

The Importance of Interpreter Training for Minority Languages: An Analytical Overview of the Co-official Languages in Spain

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Abstract

Within the broader framework of the sociological turn in Translation Studies, this paper begins by reviewing the role played by translation in language planning and more especially the sub-field of interpreting as a potential tool for status raising for minority languages, highlighting the importance of academic training in order to professionalise the sector, thereby improving market perception. Following a presentation of the geographical scope and legal status of the co-official languages recognised by the Spanish State, the paper goes on to present and analyse the place dedicated to undergraduate interpreter training in the co-official languages in comparison with Spanish as part of the 10 currently available Translation and Interpreting Degrees involving Basque, Catalan and Galizan, with a special focus on the high-prestige simultaneous mode. Based on the data analysed, while training in this specialised field varies considerably from one university to the next, in general the level of specialised training in this field is greater in Spanish than in the co-official language, reflecting their respective sociolinguistic circumstances. The paper concludes that reinforcing specialised undergraduate interpreter training would help improve market perceptions, allaying resistance to incorporating minority languages into the interpreting services on offer, thereby helping in language promotion and normalisation efforts.

Keywords: undergraduate interpreter training; prestige raising; minority languages.

Resum. *La importància de la formació d'intèrprets en llengües minoritàries: una anàlisi de la situació de les llengües cooficials de l'Estat espanyol com a estudi de cas*

Emmarcat en el gir sociològic que hi ha hagut en els estudis de la traducció, aquest article comença repassant el paper de la traducció en la planificació lingüística; concretament, el potencial de la interpretació per revalorar l'estatus de llengües minoritàries. La formació acadèmica en aquest àmbit és d'importància cabdal per professionalitzar el sector i millorar la percepció que en té el mercat. Després de presentar la ubicació i l'abast de les llengües cooficials de l'Estat espanyol, s'analitza el pes relatiu de cadascuna respecte de l'espanyol en la formació de pregrau en interpretació en els deu graus de Traducció i d'Interpretació que actualment inclouen el basc, el català o el gallec com a llengües principals de treball, amb èmfasi en la

modalitat simultània per l'alt prestigi que té. Partint de les dades analitzades, mentre que la formació en aquesta especialitat varia considerablement entre els centres, en general el nivell de formació especialitzada és superior en espanyol que en les llengües cooficials, reflex de les situacions sociolingüístiques respectives. Les conclusions que es desprenen de l'estudi indiquen que reforçar la formació de pregrau d'intèrprets especialitzats ajudaria a millorar la percepció del mercat i dissiparia qualsevol reticència a incorporar llengües minoritàries en les ofertes dels serveis d'interpretació, de manera que donaria suport als processos de promoció i de normalització lingüístiques.

Paraules clau: formació de pregrau en interpretació; revalorar el prestigi; llengües minoritàries.

Summary

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1. Introduction

This article explores the relationship between interpreter training as a reflection of the sociolinguistic prestige of minority languages (see the definition below) and consequently as a potential tool for status raising. Following an overview of the geographical scope and the legal status of the three languages recognised as co-official by the Spanish State, namely Basque, Catalan and Galizan, the paper goes on to define the theoretical framework, couched within the broad sociological turn in translation studies research.

The topic discussed here can be seen as an addition to the burgeoning sub-field of research bringing together translation-related phenomena with issues involving language planning policy and status raising for minority languages (e.g. notably Diaz Fouces 2001, 2005), often referred to as 'linguistic normalisation' within the context of the co-official languages of Spain.

While noting that a significant and growing body of research already exists specifically addressing the question of written translation in this field, considerably less attention has been paid to what has shown to be the even greater potential role of oral interpreting as a status raising activity (Baxter 2013: 239), especially in the highly prestigious simultaneous mode.

By analysing the relative weight given to the co-official languages with regards to the State-wide official language (i.e. Spanish) within the existing undergraduate Translation and Interpreting degrees currently available in Basque, Catalan and Galizan, this paper seeks to shed light on the current status and situation of these languages in society at large. At the same time, the research also

discusses to what extent formal training may have a bearing on market demands by enhancing the status of a minority language, visibly acknowledged as apt to be used in settings perceived as being highly prestigious. As such, the results of the study are also useful for highlighting shortcomings which could be resolved with a view to fostering language normalisation via improved specialised interpreter training in minority languages.

2. The Co-official Languages of the Spanish State

While interpreting is regularly carried out in a wide variety of minority languages, ranging from Basque (Urkia 2009), Welsh (Kaufmann 2009) and Sami (Simpson 2010; Anti 2007), to Greenlandic (Baaring 2001: 91-92), Mexican indigenous languages (Kleinert & Stallaert 2015) and Australian aboriginal languages (Joseph 2006: 56), the Spanish State offers a particularly interesting geopolitical framework for research in this field owing to the co-official status of three languages other than Spanish, which has a direct bearing on teaching at all levels of education, including higher education, albeit to a lesser degree than in compulsory primary and secondary education. Such a situation is exceptional in the Western European context, standing in stark contrast, for example, to the French State at the other end of the spectrum which recognises French as their only official language and has yet to ratify the European Charter for Regional or Minority Languages.

Article 3.1 of the current Spanish Constitution enacted in 1978 defines ‘Castilian’¹ as “the official Spanish language of the State which all Spaniards have the duty to know and the right to use”, before going on to acknowledge the existence of other languages, but failing to explicitly enshrine a similar duty to know them: “The other Spanish languages (*sic.*) will also be official within their respective Autonomous Communities in accordance with their Statutes.” In practice, this involves four languages: Spanish, official throughout the whole of the State, versus Basque, Catalan and Galizian, co-official in designated territories only. Remaining linguistic varieties such as Aragonese do not enjoy co-official status and are generally absent from higher education except occasionally as subjects of study and as such will not be discussed here.

The following brief overview of the geographic spread of each of these three languages serves to highlight the fact that the areas where speakers are located do not coincide with current Spanish administrative divisions, nor indeed are they necessarily confined to one single State, with their co-official status varying considerably from one territory to the next. The potential catchment area for the uni-

1. Author’s translation. The Constitution uses the term ‘Castilian’ for ideological rather than linguistic reasons in opposition to the term ‘Spanish’, which is used to cover all of the languages spoken within the current Spanish State regardless of their linguistic filiation. Thus, for example, Basque is defined as a ‘Spanish’ language despite the fact that it is linguistically unrelated to Spanish and is also spoken in the neighbouring French State. This paper will refer to the language by its usual international denomination ‘Spanish’, in contraposition to the co-official languages, i.e. Basque, Catalan and Galizian.

versities providing specific interpreter training in these languages, therefore, transcends the areas where the languages are deemed co-official (Figure 1).

Basque is a language isolate spoken by some 720,000 people (Gobierno Vasco 2012), mainly in the Basque Autonomous Community (CAV), followed by Navarre and the Northern Basque Country (French State). The standard language developed by the Basque Language Academy (*Euskaltzaindia*) in the late 1960s is now universally taught in schools in the whole of the Basque-speaking area. While Basque is co-official with Spanish throughout the CAV according to the Autonomous Statutes, it is only co-official in Navarre in a legally specified area referred to as the Basque-speaking Zone, as opposed to the remaining Mixed Zone (where teaching in Basque is available only upon request and where citizens can address the administration in Basque) and the Non Basque-speaking Zone, where Spanish is the only official language. Basque has no official status in the part of the French Department of Pyrénées-Atlantiques where it is traditionally spoken.

Catalan is a Gallo-Romance language and the most widely-spoken of the co-official languages with approximately 10 million speakers (Pradilla i Cardona & Sorolla Vidal 2015). It is co-official with Spanish in Catalonia (jointly co-official with both Spanish and Occitan in the Val d'Aran), the Balearic Islands and the Valencian Community (where it is officially referred to as Valencian).² It is also spoken in the La Franja along the easternmost side of Aragon and in three municipalities in el Carxe (in Spanish, Carxe) in Murcia with less than 600 inhabitants in total, where it has no official status. Beyond the confines of the Spanish State, Catalan is the sole official language of Andorra and is also spoken in Rosselló (in French, Roussillon), roughly equivalent to the French Department of Pyrénées-Orientales, where it has no official status, and in the Sardinian enclave of L'Alguer (in Italian, Alghero), where it is semi-official alongside Italian.

Finally, Galizan³ is a West Iberian Romance language closely related to Portuguese with which it shares a common origin. It is spoken by approximately 2.3 million people (Lewis, Simons & Fennig 2015) in the Autonomous Community of Galiza, where it is co-official with Spanish, but has no official status in the neighbouring areas of the Bierzo in the Province of Leon and in As Portelas (in Spanish, Alta Sanabria) in the Province of Zamora, in the Eo-Navia area of Asturias (where the Asturian Language Academy refuses to acknowledge it as a form of Galizan for political reasons) and in a small enclave in the Xálama Valley (in Spanish, Jálama) in the Province of Cáceres in Extremadura where it is referred to as *A Fala* (lit. 'The Tongue'), as well as by significant numbers of émigrés, notably in Catalonia and in the Latin American diaspora, especially Argentina, Venezuela, Uruguay and Cuba.

2. The question of language naming is highly controversial in Valencia. However, as noted in the relevant sections throughout this paper, this debate is political in nature and 'Catalan' is generally the preferred term in academic circles where it is used interchangeably with 'Valencian'.
3. Although the form 'Galician' is more usual, the alternative attested form 'Galizan' is used here based on the traditional endonym.

It is interesting to note that in the case of both Catalan and Basque, the scope of translator and interpreter training offered by universities located within the Spanish State where the languages are co-official surpasses State borders and has a potentially beneficial knock-on effect for speakers on the French side of the border where no such provision is generally made (with the notable exception of Catalan at the Université de Perpignan discussed in Section 4.2).

The following simplified map (adapted from Radatz & Torrent-Lenzen 2006: 88) shows the areas where the three co-official languages are spoken together with the location of the universities providing undergraduate Translation and Interpreting (T&I) courses in these languages (for the abbreviations see the relevant sections below).

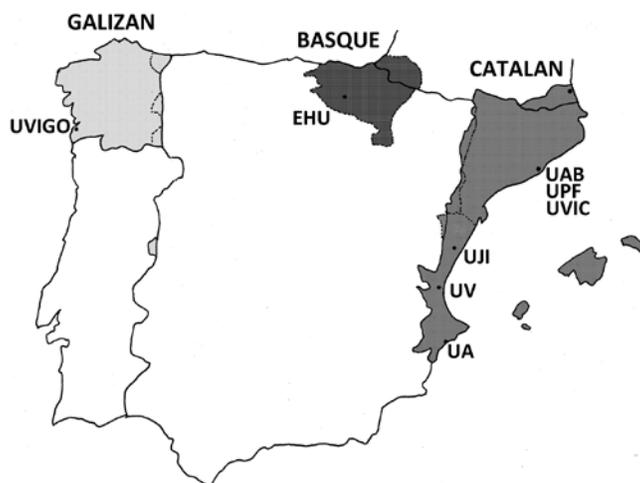


Figure 1. Universities offering undergraduate T&I courses in the co-official languages.

3. Theoretical Background

In a move away from literary, linguistic and cognitive approaches, what has been described as the “sociological turn” in translation and interpreting studies (Angelelli 2014) has given rise to a burgeoning field of research referred to variously as “socio-translation” (Gambier 2006), the “sociology of translation” (Parada & Diaz Fouces 2006; Wolf & Fukari 2007) and “applied sociology in Translation Studies” (Diaz Fouces & Monzó 2010), generally concerned with the way translating as an activity set within specific culturally and ideologically conditioned settings reflects and has a potential bearing on certain aspects of society, such as gender (Kjær Nissen 1994, 2002; Simon 1996; von Flotow 1997).

Within this overarching sociological framework, researchers such as Diaz Fouces (2001, 2005) have sought to theorise the role played by translating/interpreting in language planning in the case of non-hegemonic languages which may

or may not be known and/or used by the majority of speakers within the local context but which nevertheless remain numerically and/or politically minorised within the wider context of their respective States. Hereafter, for convenience, such cases will be referred to simply as “minority languages” as defined in Article 1 of the European Charter for Regional or Minority Languages:

[...] ‘regional or minority languages’ means languages that are: traditionally used within a given territory of a State by nationals of that State who form a group numerically smaller than the rest of the State’s population; and different from the official language(s) of that State; it does not include either dialects of the official language(s) of the State or the languages of migrants. (Council of Europe: 1992)

In this respect, the case of the co-official languages of the Spanish State discussed here has been a focus of special interest, initially inspired by polysystem theory and the concept of “weak languages” coined by Toury (1985: 3), with studies involving the polysystemic interplay between translation and minority languages beginning in the early 1990s as applied by Cruces Colado (1993) to the case of Galizan. However, this essentially literary-centred line of research soon gave way to a more sociolinguistic-oriented approach underpinned by an interest in language planning (usually referred to in the Spanish context as ‘normalisation’) as applied to other minority languages, e.g. Basque (Zabaleta 2002).

The precursor or T&I training in the co-official language of the Spanish State can be traced back to the University School of Translators and Interpreters attached to the Universitat Autònoma de Barcelona which opened in 1972 (officially recognised in 1984), later going on to become a Faculty in its own right in 1992. Specialised interpreter training was provided as early as 1979 as a part of a postgraduate diploma (Universitat Autònoma de Barcelona 2016), accompanied by the academic publication *Quaderns*, which since 1998 has published several papers on translation-related issues involving Catalan and other minority languages.

Another important milestone concerning research in this field was laid with the creation of the undergraduate Degree in Translation and Interpreting at the Universidade de Vigo in 1992 which placed Galizan on a par with Spanish as a working language (Alonso Bacigalupe *et al.* 2004) and the journal *Viceversa* created in 1995, paving the way for an upsurge of interest in research dealing with translation in relation to Galizan from a wide range of both quantitative and qualitative approaches, including translation as means of consolidating emerging languages drawing on the *Ausbau-Abstand* dichotomy (Baxter 2002), statistical analyses of language flows in published literary translations (Constenla Bergueiro 2008), translation and language planning (García González 2002), translating as a vehicle for broadcasting minority cultures (Luna Alonso 2006) and as an identity-forming activity (Millán-Varela 2000).

This phenomenon was not limited to Galizan and was accompanied by a similar rise of interest – albeit it to a lesser degree – in the role played by translation in a range of other European minority languages, including Basque (Mendiguren

Bereziartu 2002), Breton (Baxter 2006), Catalan (Garcia Porres 2002; Xirinachs 1997), Flemish (Meylaerts 2009), Irish (Cronin 1995), etc.

As a result, a significant body of literature exists demonstrating the extent to which translation can have a bearing upon minority languages at a variety of levels, helping towards “reversing language shift” (Fishman 1991, 2001) and playing a potential part in language planning ventures:

Translation is an effective tool to change user’s perception of the symbolic and practical value of their own language, as a language into which translations are made is considered a useful one. [...] an effective management of translation practices leads minorised languages to assume attributes of the languages of the upper level. (Diaz Fouces 2005: 102)

Unfortunately, possibly owing largely to the practical and technical problems involved (Baxter 2013: 231), significantly less attention has been paid the field of oral interpreting where sociologically-oriented research of this kind has tended to centre on community interpreting and while research on conference interpreting from a sociological perspective has existed since as early as 1976 (Diriker 2008: 56), the focus has revolved around issues such as norms and ethics and the role played by interpreters regarding ideology, power, neutrality, etc. (e.g. Barsky 1996; Cao 2006), all set within a clearly sociological rather than a linguistic framework.

However, barring a small number of notable exceptions (e.g. Baxter 2013; Garmendia 2007; Kaufmann 2009; Urkia 2009), relatively scant attention has been paid to the potential bearing of interpreting on minority and regional languages. In fact, there is a lack of any significant body of research concerning interpretation as compared with translation for minority languages, despite the fact that interpreting has been shown to have an even greater potential for prestige planning (Haarmann 1990) for minority languages than written translation:

At the symbolic level [...] rendering minority languages visible by allowing them *droit de cité* in high-prestige events as working interpretation languages automatically heightens the perceived status of these languages [...]. In diglossic situations such as Galicia, linguistic insecurity and self-deprecation are rife, and using minority languages on an equal footing with major, high-prestige languages such as English in the presence of important delegates from abroad helps dispel this rejection, thereby contributing to the normalisation of the language. (Baxter 2013: 239)

More specifically, within the broader framework of interpreting in general, conference interpreting in the simultaneous mode stands out in particular owing to a range of factors which have the potential to boost status planning (Haugen 1983: 275), heightening the visibility of minority language and placing them publicly on an equal footing with major languages, notably English, in high prestige settings such as international congresses (Baxter 2013: 238-239).

It should also be noted that limited legal provisions for interpreting in the co-official languages within both the Spanish Senate (Boletín Oficial del Estado

2010: 65531) and the European Union (Article 5b of the Official Journal of the European Union 2005: 1) provided by a team of specially selected and qualified interpreters which could also serve to heighten visibility and raise status thanks to the high prestige settings. However, in the case of the EU, the restrictions render their actual presence all but negligible (Baxter 2013: 236), and in the case of the Senate the overwhelmingly negative coverage received in the Spanish press largely detracts from any such positive effect (see, for example, *El Confidencial* 28/04/2010 and *El Mundo* 18-19/01/2011).⁴ As such, the complexity of this phenomenon discussed in detail in Branchadell (2007) places it beyond the scope of this paper.

Although not mentioned in the existing literature, this paper takes the view that formal interpreter training inevitably also plays a vital part not only in preparing would-be interpreters to exercise their chosen profession competently but also in status raising by creating a bond of trust with contracting parties, i.e. direct clients and agencies who, depending upon the predominant sociolinguistic climate, notably in situations of diglossia, may be reluctant to invest in interpreting in minority languages perceived as a “superfluous luxury” (Baxter 2012: 22) either to the exclusion of or in addition the dominant *lingua franca*, a reserve which could be further compounded by any lack of qualified professionals. Conversely, providing a solid academic grounding in all-round interpreter training would serve to professionalise the market and enhance the prestige of the co-official languages, whilst at the same time dispelling any such doubts when faced, for example, with a tradition of training in Catalan spanning almost four decades. For this reason, academic training can be seen as a potential key element within the wider scope of interpreting as a tool for status raising in order to help towards the mainstreaming of minority languages.

Finally, while it is true that the official White Book drawn up by the National Agency for Quality and Assessment (Aneca 2004) specifically cites community interpreting as a career path for undergraduates, in the light of the remarks above regarding the special potential of simultaneous interpreting for status-raising as well as the findings of a recent State-wide survey (Olalla-Soler *et al.* 2015: 113) which indicate that simultaneous comes second only to audio-visual translation as the field of study students are most interested in (far ahead of both consecutive and bilateral interpreting), this paper also highlights the place dedicated to this high-prestige mode in the different courses analysed.

4. ‘El Senado gastará 120.000 euros para traducción simultánea del catalán, euskera y gallego’ [Senate to spend 120,000€ on simultaneous translation for Catalan, Basque and Galician], *El Confidencial* <http://www.elconfidencial.com/espana/2010-04-28/el-senado-gastara-120-000-euros-para-traduccion-simultanea-del-catalan-euskera-y-gallego_251481/>; ‘25 intérpretes para que los senadores se entiendan’ [25 interpreters for the Senators to understand each other], *El Mundo* <<http://www.elmundo.es/elmundo/2011/01/18/espana/1295384956.html>>; ‘Primer día del Senado multilingüe: Triunfa el catalán y 12.000 euros de gasto’ [First day of the multilingual Senate: Victory for Catalan at a cost of 12,000€], *El Mundo*. <<http://www.elmundo.es/elmundo/2011/01/17/espana/1295291803.html>>. The readers’ comment are as interesting as the articles themselves, if not more so.

Bearing these factors in mind, the following section presents a detailed analysis of the interpreting component of the ten existing undergraduate degrees covering translation and interpreting which include the three co-official languages, comparing the place given to these languages with regards to Spanish at eight different universities located in Catalonia, the Basque Country, Galiza and Valencia. For the sake of completeness, it should also be added that the Basque Euskal Herriko Unibertsitatea offers both Galizan and Catalan as D languages (see below), while the Andalusian Universidad de Granada offers Catalan as a D language as part of their Translation and Interpreting Degrees, although this has no bearing on interpreting. Finally, although primarily focusing on a detailed overview and analysis of the interpreter training available at undergraduate level, in order to provide a faithful overall picture, this article also briefly covers post-graduate courses as and when applicable. This is especially relevant in cases where the lack of any given interpreting modes (especially simultaneous) is compensated by follow-up Master's Degrees.

4. Undergraduate Interpreter Training

Eight out of the twenty-two public (17) and private (5) universities offering undergraduate Degrees in T&I in the Spanish State (see Baxter 2014a) are located in Autonomous Communities with co-official languages (Figure 1), including the privately-run Universitat de Vic.

The term A language(s) refers to the students' designated native language(s), i.e. Spanish and/or a co-official language, as opposed to their first working foreign language(s) referred to as B languages and their second foreign language(s), referred to as C languages. Where applicable, the term D language refers to recently acquired foreign languages not used for translating or interpreting. Barring the specific exception of the Universidade de Vigo, C languages are not included in undergraduate interpreting courses.

All of the information presented and analysed is based primarily on the publicly available official on-line sources (see the bibliography) as the main source available to prospective students and researchers, including course presentations, detailed descriptors and teaching guides. However, in order to ensure that the data analysed matches actual practice, the relevant university departments were also approached directly in order to verify this initial information, with any discrepancies reported duly noted and integrated into the analyses. The author would also like to take this opportunity to thank the universities who replied for their help. The abbreviations used for the different subjects which appear in the course descriptions and the tables are listed in the Annex.

4.1. Basque

The Degree in Translation and Interpreting taught at the Araba (in Spanish, Álava) campus of the Universidad del País Vasco/Euskal Herriko Unibertsitatea (EHU) located in Vitoria-Gasteiz serves the whole of the Basque-speak-

ing area, including Nafarroa (Navarre) and the Northern Basque Country on the French side, with the Degree in Translation and Interpreting (T&I) at the Université de Pau et des Pays de l'Adour taught only in French in combination with English, Spanish or German, with no postgraduate Master's Degree including Basque.

The EHU offers only one compulsory interpreting subject taught in Basque or Spanish in the second year, essentially entailing a theoretical introduction, with practical sessions dedicated to public speaking and note taking for consecutive interpreting. Simultaneous interpreting is covered as an optional subject in both Basque and Spanish, albeit exclusively in combination with Spanish (i.e. A-A languages) as discussed below.

A range of optional interpreting subjects is available in the third and fourth years, covering bilateral, basic and advanced consecutive and simultaneous, in varying combinations, i.e. Basque with Spanish only as opposed to Spanish with a foreign B language.

Table 1. Share of Spanish and Basque core and optional interpreting subjects (EHU)

	Spanish	Cr.	Basque	Cr.	Other	Cr.
CORE	INTRO	6	INTRO	6	-	0
Subtotal		6		6		0
OPTIONAL	BI (A1-A2)	3	BI (A1-A2)	3	-	0
	CI1 (A1-A2)	3	CI1 (A1-A2)	3		
	CI2 (A-B)	6	SI1 (A1-A2)	3		
	CI3 (A-B)	6	SI3 (A1-A2)	3		
	SI1 (A1-A2)	3				
	SI2 (A1-A2)	3				
	SI3 (A-B)	6				
	SI4 (A-B)	6				
Subtotal		36		12		0
TOTAL		42		18		0

While at first sight the number of overall all interpreting credits available in Spanish appears relatively high with Basque appearing to fair reasonably well in comparison, this belies the very important fact that, unlike the case for Catalan and Galizan, many of the optional interpreting subjects involve A1-A2 only, i.e. Basque and Spanish, rather than A-B, as indicated in Table 1. In such cases (namely CI1, BI, SI1 and SI3), the total number of credits (6 in each case) has been halved for Spanish and Basque respectively in order not to skew the overall total number of interpreting credits.

As a tentative preliminary conclusion, it might be deduced that training in Basque for interpreters is oriented primarily –if not exclusively– towards the institutional market where Basque is co-official, as the following text taken from the descriptor for advanced Basque-Spanish SI tends to indicate: “First-hand experience with the profession. Visit to the institutions (Basque Parlia-

ment, Provincial General Assemblies, etc.) and the Conference Centre [...].” Although the reference to conference centre might be taken to suggest that interpreting using Basque may well exist outside institutional settings, the fact that no training is provided involving B languages in combination with Basque could well imply that the language does not have equal working status with Spanish in the private interpreting market, with Basque fulfilling a formal or symbolic role in relation to the dominant language rather than a fully communicative one. This appears to be in line with the hypothesis that interpreting in a co-official language “is not strictly ‘necessary’ from the purely utilitarian point of view” and “can be deemed a ‘superfluous luxury’, and in times of economic hardship this argument serves to legitimise limiting the use of such languages by replacing them with the more ‘useful’ dominant languages.” (Baxter 2013: 237).

4.2. *Catalan*

Catalan is by far and away the language with the greatest offer, available at three universities in Catalonia (Universitat Autònoma de Barcelona, Universitat Pompeu Fabra, Universitat de Vic) plus three more in Valencia (Universitat d’Alacant, Universitat de València and Universitat Jaume I), effectively reflecting the large pool of Catalan-speakers. The prestige of the Catalan language is reflected by the fact that the Université de Perpignan *Via Domitia* on the French side of the border also offers a specific Catalan-French translation and interpretation itinerary within the undergraduate Professional Degree in Translation and Interpreting run jointly with the Universitat Autònoma de Barcelona, covering both consecutive and simultaneous modes.

Nevertheless, despite the status of Catalan as a high prestige co-official language generally well-catered for by universities in Catalonia and Valencia, this study reveals that not all courses offer Catalan on an entirely equal footing with Spanish regarding the interpreting component of T&I Degrees, nor do they all provide a similar level of all-round undergraduate interpreter training, offset in some cases by the provisions made in the respective follow-up Master’s Degrees.

4.2.1. *Universitat d’Alacant (UA)*

The Degree in Translation and Interpreting is available in both Catalan and Spanish as A languages, with students required to elect a first A language and to complete a minimum of 6 credits in the remaining co-official language. The study plans are published in standard Catalan rather than the local Valencian norm: “The [students’] mother tongue can be either Spanish/Castilian or Valencia (academically Catalan).”

The course comprises three compulsory interpreting subjects: a mainly theory-oriented and preparatory introduction in the third year, followed by two further compulsory subjects covering consecutive and simultaneous interpreting in the fourth year, none of which are available in Catalan.

As shown in Table 2 below, the number of interpreting subjects is minimal, albeit covering both of the main techniques. However, as confirmed by the university, with Catalan is wholly absent.

Table 2. Share of Spanish and Catalan core and optional interpreting subjects (UA)

	Spanish	Cr.	Catalan	Cr.	Other	Cr.
CORE	INTRO	6	-	0	-	0
	CI	6				
	SI	6				
Subtotal		18		0		0
OPTIONAL		0	-	0	-	0
Subtotal		0		0		0
TOTAL		18		0		0

No specialised interpreting subjects exist, with the available itineraries geared to translation in C and D languages and translation between Spanish and Catalan. This responds to a clear course design as explained in the proposed career paths: “[...] bilateral interpreting also covers social or community interpreting. Training in conference interpreting is reserved for postgraduate studies [...]”

Moreover, the lack of specific interpreter training in Catalan is not compensated for by the Master’s Degree in Institutional Translation, which does contain specialised interpreting options but in Spanish only.

4.2.2. *Universitat Autònoma de Barcelona (UAB)*

This university located 20 Km from the Capital offers an undergraduate Degree in Translation and Interpreting with English, French and German as B languages. Students are required to achieve sufficient mastery of both Spanish and Catalan in order to be able to use them as A languages.

The third-year compulsory subjects include an introduction to interpreting between Catalan and Spanish. However, while this involves two A languages, unlike the case of Basque, foreign B languages are later integrated into the remaining core and optional interpreting modules. The second compulsory introductory consecutive module taught in the fourth year is available in all of the B languages in combination with both Spanish and Catalan.

The range of optional subject taught as part of the specific interpreting itinerary intended to equip students to work as interpreters “in national and international organisations (UN, UNESCO) or companies with international relations. [...] in congresses, exhibitions and travel agencies” covers oral expression in both A languages and the students’ chosen B language (classed here as other), introductory and advanced bilateral interpreting, social mediation and an introduction to national and international institutions. No simultaneous training is available in either Spanish or Catalan. Sources at the University confirmed that all of the subjects are available in both Catalan and Spanish.

Table 3. Share of Spanish and Catalan core and optional interpreting subjects (UAB)

	Spanish	Cr.	Catalan	Cr.	Other	Cr.
CORE	INTRO	6	INTRO	6		
	(A1-A2)	6	(A1-A2)	6		
	CI		CI			
Subtotal		12		12		
OPTIONAL	ORAL A	3	ORAL A	3	ORAL B	3
	SOC	3	SOC	3		
	BI1	6	BI1	6		
	BI2	6	BI2	6		
	INST	3	INST	3		
Subtotal		21		21		3
TOTAL		33		33		3

The university also runs a Master's Degree in Translation, Interpreting and Intercultural Studies with a speciality in Conference Interpreting made up of two 15-credit modules geared to consecutive and simultaneous interpreting respectively, neither of which are available in Catalan, with the A languages designated as Spanish and English in combination with English, German or French as C languages. As such, the Master's Degree fails to fill the gap in all-round interpreter training in Catalan left by the absence of simultaneous interpreting in the undergraduate Degree.

4.2.3. *Universitat Jaume I (UJI)*

This university located in Castelló offers a Degree in Translation and Interpreting with English as the only B language in combination with Spanish and Catalan, referred to variously in this University's publications as Valencian and Catalan, although the Valencian norm tends to be used in the detailed study guides.

While Catalan does explicitly feature as a component of the translation-oriented modules, it is completely absent from any of the interpreting modules as confirmed by the University, ranging from the compulsory third-year introduction to interpreting (8 credits) to the optional fourth-year interpreting modules, all of which are offered in Spanish only, i.e. consecutive, simultaneous and the bilateral-oriented Intercultural Mediation and Public Service Interpreting (4.5 credits each).

Table 4. Share of Spanish and Catalan core and optional interpreting subjects (UJI)

	Spanish	Cr.	Catalan	Cr.	Other	Cr.
CORE	INTRO	8	-	0	-	0
Subtotal		8		0		0
OPTIONAL	BI	4.5	-	0	-	0
	CI	4.5				
	SI	4.5				
Subtotal		13.5		0		0
TOTAL		21.5		0		0

Although the course does include a specific simultaneous option as part of its Interpreting and Cultural Mediation itinerary, given the limited overall number of credits available in interpreting, none of which are available in Catalan, it is surprising that the published professional career paths include not only public service interpreting but also conference interpreting.

None of the shortcomings detected are compensated for by the on-line distance Master's Degree in Translation and Interpreting Research which, as its name suggests, is exclusively research-oriented, with no practical specialised interpreting component.

4.2.4. *Universitat Pompeu Fabra (UPF)*

As well as offering a Translation and Interpreting Degree in English with Catalan and Spanish, this university located in the heart of Barcelona also includes Catalan Sign Language (CSL) alongside French and German as C languages. Both CSL interpreting (not discussed here) and spoken interpreting in "social working environments" (presumably intended to refer to public service interpreting) are cited as possible career paths.

The course comprises two 4-credit compulsory third-year introductory courses dedicated to oral expression in the A language (Catalan or Spanish) and the B language, the latter also covering sight translation, bilateral and basic note taking. As clarified upon enquiry, the 4-credit core subject Oral Expression Techniques covers both Spanish and Catalan and as such the total credits are halved in Table 5. All of the remaining subjects are available in Spanish and Catalan.

The 4 optional subjects are all taught in the fourth-year as part of the specific interpreting itinerary also available as part of the Degree in Applied Languages (no core interpreting subjects) as well as the main T&I Degree.

Table 5. Share of Spanish and Catalan core and optional interpreting subjects (UPF)

	Spanish	Cr.	Catalan	Cr.	Other	Cr.
CORE	ORAL	2	ORAL	2	-	0
	INTRO	4	INTRO	4		
Subtotal		6		6		0
OPTIONAL	CI	4	CI	4	-	
	SI	4	SI	4		
	CONF	4	CONF	4		
	THRY	4	THRY	4		
Subtotal		16		16		0
TOTAL		20		20		0

In the case of the optional subjects, the basic content descriptors contradict the more detailed teaching guides.⁵ The latter have been taken into account here

5. See the general study plan at <<https://www.upf.edu/web/graus/grau-traduccio-interpretacio>> in comparison with the more detailed individual study guides at <<https://www.upf.edu/pr/3343/index.html>>.

as they provide more information regarding actual contents and languages whilst at the same time integrating feedback from the University itself. The four optional 4-credit subjects cover basic and advanced consecutive and simultaneous interpreting, all available in both Spanish and Catalan in combination with the respective B languages, all available in Spanish and Catalan.

The undergraduate programme covers training in all of the main interpreting modes on an equal footing in both Spanish and Catalan in combination with the B languages, including simultaneous interpreting.

It is surprising that the Master's Degree in Translation Studies which includes a module entitled Specialised Translation and Interpreting, covering specialised bilateral training, whispered interpreting (*chuchotage*), consecutive and simultaneous interpreting is available exclusively in Spanish and English.

4.2.5. Universitat de València (UV)

The Degree in Translation and Interlinguistic Mediation is available in English, French or German in combination with compulsory Spanish and Catalan for all students, the latter referred to indistinctly as Valencian in the general course description but as Catalan in the detailed teaching guides, which use standard the Catalan rather than the Valencian norm.

Two compulsory interpreting subjects are taught in the fourth year involving a mainly theoretical introduction also covering pre-interpretative skills, including note taking, sight translation and bilateral and consecutive interpreting, both available in Catalan and Spanish.

The university confirmed that while the subjects are taught in Spanish owing to the overwhelming number of students with Spanish as their A language combined with the number of Erasmus students who do not speak Catalan, students with Catalan as their A language are able to work with that language and are corrected accordingly.

Table 6. Share of Spanish and Catalan core and optional interpreting subjects (UV)

	Spanish	Cr.	Catalan	Cr.	Other	Cr.
CORE	BI	6	BI	6	-	0
	CI	6	CI	6		
Subtotal		12		12		0
OPTIONAL	-	-	-	-	-	0
Subtotal		0		0		0
TOTAL		12		12		0

While the offer is balanced between Spanish and Catalan, it is highly restricted, with the lowest overall number of interpreting credits, behind the Universitat d'Alacant (18 total credits). However, unlike the latter university which offers no coverage in Catalan, all of the credits at the Universitat de València, however limited they may be, are available in both Spanish and Catalan, placing it ahead of Alacant for the purposes of this study.

No optional specialised interpreting subjects are available, nor is this compensated for in the Master in Creative and Humanistic Translation with no interpreting contents. In practice, therefore, this university provides no simultaneous training in at any level in either Spanish or Catalan.

4.2.6. *Universitat de Vic - Universitat Central de Catalunya (UVic)*

This University runs no less than three different undergraduate degrees incorporating varying levels of interpreter training. It is worth remarking that the official site contains a short promotional video with the title “Anglès, Castellà, Català, Interpretació simultània”. Interestingly, the languages are given in that order, with Catalan after Spanish but written in a larger font.

Translation and Interpreting

Students choose either Catalan or Spanish as their main A language together with complementary modules in the remaining language. English is the only active B language available, with a choice between either French or German as the passive C language.

All of the core and optional subjects are equally available in both English-Spanish and English-Catalan. The three compulsory subjects taught in the second and third years cover a general introduction to both consecutive and simultaneous interpreting. Four optional subjects are available in the fourth year, involving two 3-credit intermediate courses and two 6-credit advanced consecutive and simultaneous modules, plus a 3-credit course devoted to oral expression in English (classified as ‘Other’). This course is one of the few to offer both compulsory simultaneous training and a specialised interpreting itinerary.

As the following table (Table 7) shows, there is a 1:1 ratio between Spanish and Catalan for all core and optional subjects.

Table 7. Share of Spanish and Catalan core and optional interpreting subjects (UVic1)

	Spanish	Cr.	Catalan	Cr.	Other	Cr.
CORE	INTRO	3	INTRO	3	-	
	CI1	3	CI1	3		
	SI1	6	SI1	6		
Subtotal		12		12		
OPTIONAL	CI2	3	CI2	3	ORAL	3
	SI2	3	SI2	3		
	CI3	6	CI3	6		
	SI3	6	SI3	6		
Subtotal		18		18		
TOTAL		30		30		3

Applied Languages and Translation

This Degree includes three compulsory introductory subjects including a basic introductory module followed by basic and advanced Interpretation and Interlin-

guistic Communication, covering an introduction to bilateral, consecutive and simultaneous interpreting and sight translation. Two advanced optional subjects are available for both consecutive and simultaneous interpreting in both Catalan and Spanish.

As the table below (Table 8) shows, although the level of specialisation is slightly lower than in the Degree in Translation and Interpreting (UVic1), the overall number of interpreting credits is ostensibly similar, covering both of the main types, with a complete balance between the core and optional offer in Spanish and Catalan with a 1:1 ratio throughout.

Table 8. Share of Spanish and Catalan core and optional interpreting subjects (UVic2)

	Spanish	Cr.	Catalan	Cr.	Other	Cr.
CORE	INTRO1	3	INTRO1	3	-	0
	INTRO2	3	INTRO2	3		
	INTRO3	6	INTRO3	6		
Subtotal		12		12		0
OPTIONAL	CI1	3	CI1	3	-	
	CI2	3	CI2	3		
	SI1	6	SI1	6		
	SI2	6	SI2	6		
Subtotal		18		18		0
TOTAL		30		30		0

Translation, Interpreting and Applied Languages

Unlike the other courses analysed here, this Degree run in conjunction with the Universitat Oberta de Catalunya (Catalan Open University) is based on distance-learning, which may explain why it is the only course to provide specific optional training in remote interpreting, which stands out as a unique feature amongst all of the degrees studied here.

As can be seen in Table 9, the overall number of credits, range of subjects and level of specialisation are all considerably lower in this degree than the previous two (UVic1 and UVic2), while maintaining complete parity between Spanish and Catalan.

Table 9. Share of Spanish and Catalan core and optional interpreting subjects (UVic3)

	Spanish	Cr.	Catalan	Cr.	Other	Cr.
CORE	INTRO1	6	INTRO1	6	-	0
	INTRO2	6	INTRO2	6		
Subtotal		12		12		0
OPTIONAL	CONF	6	CONF	6	-	0
	REM	6	REM	6		
Subtotal		12		12		0
TOTAL		24		24		0

The Master's Degree in Specialised Translation includes two interpreting options covering sight translation, bilateral and consecutive interpreting, namely: Practical Business Interpreting, available only in English and Spanish and an interpreting internship, available in English and French with either Catalan or Spanish, although the latter is not a taught course.

4.3. Galizan

The Universidade de Vigo (UVigo) offers a Degree in Translation and Interpreting in French or English in combination with either Spanish or Galizan with French, English (B and C languages) and German and Portuguese (C languages only).

There are three core interpreting modules taught in the third year: bilateral followed by introductory consecutive and simultaneous interpreting. All compulsory subjects, including the interpreting modules, are taught in Galizan or Spanish depending upon the students' chosen A language.

The optional subjects include advanced consecutive and simultaneous modules, available in Spanish only. This is one of the few degrees to cover simultaneous training as both a core and an optional subject and is notable inasmuch as it provides basic interpreter training in the C languages, although Galizan is used exclusively in combination with English and French, while the equivalent options in German and Portuguese are taught exclusively in Spanish, arguably owing to its linguistic proximity to Galizan in the case of the latter.

Table 10. Share of Spanish and Galizan core and optional interpreting subjects (UVigo)

	Spanish	Cr.	Galizan	Cr.	Other	Cr.
CORE	BI	6	BI	6	-	0
	CI1	6	CI1	6		
	SI1	6	SI1	6		
Subtotal		18		18		0
OPTIONAL	SI2	6	C (Fr)	6	-	0
	CI2	6	C (En)	6		
	C (De)	6				
	C (Pt)	6				
Subtotal		24		12		0
TOTAL		42		30		0

As Table 10 shows, while the core offer is balanced between Spanish and Galizan, this is not the case for the optional advanced subjects, most of which are available in Spanish only, involving a deficit in interpreter training in Galizan, with no specialised simultaneous modules available in that language. While it is expected that the advanced simultaneous module will also be available in Galizan as of 2016-2017, signalling a marked improvement in this respect, it is not included in the current analysis in the grounds that it is not as yet a permanent arrangement.

None of the shortcomings detected are offset by the translation-related Master's Degrees available, none of which include interpreting.

5. Results

The results of the study are reflected in the following graphs which provide a detailed overview of the number of core and optional interpreting credits (Figure 2) and subjects (Figure 3) available in Spanish in comparison to each of the co-official language for each of the undergraduate courses analysed. In both graphs, the Catalan and Valencian universities are ranked in ascending order regarding the number or credits or subjects available in Catalan.

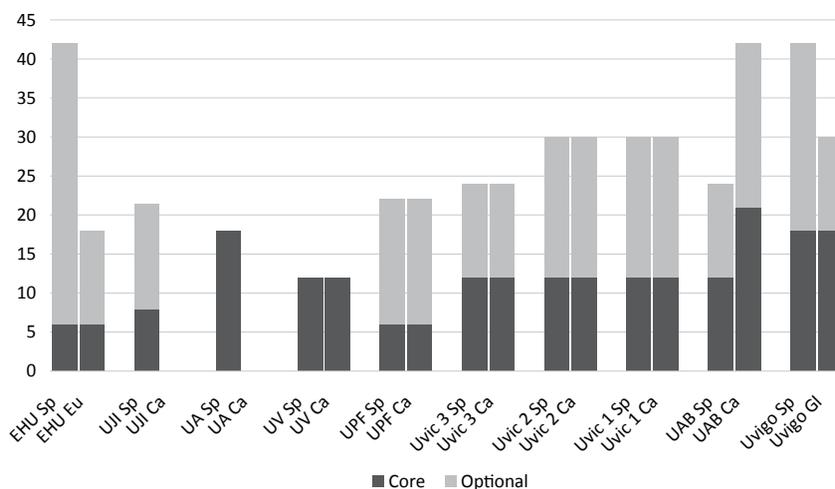


Figure 2. Comparison of interpreting credits in Spanish vs. co-official languages.

Owing to the fact that not all universities dedicate the same number of credits to each module, it will be noted that the relative position of certain universities varies depending on the number or credits or the number of subjects, as the following graph (Figure 3) shows.

Owing to its important potential as a prestige-raising activity, Table 11 also provides a synopsis of the specific training available in simultaneous interpreting (expressed in credits). As the table shows, in line with the White Book as noted above, with the notable exceptions of the undergraduate degrees in Translation and Interpreting at the Universitat de Vic (Catalan) and the Universidade de Vigo (Galician), where available simultaneous interpreter training modules are offered primarily as options. On the whole, this trend is similar for Spanish, with the proviso that available Master's Degrees which do cover this speciality do so on in Spanish only and not in the co-official languages.

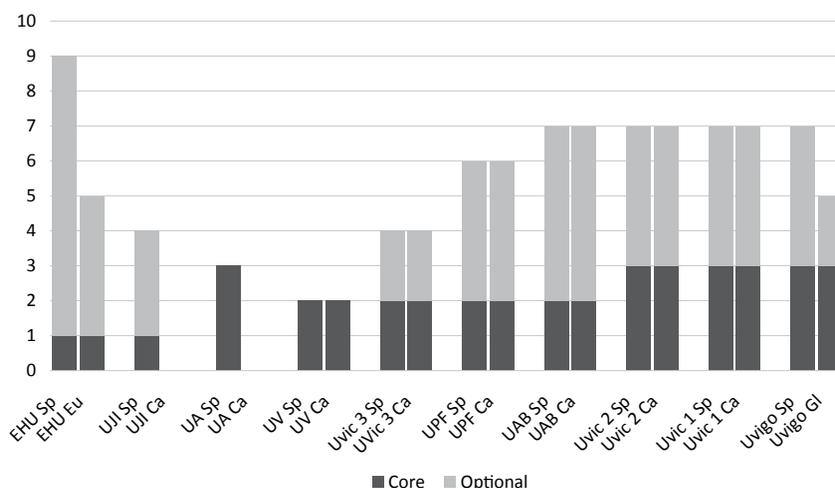


Figure 3. Comparison of interpreting subjects in Spanish vs. co-official languages.

Table 11. Specific simultaneous interpreter training in the co-official languages

	CORE		OPT		Total	
	Subjects	Credits	Subjects	Credits	Subjects	Credits
EHU	0	0	2	6	2	6
UA	0	0	0	0	0	0
UAB	0	0	0	0	0	0
UJI	0	0	0	0	0	0
UPF	0	0	1	4	1	4
UV	0	0	0	0	0	0
UVic1	1	6	2	12	3	18
UVic2	0	0	2	12	2	12
UVic3	0	0	0	0	0	0
UVigo	1	6	0	0	1	6

The results indicate that the Universidade de Vigo leads the way in both in terms of the overall number of interpreting credits (Fig. 2) across the board, as well as the total number of credits available in the co-official language, in this case Galizan. Regarding the number of core subjects taught in both Spanish and the co-official language, UVigo it is on a par with the two main degrees taught at the Universitat de Vic (UVic1 and UVic2), with the latter displaying a greater and more balanced level of optional subjects taught in Catalan. UVigo also provides an above-average level of the high-prestige simultaneous mode, both as a core and as an optional subject (Table 11) and is also unique in that it offers interpreting with a passive C language (mode unspecified) in both Spanish and Gali-

zan depending upon the language combination. It should also be borne in mind that, unlike the previous pre-Bologna degree (see Baxter 2014b), no specialised training is available in either simultaneous or consecutive interpreting, either in Galizan or Spanish, which is not compensated for by a follow-up Master's Degree. Finally, it should be noted that, unlike Catalonia, interpreter training is available in Galizan at one university only, thereby effectively reducing its overall presence as compared with Catalan.

While Catalan is catered for by far more T&I courses spread out over a range of universities in the Catalan-speaking area, as far as interpreter training in Catalan is concerned, the situation varies considerably from one university to the next. The three degrees taught at the Universitat de Vic all provide equally coverage for Spanish and Catalan in both core and optional subjects, with two of the undergraduate degrees (UVic1 and UVic2) providing the best overall interpreter training coverage in Catalan, including core and specialised simultaneous training. Although the third degree available (UVic3) has less total interpreting credits, conference interpreting is included as well as the unique remote interpreting option, also available in Catalan. It is clear that as a rule universities located within Catalonia proper provide better coverage in Catalan than those located in Valencia, one notable exception being the Universitat de València, which provides equal interpreter training in both Spanish and Catalan, albeit limited in its scope (2 core subjects with a total of 12 credits) with specialised optional subjects and no simultaneous training. Conversely, the Universitat Autònoma de Barcelona (UAB) provides no undergraduate simultaneous training, either in Spanish or Catalan a deficit offset in the case of Spanish by the available the Master's Degree, but which fails to cater for Catalan, whereby specific simultaneous training in Catalan is absent from both undergraduate and postgraduate courses at this university.

Finally, the situation of interpreter training in Basque is unique amongst the co-official language inasmuch as while it appears better placed than Spanish in terms of the number of optional credits, above and beyond full parity in terms of core credits, interpreting is limited to Spanish-Basque only, with no interpreting subjects available between Basque and any B language. Therefore, while simultaneous interpreter training is covered in Basque, two optional subjects are available in simultaneous interpreting between Spanish and a foreign language, whereas Basque is limited to A-A only (i.e. between Spanish and Basque). Similarly, consecutive interpreting is only available in Basque and an optional subject in combination with Spanish, whereas two optional consecutive interpreting subjects are available in Spanish in combination with a foreign language. This deficit is not compensated for by the Master's Degree available at the EHU, the only university offering interpreter training in Basque.

6. Conclusions

Firstly, it is clear that beyond compulsory primary and secondary education, the co-official languages are not necessarily integrated into higher education on an equal footing with Spanish depending not only upon the language but also the

area in question (e.g. Catalonia versus Valencia in the case of Catalan), especially in specialised fields such as interpreting.

As might be expected, if only owing to its geographical spread, Catalan is by far and away the language with the greatest offer, also reflecting the prestige of the language as the only co-official language included in interpreting courses outside the Spanish State and featuring as an optional C/D language in two other T&I courses outside Catalonia.

In the case of Catalan, the situation varies considerably between Autonomous Communities. Unlike the universities in Catalonia (UAB, UPF and UVic) which maintain an almost exact equilibrium between interpreting credits and subjects taught in Catalan and Spanish, it is striking that the Universitat de València (UV) is the only Valencian university where Catalan is on a par with Spanish (albeit with no optional subjects in either language), whereas the remaining two universities in Valencia (UA and UJI) provide no interpreter training in Catalan despite its inclusion within the written translation modules. This situation is possibly a reflection of the sociolinguistic situation of the language in Valencia (Generalitat Valenciana 2010) as opposed to Catalonia (Generalitat de Catalunya 2013).

The case of Basque is interesting inasmuch as the absence of interpreter training with B languages would appear to indicate an absence of the language in the private market. This hypothesis is borne out by the absence of published research dealing with interpreting in Basque in combination with any language other than Spanish outside the institutional sphere (see, for example, the journal *Senex* published by the Association of Basque Language Translators, Correctors and Interpreters). It would seem, therefore, that the place of co-official languages in undergraduate interpreting courses can be taken as an indicator to gauge their level of social penetration and in which areas, i.e. the extent and scope of their normalisation.

To a certain extent, the place occupied by Galizan as part of the interpreting courses available mirrors the situation in the market where Galizan tends not to be employed for interpreting technical subjects (Currais Arcay 2010: 132), in turn mirroring the on-going situation which can be described in terms of diglossia (Loureiro-Rodríguez 2007).

In general terms, it would appear that the more technical the subject matter and the more specialised the technique (i.e., simultaneous interpreting), the less likely they are to be taught at undergraduate level in the co-official languages, a deficit only partially made up for by the postgraduate degrees available.

If, as this study seems to suggest, the place of interpreter training within undergraduate course to a certain extent mirrors the place of the language in society in general, then it might be fair to assume that intervention in this area in order to reinforce all-round undergraduate interpret training in minority languages could, therefore, serve as a language planning tool intended to professionalise the market and raise awareness and prestige concerning such languages amongst contracting parties which would inevitably have a beneficial effect for raising the status of the language amongst high prestige conference-going publics as has been shown to be the case in previous studies.

Annex. Abbreviations used

BI:	Bilateral interpreting (BI1: Introduction to BI; BI2: Advanced BI, etc.)
C:	Unspecified interpreting in C languages
CI:	Consecutive interpreting (CI1: Introduction to CI; CI2: Advanced CI, etc.)
CONF:	Non-specified conference interpreting
INST:	Introduction to National and International Institutions
INTRO:	Theoretic and/or introductory subject with little or no practical component
ORAL:	Oral expression
REM:	Remote interpreting
SI:	Simultaneous interpreting (SI1: Introduction to SI; SI2: Advanced SI, etc.)
SOC:	Social Mediation for Translators and Interpreters
THRY:	Specialised theoretical subject

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