translator education

& **Resumen / Resum**

En los últimos años, la enseñanza de lenguas en estudios de traducción ha ido adquiriendo especial atención para la formación de traductores en contextos monolingües. Entre las propuestas metodológicas sugeridas, el uso de data-driven learning (DDL) (Johns, 1991; Hadley, 2002) para la enseñanza de lenguas B (Bernardini, 2016) se perfila como una alternativa que promueve el autodescubrimiento y autonomía del estudiante. No obstante, este enfoque presenta una serie de desafíos para su adopción e implementación en el contexto chileno, en concreto el diseño del corpus, secuencias didácticas y los estilos de aprendizaje y percepciones de los alumnos. Este poster presenta el diseño de una unidad didáctica basada en 1) la elaboración de un corpus lingüístico que comprende series en inglés derivadas del consumo multimodal de los alumnos para potenciar su motivación e intereses (Singer, Rubio y Rubio, 2018), y 2) sus representaciones sociales sobre el proceso de aprendizaje y enseñanza de la lengua extranjera para un curso de Lengua Inglesa V del programa de Traducción de la Universidad de Santiago de Chile. Para la construcción del corpus se establecen 3 criterios para la selección de la serie: antigüedad, relevancia lingüística y diversidad de variantes del inglés. La recopilación de capítulos se realiza en torno a los contenidos gramaticales establecidos en el programa de asignatura, así como presencia de colocaciones. Tras la implementación de la propuesta en aula, los resultados preliminares apuntan a una mayor autonomía por parte de los estudiantes y una mejora sustancial de las colocaciones estudiadas. En conclusión, se recomienda aplicar esta metodología en otros niveles de lengua inglesa del programa estudiado, así como en otros programas de traducción chilenos para poder generalizar estos resultados.

& **Abstract**

In these last years, language teaching in translation studies has obtained special attention in translator education in monolingual contexts. Among the suggested methodological proposals, the use of data-driven learning (DDL) (Johns, 1991; Hadley, 2002) for B language teaching (Bernardini, 2016) stands out as an alternative to foster student self-discovery and autonomy. However, this approach poses several challenges for its adoption and implementation in the Chilean context in terms of corpus design, didactic sequences, and students' learning styles and beliefs. This poster presents the design of a didactic unit based on 1) the creation of a linguistic corpus composed of English TV series resulting from learners' multimodal consumption to promote interest and motivation (Singer, Rubio, Rubio, 2018), and 2) their social representations towards language teaching and learning for the English Language V course unit of the Translation Studies programme at Universidad de Santiago de Chile. To construct the corpus three criteria are determined for series selection: release date, linguistic relevance and English language varieties. Chapter compilation was carried out based on the grammar contents determined in the course unit outline as well as the presence of collocations. After the implementation of this proposal, preliminary results show a higher level of learner autonomy and substantial improvement in B language collocations. It is concluded that it would be necessary to apply this methodology in other language proficiency courses, as well as other contexts of English as B language in other Chilean programmes to generalise these findings.

VILAÇA-CRUZ, RENATA CRISTINA; FARIA, JULIANA GUIMARÃES

Universidade Federal de Goiás

Âmbito / Àmbit / Topic

Enseñanza de la interpretación y traducción de lenguas de signos / Ensenyament de la interpretació i traducció de llengües de signes / Teaching signed languages interpreting and translation

Título / Títol / Title

PRODUÇÃO DO CONHECIMENTO SOBRE FORMAÇÃO DE TRADUTORES E INTÉRPRETES DE LÍNGUA DE SINAIS NO BRASIL

THE KNOWLEDGE PRODUCTION ABOUT THE FORMATION OF TRANSLATORS AND INTERPRETERS OF SIGN LANGUAGE IN BRAZIL

Palabras clave / Paraules clau / Keywords

estado do conhecimento; língua de sinais; tradutores e intérpretes / knowledge production; sign language; translators and interpreters

Resumen / Resum

O tema desse poster é a formação de tradutores intérpretes de língua brasileira de sinais/língua portuguesa (TILSP). O estudo tem como contexto a realidade brasileira que, desde 2011, principalmente após a indução advinda do Programa Viver Sem Limites (Decreto 7.612/2011), ampliou a oferta de cursos superiores de TILSP no Brasil. Objetiva-se, com esse pôster, apresentar o estado do conhecimento sobre formação de TILSP nas publicações no Brasil. Para o estudo, a metodologia utilizada é de pesquisa exploratória com abordagem qualitativa, desenvolvida a partir das etapas sugeridas por Romanowski e Ens (2006): definição de base de dados de busca; definição dos descritores; coleta e seleção das publicações; estudo e leitura completa das publicações selecionadas; análise e categorização das publicações; e sistematização e sínteses dos resultados. A base de dados utilizada foi o Banco de Periódicos da Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES). Os descritores definidos para a busca de publicações foram dois pares de palavras-chave, sendo: língua brasileira de sinais (libras) e intérprete; e língua de sinais e tradutor. A busca resultou em 45 registros de artigos para o primeiro par de palavras-chave e 58 registros para o segundo par de palavras-chave. Na fase de seleção, realizou-se a leitura dos resumos dos artigos, a qual permitiu identificar apenas quatro artigos sobre formação de TILSP publicados em periódicos no Brasil. Os quatro artigos selecionados foram lidos na íntegra e permitiu identificar os seguintes resultados: os autores pertencem às instituições: Universidade Federal de Santa Catarina e Universidade Federal de São Carlos, regiões sul e sudeste do Brasil; três artigos foram publicados no ano de 2010 e um artigo foi publicado no ano de 2015, entretanto, todos os artigos encontrados foram publicados no periódico *Cadernos de Tradução*, considerado de alta qualidade acadêmica; as publicações foram frutos de resultados de pesquisas qualitativas, que utilizaram questionários e entrevistas com alunos e profissionais da área; as principais referências utilizadas pelos autores foram Santos (2006, 2015), Lacerda (2002), Quadros (2004) e Vasconcelos (2003, 2009); os temas abordados foram: a construção da identidade profissional, evolução dos processos de formação de TILSP, diferenças entre intérpretes de línguas orais e de línguas de sinais e o novo perfil emergente de TILSP no Brasil. Identificamos que os temas apresentados nos artigos indicam uma preocupação maior em investigar o percurso da formação de TILSP e ainda traçar o perfil de profissionais formados em um novo modelo.

Abstract

The theme of this poster is the formation of translators and interpreters of Brazilian sign language/Portuguese language (TISLP). The context of the research is the Brazilian reality that, since 2011, mainly after the induction of the "Live without Limits" Program (Decree 7.612/2011), expanded the offer of TISLP courses in Brazil. The objective of this poster is present the state of knowledge about TISLP formation in Brazilian publications. The research methodology is the exploratory one with a qualitative approach, developed from the steps suggested by Romanowski and Ens (2006): definition of search database; definition of descriptors; collection and selection of publications; study and complete reading of selected publications; analysis and categorization of publications; and systematization and synthesis of results. The database used for this research was the Periodicals Bank of Improvement Coordination of Higher Education Personnel (CAPES). The descriptors defined for the search of publications were these two pairs of keywords: Brazilian sign language and interpreter; and sign language and translator. The search resulted in 45 article records for the first pair of keywords and 58 records for the second pair of keywords. In the selection phase, the abstracts were read, and it was identified only four articles about TISLP formation published in Brazilian periodicals. The four selected articles were read and they allowed to identify the following results: the authors belong to these institutions: Federal University of Santa Catarina and Federal University of São Carlos, south and southeast regions of Brazil; three articles were published in 2010 and one article was published in 2015, however, all articles found were published in the magazine "Translation Notebooks", considered of high academic quality; the publications were consequence of qualitative research results, which used questionnaires and interviews with students and professionals in the area; the main references used by the authors were Santos (2006, 2015), Lacerda (2002), Quadros (2004) and Vasconcelos (2003, 2009); the topics were: the construction of the professional identity, the evolution of the TISLP formation processes, the differences between oral language interpreters and sign language interpreters and the new emerging profile of TISLP in Brazil. We have identified that the themes presented in the articles indicate a greater concern in investigating the trajectory of TISLP formation and also delineating the profile of graduate professionals in a new model.

LISTA · *LLISTA* · LIST
de PARTICIPANTES & *de PARTICIPANTS*
& of PARTICIPANTS &



Por orden alfabético

Per ordre alfabètic

In alphabetical order



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Procés d'Adquisició de la Competència Traductora i Avaluació
Process in the Acquisition of Translation Competence and Evaluation



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