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Cite this article

Rodríguez-Inés, P. & Fox, O. (2018). Reconciling Institutional and Professional Requirements in the Specialised Inverse Translation Class – A Case Study. *Meta*, *63*(1), 47–71. https://doi.org/10.7202/1050514ar

Article abstract

Translating into a language that is not one's native language is no easy task, but one which may be necessary in certain settings. If a market niche exists for professional translators whose working language is not their native language, as studies have shown it does in Spain, it seems appropriate that translation trainees should be encouraged to develop their competence in what is generally known in Translation Studies as inverse (A-B/C) translation, in order to satisfy market requirements. Given current European Higher Education Area (EHEA) requirements for training students for the professional workplace, most translation degree programs in universities in Spain include subjects in which students are required to translate into the foreign language. This paper describes an early attempt to reconcile institutional requirements (curriculum design, assessment, reporting) and professional requirements (development of translation and instrumental competences, together with so-called *softskills*) in the specialised inverse translation class in the Faculty of Translation and Interpreting of the Universitat Autònoma de Barcelona. A competence-based, learner-centred, process-oriented curriculum was instituted.

Reconciling Institutional and Professional Requirements in the Specialised Inverse Translation Class – A Case Study

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RÉSUMÉ

Traduire dans une langue étrangère n'est pas une tâche aisée, mais elle existe bel et bien dans certaines situations. Si, comme certaines études l'ont démontré, il existe effectivement une niche de marché en Espagne, les étudiants en traduction devraient alors être encouragés à développer leur compétence en «traduction en langue seconde», selon sa dénomination dans le cadre des études de traduction, pour pouvoir répondre aux attentes du marché. Conformément aux exigences actuelles de l'Espace européen de l'enseignement supérieur (EEES) pour l'obtention d'un poste de travail par des étudiants en formation, la plupart des programmes de grade de spécialisation en traduction des universités espagnoles comportent des matières dans lesquelles les étudiants sont appelés à traduire dans une langue étrangère. Le présent article décrit une première tentative de réconciliation entre les exigences professionnelles (développement de la compétence de la traduction et de la compétence instrumentale, ainsi que desdits *soft skills* ou compétences sociales) et les exigences institutionnelles (conception d'un programme d'études, évaluation, compte-rendu d'apprentissage) dans le cours de traduction inverse spécialisée de la Faculté de traduction et d'interprétation de l'Université autonome de Barcelone (UAB). Un programme d'études fondé sur la compétence, axé sur l'apprenant et orienté vers la démarche de traduction a été institué.

ABSTRACT

Translating into a language that is not one's native language is no easy task, but one which may be necessary in certain settings. If a market niche exists for professional translators whose working language is not their native language, as studies have shown it does in Spain, it seems appropriate that translation trainees should be encouraged to develop their competence in what is generally known in Translation Studies as inverse (A-B/C) translation, in order to satisfy market requirements. Given current European Higher Education Area (EHEA) requirements for training students for the professional workplace, most translation degree programs in universities in Spain include subjects in which students are required to translate into the foreign language. This paper describes an early attempt to reconcile institutional requirements (curriculum design, assessment, reporting) and professional requirements (development of translation and instrumental competences, together with so-called *soft skills*) in the specialised inverse translation class in the Faculty of Translation and Interpreting of the Universitat Autònoma de Barcelona. A competence-based, learner-centred, process-oriented curriculum was instituted.

RESUMEN

Traducir hacia una lengua que no es la materna no se considera una tarea fácil y, aún así, se da en determinados contextos. Si, como algunos estudios han demostrado en el caso de España, existe un nicho de mercado para traductores profesionales que trabajan hacia la lengua extranjera, los estudiantes de traducción deberían, por tanto, ser formados para desarrollar su competencia traductora en lo que se conoce en los Estudios sobre la Traducción como traducción inversa (A-B/C), con el objetivo de satisfacer las necesidades del mercado. De acuerdo con las indicaciones del Espacio Europeo de Educación Superior (EEES) respecto a la formación de traductores para el desempeño profesional, la mayoría de programas de Grado de traducción de las universidades españolas incluye asignaturas de traducción inversa. Este artículo describe un primer intento de reconciliar las exigencias institucionales (diseño curricular, evaluación, justificación) y profesionales (desarrollo de la competencia traductora e instrumental, así como las llamadas *soft skills*) en el aula de traducción inversa especializada de la Facultad de Traducción e Interpretación de la Universitat Autònoma de Barcelona. Para ello se aplicó un programa basado en competencias, centrado en el estudiante y orientado al proceso.

MOTS CLÉS/KEYWORDS/PALABRAS CLAVE

Enseignement de la traduction, formation par compétences, traduction en langue seconde, technologies de la traduction.
Translation teaching, competence-based training, inverse translation, translation technologies.
Enseñanza de la traducción, formación por competencias, traducción inversa, tecnologías de la traducción.

1. Introduction

In a globalised world in which English is used as the lingua franca of business, science and technology, diplomacy, and the media, it is not untoward to expect translators whose working language is English, to be prepared to translate into and out of English even though it is not their native language (Lorenzo 2003; Goodwin and McLaren 2003; De la Cruz 2004; Adab 2005; Pokorn 2005, 2009; Thelen 2005; Stewart 2008).

Moreover, given the current emphasis on mobility of labour within the European Union and the demand for more flexible, versatile workers who can demonstrate not only field-specific competences[1] but also cross-curricular competences (so-called *soft skills*, such as critical thinking, powers of decision-making, interpersonal, intercultural, management and organisational skills), responsibility lies with translation faculties to fulfil both these requirements to ensure trainee translators can become successful translation service providers (EMT Expert Group 2009).

2. The inverse translation market in Spain

Although there is a dearth of systematically conducted surveys and statistical data on the practice of inverse translation in Spain, the few studies that exist show that professional translators do indeed provide translation services in their foreign language at some time or other in their career.

In a survey conducted by Roiss (2001) among 230 professional translators, 50 graduates from the Faculty of Translation and Interpreting of the University of

Salamanca, and translators from 50 translation agencies in Madrid, Barcelona and Valencia, it was found that 84.4% of the respondents had translated into their foreign language at some point in their career, with 6.7% translating more frequently (<70%) into their foreign language than into their mother tongue. Inverse translation accounted for more than half the work of 13.3% of the translators surveyed; 25% of the work of 23.3% of the translators; and approximately 10% overall of the work of 41.1% of the translators. Zimmerman (2007) found that 60% of a sample population of 54 translator trainees had provided inverse translation services within a professional setting at some point during their studies, and Rodríguez-Inés (2008) found that of 35 freelance translators who were Spanish native speakers and used English as their working language, 100% had been asked to provide translation services in English with only 5% refusing to do so. A much more recent survey (Gallego-Hernández 2014) conducted among 500 translators showed that French was the foreign language into which texts were most often translated, followed by English and then German. Eighty per cent of those translating into English as their foreign language (162 out of 500) said they had sometimes translated legal texts. Technical and economic texts were less frequently translated into English and scientific or literary texts were never, or hardly ever, translated into English.

Although limited in scope, the aforementioned studies show that translating into the foreign language is not an uncommon task for translators in Spain. This fact, together with current European Higher Education Area (EHEA) requirements for training students for the professional workplace, thus justifies the decision made to prepare students in Spanish Faculties of Translation for this type of task, thereby enhancing their employability.[2]

3. Inverse translation in faculty curricula in Spain

In 2008, Wimmer carried out a study to determine the extent to which provision had been made for training translators in inverse translation in the degree courses in Translation and Interpreting (Licenciatura en Traducción e Interpretación)[3] that were in greatest demand in the 5 top-ranked universities in Spain, as cited in the newspaper El Mundo.[4] No consensus was found amongst the universities as to the number of core credits given over to inverse translation. As a compulsory subject, inverse translation accounted for 0-50% of the total number of credits for translation overall in the different universities' degree programmes. In the Universitat Autònoma de Barcelona, non-specialised inverse translation accounted for 8 credits in the second year, and specialised inverse translation for 8 credits in the fourth year of study, i.e. 5.3% of the total number of credits for translation overall. With the introduction in 2010 of the 4-year-long EHEA compatible Degree in Translation and Interpreting (Grado en Traducción e Interpretación) non-specialised inverse translation currently accounts for 6 ECTS and specialised inverse translation (no longer compulsory) accounts for 6 ECTS. Inverse translation thus represents a maximum of 5% of the total number of credits for translation overall if students study both non-specialised and specialised translation, which is not always the case. Mindful of market requirements in Spain, the fact that only 2.5% of core credits is devoted to inverse translation would appear to be at odds with one of the main goals to be achieved with the creation of the EHEA.

4. Reconciling institutional and professional requirements

Institutional requirements with regard to translator training have to do with syllabus design and development, and include questions of teaching methodology, assessment, and reporting. Within the context of the common model of higher education established within the EHEA, comparable and compatible qualifications are required.[5] Syllabi must necessarily make reference to competences to be developed, intended learning outcomes, and assessment procedures, with evidence of students' performance throughout the learning process being provided in a student's portfolio.

Professional requirements have to do with developing the skills and attributes that trainees need to improve their performance and enhance their employability. In 2009, the European Commission's Directorate–General for Translation established a reference framework for the professional competences to be developed by trainee translators. The competences listed were: translation service provision competence, language competence, intercultural competence, information mining competence, thematic competence, technological competence. "This reference framework should be understood within the overall context of university education for translators, which goes beyond the specifically professional competences listed below. It sets out what is to be achieved, acquired and mastered at the end of training or for the requirements of a given activity, regardless where, when and how" (EMT Expert Group 2009: 3).

The syllabus for the final year Spanish-English specialised translation class in the Universitat Autònoma de Barcelona was designed to satisfy both institutional and professional requirements.

5. Satisfying institutional requirements

Satisfying institutional requirements focused on the design and development of a syllabus compatible with the common model of higher education established within the EHEA.

5.1. Syllabus design

The syllabus designed for the specialised inverse translation class described in this paper was thus competence-based (Nunan 1988b; Kelly 2007), process-oriented and learner-centred (Brindley 1984, 1989; Nunan 1988a). It was task-based (Candlin 1987; Nunan 1989, 2004), and incorporated a problem-solving methodology with a collaborative teacher-student approach to learning (Nunan 1992).

Course content included both pedagogical tasks to develop and monitor progress in the acquisition of translation competences, and real-life rehearsal translation service provision tasks designed to familiarize students with the demands of the professional translator's workplace. Pedagogical tasks included a diagnostic test; copy-editing exercises; exercises to develop documentation and instrumental skills; written and visual reports by students explaining their decision-making processes when solving translation problems; and self-assessment and evaluation questionnaires. Real-life rehearsal translation service provision tasks involved the translation of extracts (150 words; confidential data substituted) from four authentic[6] texts from

different specialist areas of interest to the translation market and a large-scale 10,000-word translation (Term Project), presented ready for publication in both hard-copy and digital format.

Approximately 60 final-year students attended the specialised inverse translation class for a period of one semester. Two two-hour sessions were programmed each week – one in a traditional classroom setting (translation workshops), the other in a multimedia classroom. Most students were native speakers of Spanish although some Erasmus exchange students attended the classes as required by their Learner Agreements. Faculty enrolment procedures defined the characteristics of the resulting multicultural, multilingual, mixed-ability group.

Students were encouraged to work in different types of groups or *learning communities*, and to participate in regular peer-conferencing sessions (Nunan 1988b; Boud, Cohen *et al.* 2001). Whether as a large community of practice in a classroom setting, or a small community of purpose as a group working on a project, or as an online community as translators in a translators' forum using the World Wide Web or the university's Virtual Campus, each individual's experience, knowledge etc. was used to share and negotiate control of the group's learning process so that in the end gains were made by all members of the group linguistically, socially and, ultimately, professionally.

A blended learning approach (Rodríguez and Fox 2006; Galán-Mañas and Hurtado Albir 2010) to classroom activities was used. Whilst students had regular face-to-face contact with teachers responsible for their course twice weekly, assignments (tasks) were downloaded and, once completed, uploaded on to the Campus Virtual. Familiarising students with the use of ICTs anticipated the realities of the professional translator's workplace.

Responsibility for developing the syllabus was divided between two teachers – one, a bilingual Spanish native speaker, responsible for documentation and translation technology classes, and the other, a bilingual English speaker, responsible for the translation workshops (Villa, Thousand *et al.* 2008; Römer and Arbor 2009; Pokorn 2005, 2009).

5.1.1. Learning goals

Table 1 shows the learning goals (competences) set for the course. Indicators of the development of these competences served to assist students in focusing and monitoring their learning process as well as providing teachers with competence-related criteria for assessment purposes.

Table 1

Competences to be developed and their indicators

Competence	Indicators
1. Translation Competence	**Strategic Competence:** - ability to satisfy client expectations (fulfil the translation brief) as well as reader expectations (textual conventions and communicative function) - ability to make appropriate decisions to ensure these expectations are fulfilled **Pragmatic (communicative) Competence:** - ability to understand/fulfil the communicative function of a text **Extralinguistic Competence:** - ability to comprehend/produce a text making appropriate and effective use of field-specific terminology **Grammatical Competence:** - ability to produce a meaningful, grammatically correct written text **Textual Competence:** - ability to differentiate between, and to produce, texts of different types (contracts, public notices, academic articles, etc.) - ability to produce texts that conform to the conventions of text, genre, coherence and cohesion, tone and register in the English language
2. Instrumental Competence	- ability to use appropriate documentary resources - ability to use translation technologies
3. Interpersonal Skills	- ability to work in a group - ability to design and manage project work - ability to solve unforeseen problems, situations, demands
4. Intercultural Skills	- ability to work in a multicultural environment - ability to recognise cultural differences - ability to solve problems of communication between cultures - ability to deal with difficult situations as a result of cultural differences
5. Learner Autonomy[7]	- ability to obtain data and documentation for the purposes of translation - ability to manage data - ability to organise and plan project work - ability to design and manage project work - ability to solve problems - ability to think critically

5.1.2. Assessment

Assessment[8] was criterion-referenced (Nunan 1988a, 1988b; Adab 2000; Way 2008). The criteria used were clearly specified and understood in terms of students' level of attainment of learning goals. Indicators of the competences to be developed (Table 1) served as assessment criteria. Students were informed at the start of their course of the criteria used for assessment and of the weighting given to the different tasks they had to complete (Appendix 2).

Ongoing, formative assessment of learning outcomes, in conjunction with the use of self-assessment questionnaires, was used to monitor progress in students' attainment of learning goals.

Summative assessment determined whether or not students, individually or within a group, evidenced attainment of the overall course objectives.

5.1.3. Evaluation

Feedback was incorporated into the syllabus design to inform pedagogy and to make any necessary adjustments to the syllabus in subsequent semesters. This was done through the use of an evaluation questionnaire. Because students were actively involved in their learning processes, which took place in collaboration with their teacher and peers, their comments on different aspects of syllabus design were of importance in making adjustments in those areas of interest to the group as a whole (Fox and Rodríguez-Inés 2013).

5.1.4. Accountability

Given the need for transparency with regard to EHEA requirements, learning goals, expected learning outcomes; and assessment criteria for the course were posted online on the UAB Faculty of Translation home page in the form of a guide to the subject (Guía de la asignatura).

Moreover, the university's virtual learning environment (Campus Virtual) served to keep a permanent record of materials uploaded; items of interest; tasks set and work submitted for assessment; interim results of continuous assessment; and teacher-student and/or student-student correspondence in forums designed as learning communities.

Students' progress in developing the competences established as learning goals was evidenced through their completed worksheets, self-assessment questionnaires, translated texts, Term Project, and evaluation questionnaire – all of which were assessed using the indicators cited in Table 1.

5.2. Course content

The task-based syllabus of the specialised inverse translation class was comprised of a series of pedagogical and real-world rehearsal tasks aimed at developing the competences established as course objectives or learning goals. They included a diagnostic test; copy-editing exercises; ICT worksheets (Rodríguez-Inés 2014); translations from different specialist fields; written and visual reports on translation problem solutions; an extended translation project; self-assessment questionnaires; and an evaluation questionnaire.

5.2.1. Diagnostic test and copy-editing

Given that the syllabus was needs-based, a diagnostic test was given on the first day of class. Students were invited to submit, individually, and within a period of one week, their translation of the text "Crecimiento intrauterino retardado," using whatever resources they wished to complete their work. After completing their translations, they were asked to fill in a self-assessment questionnaire which was submitted along with their texts. The students' translations were then used as a basis for copy-editing exercises with a view to focusing attention on aspects of the translation process and final text production specific to the field of medicine (translation workshops).

Using input from the translation workshops, peer discussion sessions, and multimedia classes focusing on documentation and ICTs (Appendix 3), students were

asked to proofread and copy-edit their original translations on three separate occasions, submitting successive versions of their translated texts – the first incorporating corrections in bold (at week 1), the second incorporating corrections underlined (at week 2), and a final version (at week 3) with corrections in italics. After submitting their final versions of the diagnostic test, the self-assessment questionnaire was again administered. By comparing the outcome of both questionnaires it was possible to see how much more aware students were of what was involved in a specialised translation task; how much more aware they were of the competences they had to develop individually; and the effect on their performance of work carried out in the multimedia classroom and the translation workshops. The use of a diagnostic test in conjunction with copy-editing exercises and ICT worksheets was designed to prepare students for the translation of four texts from different specialist fields which would be assessed to determine their level of attainment of course objectives.

Figure 1 shows corrections made by students in their first (in bold type), second (underlined) and final version (in italics) of a translated text after attending practical lessons and translation workshops.

Figure 1

Copy-editing a text (modifications included)

Figure 2 shows the self-assessment questionnaire used after students' first translation of the text "Crecimiento intrauterino retardado" and after the final version submitted.

Figure 2

Self-assessment questionnaire

5.2.2. Translations

Once students were familiar with the way in which they were encouraged to go about their translation work, they were asked to translate, individually, texts from four different specialist fields (medical, technical, financial, legal) (Appendix 1). When

undertaking these tasks, students were required to put their language to a wide range of uses. They were required to translate texts for different English-speaking audiences using specialised language that had not been mastered (or had been imperfectly mastered as they had received no English language training in any of the specific subject fields), drawing on their own resources to negotiate and make meaning. Close coordination between the work done in the multimedia classroom and the translation workshops aimed at developing the skills and strategies necessary to compensate for any shortcomings in students' correct, appropriate and meaningful use of language in context. Overall improvement in students' performance evidenced the degree to which this coordination was successful.

5.2.3. Report on the solution of translation problems

At the same time as students submitted their translations for assessment, they were required to report on the decision-making and problem-solving processes used to solve translation problems they encountered. These were short written reports.

The example below shows a student's justification of the solution found to a translation problem in a legal text. The aim of this type of task was to develop student awareness of the process involved in translation problem-solving. It also served teachers as a means to monitoring the development of students' critical thinking, decision-making and problem-solving strategies.

TRANSLATION PROBLEM: translation of a noun+verb collocate

SOURCE TEXT (ST) CONTEXT: "…aplicar un impuesto…"

PROBLEM-SOLVING PROCESS (as reported by the students):
In the ST, the word impuesto appears with the verb aplicar. We initially thought of apply a tax, *but there were no constructions like that in the corpus. We then looked for possible equivalents in the Andy Miles dictionary and entered them in* WordSmith Tools, *one by one, in truncated form (e.g. in the case of* levy, *we entered "lev*," to include all the different terms related to the word in question). In the end, we settled on* tax levied, *as this expression appeared in the contexts that we felt were most similar to ours.*

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6. Satisfying professional requirements

Satisfying professional requirements in the specialised inverse translation class focused on developing: i) students' overall translation competence; ii) their instrumental competence and knowledge of translation technologies (*Trados*, *WebBudget*, *WebCopier*, *WordSmith Tools*); iii) their critical thinking, powers of decision-making, interpersonal, intercultural, management and organisational skills.

Preparing students with their occupational goals in mind, however, also entailed familiarising them with the professional environment within which they would operate in the future. Ready access to multimedia classrooms, the use of Internet and the UAB's virtual learning environment, Campus Virtual (Rodríguez-Inés and Fox 2006) provided the necessary means to this end.

By using the Internet and the Campus Virtual, it was possible to simulate the professional translator's workplace as students worked, communicated, and coordinated with their clients (teachers) and colleagues (fellow group members) from

independent workstations downloading/uploading/compressing files via the <u>Campus Virtual</u> (mirroring the way in which freelance translators receive and return work online); met deadlines (access to accounts to upload translations was not possible after a specific date and time); and consulted and advised on translation, documentation and software problems through the use of translator forums.

Tasks specifically designed to satisfy professional requirements included the preparation of invoices to accompany each translation; the translation of a web page, and the translation of an extended text for a financial institution ready for publication in the form of a booklet.

6.1. Estimate for the translation of a webpage generated with WebBudget

Before fulfilling the client's request to translate a web page, students were required to produce an estimate for the translation of a webpage using the program *WebBudget*.

Figure 3

Example of an estimate produced using *WebBudget*

6.2. Translation of a webpage using WebBudget

Once students had submitted their estimates, they were required to translate a webpage using the program *WebBudget* (see source text in Appendix 1).

Figure 4

Example of the translation of a webpage using *WebBudget*

6.3. Term Project

In order to assess students' overall attainment of learning goals, they were required, in groups of 7, selected in alphabetical order from the class list, to translate a large-scale Term Project (10,000 words) and to submit the translation ready for publication in the form of a booklet. The text to be translated was one produced by a leading Spanish bank on the subject of mortgages. Taking advantage of the presence of international students in the class, all groups were made up of native Spanish speakers and international exchange students whose L1 language was not necessarily Spanish. No specific roles were assigned to the members of the groups; they were responsible for organising, planning, managing and executing the translations themselves. The Term Project was designed to simulate professional practice working on a single, large-scale project within a group of multilingual, multicultural translators one had never worked with before. The following is an example of the translation of the introduction to the extended text used for the students' Term Project. It should be noted that the project was presented in digital and hard-copy format.

Figure 5

Example of a student group's translation of an extract from the Term Project text
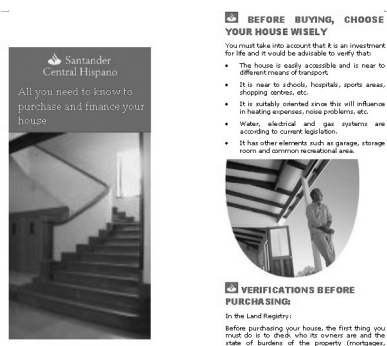
6.3.1. Report on the solution of translation problems

After completing their Term Project, each group of students was required to give a report, in class, explaining three different translation problems they had encountered. Having by now developed their instrumental competence, instead of submitting written reports, students presented their reports in the form of a *PowerPoint* presentation. Not only did these presentations focus students' attention on the decision-making processes at work when solving translation problems, thereby developing their ability to think critically, but by presenting their reports in class they were able to share their experience with the learning community as a whole. Trainers were, moreover, provided with an objective means of assessing critical thinking, decision-making and problem-solving strategies, as well as instrumental competence.

The following is an example of the solution of one of the translation problems explained in one of the *PowerPoint* presentations given by one of the student groups:

TRANSLATION PROBLEM: translation of the term <u>carencia</u>

SOURCE TEXT CONTEXTS:

- "…podrá acogerse a un largo y flexible periodo de carencia durante el cual sólo pagará intereses"
- "Podrá disfrutar de hasta 120 meses iniciales de carencia…"
- "…con el Préstamo Hipotecario Joven puede utilizarse una carencia inicial de hasta 120 meses…"
- "Carencia: si el interés es variable, hasta 36 meses iniciales y hasta 24 meses más a distribuir durante la vida del préstamo"
- "No hay carencia ni espera"

PROBLEM-SOLVING PROCESS (as reported by the students):

1) After some initial searches on the Internet we came up with two options as possible equivalents: *waiting period* and *payment holiday*.

2) The term *waiting period* was ruled out after searching it in the corpus of mortgages as it means something different (i.e. from the time the final loan papers are signed to receipt of the actual loan money).

Figure 6

Screenshot of concordances of "waiting period"
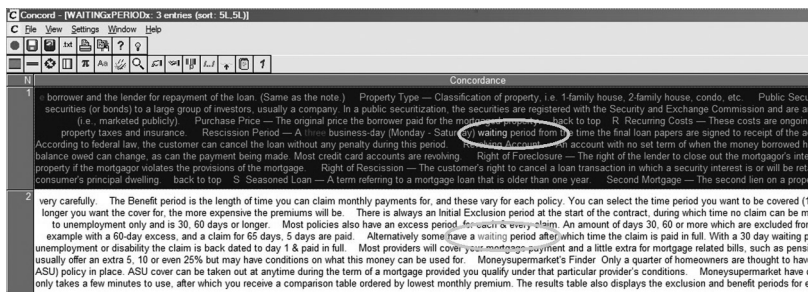
3) A truncated search of "payment holiday*" showed that it was the right equivalent as it appeared in the same context as in the ST.

Figure 7

Screenshot of concordances of "payment holiday"
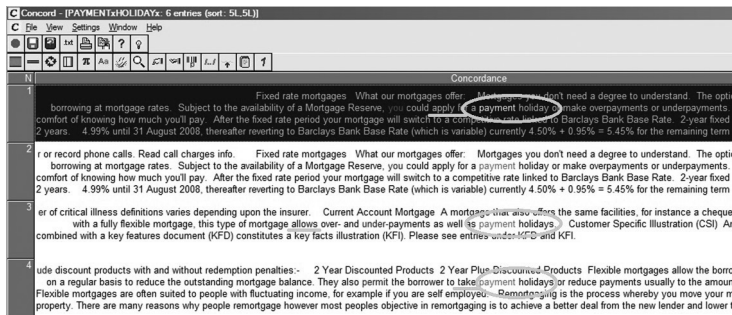
4) The definition of *payment holiday* was checked in a specialised glossary: "a short break from regular mortgage repayments sometimes offered with flexible mortgages…." (http://www.nexmortgage.co.uk/mortgages/jargonbuster/#p)

5) Apart from providing us with the term *payment holiday*, the corpus also helped us with possible verbs that would collocate with it: apply for, take, allow.

6) A further problem, this time of a strategic nature, was whether to use *years* or *months* when talking about mortgage loans and payment holidays as this is what the ST did respectively.

7) A small corpus on *payment holidays* was specifically built for the purpose of finding out more about the way time was expressed. Webpages from banks such as NatWest, Barclays, Lloyds and Halifax containing the expression *payment holiday* were downloaded and added to the main corpus.

8) Concordances were extracted for "month*" and "year*" including "payment holiday*" as a context word.

FIGURE 8

Screenshot of concordances of "month*"
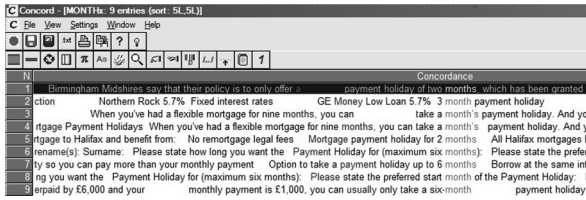
FIGURE 9

Screenshot of concordances of "year*"
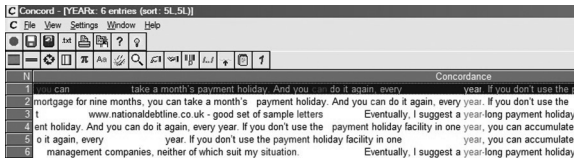
9) Finally, on the basis of the evidence obtained from the corpus, we decided to use years for periods over 12 months.

6.3.2. Evaluation questionnaire

In conjunction with their Term Project translation and *PowerPoint* presentation, students completed an evaluation questionnaire which effectively constituted a self-assessment of their ability to work in a multilingual, multicultural environment (Q 11, 12); and their ability to plan, coordinate and manage a large-scale project (Q 2, 3, 4, 6, 7, 8, 10, 11). Comments from some students pointed to the fact that, as a result of working as a group, they had not only learned to plan, coordinate and manage a project, but they had also learned how to accept different points of view regarding the solution of translation problems, how to justify their own choices and to defend them diplomatically.

Responses to the questionnaire also provided teachers with feedback as to whether or not institutional and professional requirements had in fact been met by the syllabus designed. Students' answers reflected their awareness of their learning process as regards the development of translation competence (Q 13, 16) and their ability to think critically (Q 5, 9, 14, 15, 17). This information, together with the results of the assessment of students' translation tasks, provided the information necessary to make adjustments to the syllabus design as required.

Table 2

Evaluation questionnaire

INVERSE TRANSLATION – Evaluation questionnaire
1.   Name the members of your group and the university they belong to.
2.   What role did each person play in the team and how were the roles assigned?
3.   What was your role in the planning/management/coordination of the project?
4.   How effective do you believe the overall management and coordination of the project was? (rate on a scale of 1 to 10)
5.   Could it have been improved? If so, how?
6.   What problems arose during work on the project?
7.   How did you go about solving them?
8.   What solutions did you find?
9.   What resources did you find most useful? Why?
10. How would you evaluate the coordination within the group? (1-10)
11. Did you learn anything from working in a team to produce a single document? What did you learn?
12. What are the advantages of a multi-lingual group in translation? Are there any disadvantages?
13. Do you think the project tested the following competences (give examples from the text): Strategic competence: Communicative competence: Extralinguistic competence: Textual competence: Instrumental competence:
14.   Do you think the project tested *soft skills*, i.e. interpersonal skills, critical thinking, learner autonomy, ability to design, manage and coordinate projects. If so, how? (give examples): If not, why not? (give examples):
15. Suggest possible alternatives to test what you have learnt in *inverse translation*.
16. Do you feel able to undertake any translation task proposed on the basis of what you have learnt through the semester? Why? If not, why not?
17. How would YOU prepare students better for the workplace as translators?

6.3.3. *Assessment of the Term Project*

Assessment of the Term Project took into consideration the punctual completion of the project; the tidy presentation of files, etc. on the CD; the meaningfulness, and overall coherence of the translated text; appropriateness of the corpus used for documentation purposes; the quality of the report on the translation process plus screenshots; and responses to the evaluation questionnaire regarding interpersonal skills, skills in project design, management, and coordination.

7. Conclusions

A competence-based, task-based, learner-centred, process-oriented curriculum is highly recommended for accommodating institutional and professional requirements in tertiary education institutions.

Defining the key competences required in a behavioural domain, converting them into course objectives to be attained through the completion of appropriately designed tasks assessed using criteria derived from the competences identified**,** provides an effective framework within which a student's progress and level of attainment of course objectives may be monitored and assessed. Self-assessment and

evaluation questionnaires, as well as reports on decision-making and translation problem-solving processes are important tools to raise students' awareness of the processes at work when translating.

As a foretaste of the working environment of the professional translator, the use of virtual learning environments encouraged students to become more autonomous learners and more responsible translators. Working conditions were more flexible in terms of time and place, and as a result students organized their work better (for example, punctual submission of assignments improved). It was also possible to simulate real-life client–translator / translator–translator relationships so that communication and coordination among students (the community of translators) and between students and teachers (through forums, tutorials, e-mail, news) was highly effective. It also satisfied institutional demands for transparency, by ensuring that the course syllabus together with the objectives and assessment criteria set for the course were posted for consultation from the outset, and that a permanent record of teaching materials used, students' work submitted, marks given, and teacher–student / student–student communications were available for consultation at any time.

Attention should however be drawn to two aspects of the syllabus which were subsequently modified as a means to improving students' performance and their overall assessment. One was the incorporation into students' overall assessment of the Term Project reports on translation problems and solutions (*PowerPoint* presentations). The other was a change in workload involved in the course (deemed by many to be excessive).

As regards the *PowerPoint* presentations, it was found that they were a particularly useful means of assessing students' instrumental and communicative competence as well as their critical thinking, powers of decision-making, and interpersonal, management and organisational skills.

Consequently the following assessment chart was drawn up and trialled at the end of the following semester with a new group of 60 students. Assessment was carried out by both teachers responsible for the course and given a weighting within overall assessment. Table 3 shows the proposed assessment chart.

TABLE 3
Template to assess group *PowerPoint* presentations

Oral report on the translation process (individual)	Total 70%	Oral report on the translation process (group)	Total 30%
Competences assessed		**Competences assessed**	
Learner autonomy		Creativity	
Ability to obtain <u>relevant</u> data and <u>documentation</u> to be able to solve the problem presented (it may be a problem of translation, documentation, or revision)	10	Ability to design, plan and carry out a coordinated oral presentation	20
Critical thinking		Instrumental competence	
Ability to analyse and interpret the data obtained	10	Ability to make effective use of the *PowerPoint* program for a quality presentation (layout, etc.)	10
Ability to think critically when making decisions to obtain the final solution to the problem presented	10		

Communicative competence	
Ability to clearly communicate the problem encountered	5
Use of English	5
Ability to defend decisions made when finding the solution to the translation problem presented	10
Instrumental competence	
Ability to locate appropriate documentary resources	5
Ability to make effective use of translation programs (using different functions of *WordSmith Tools/Antconc/* PDF, etc.)	10
Ability to make effective use of screen shots to support translation decisions	5

As a result of students' complaints about the excessive workload (individual translation of four texts from different specialist areas plus an extended Term Project in groups, all within one semester), it was decided to reduce the subject areas of the four texts to be translated individually to only one, that of the extended Term Project. Four different 150-word extracts were taken from the Term Project text and used to preview different translation problems that would arise in the course of its translation.

The problems of management and organisation arising out of group work in the Term Project were described in terms of the lack of commitment of some group members; problems of conflict management; and demotivation as a result of having to work with others in a group with whom they had never worked before. Incompatible timetables and work schedules were most often cited as a particular problem with most groups finding it difficult to find effective alternatives to face-to-face meetings in the faculty. Group forums, file hosting and sharing services (e.g. *Google Docs*; *Dropbox*) provided three of the most useful solutions.

Only at a much later date, again thanks to feedback from students' evaluation questionnaire, was it possible to find an effective solution to the other problems of lack of commitment, conflict management and demotivation. The solution was found in determining specific roles for students working in groups on three extended translations, in groups of three, alternating the roles of documentalist, translator, and copy-editor (Fox and Rodríguez-Inés 2013).

NOTES

1. Competences for professional translators were defined as: "translation service provision competence, language competence, intercultural competence, information mining competence, thematic competence and technological competence" by the EMT Expert Group (2009): *Competences for professional translators, experts in multilingual and multimedia communication*. Visited on 13 February 2016, <https://ec.europa.eu/info/sites/info/files/emt_competences_translators_en.pdf>. Also Fox 1995; Kelly, Martin *et al.* 2003; Hurtado Albir 2007; and PACTE 2014.
2. "The role of higher education in this context is to equip students with skills and attributes (knowledge, attitudes and behaviours) that individuals need in the workplace and that employers require, and to ensure that people have the opportunities to maintain or renew those skills and attributes throughout their working lives. At the end of a course, students will thus have an in-depth knowledge of their subject as well as generic employability skills" in European Higher Education

Area (2007): Employability. *Bologna Process*. Visited on 23 September 2016, <http://www.ehea.info/pid34786/employability-2007-2009.html>.

3.   The *Licenciatura en Traducción e Interpretación* has since been phased out and been replaced, as from 2010, with the EHEA–compatible *Grado en Traducción e Interpretación*.

4.   El Mundo (9 de mayo de 2007): 50 Carreras: Dónde estudiar las más demandadas. *El Mundo Especiales.*

5.   Conference of Ministers responsible for Higher Education (19 September 2003): Realising the European Higher Education Area. Berlin Communiqué. *Bologna Process*. Visited on 23 September 2016, <http://media.ehea.info/file/2003_Berlin/28/4/2003_Berlin_Communique_English_577284.pdf>. Also see Education and training (2013): Diploma Supplement. *European Commission*. Visited on 23 September 2016, <http://ec.europa.eu/education/tools/diploma-supplement_en.htm>.

6.   Following Brosnan *et al.* (1984: 2-3) in Nunan (2004): "adults need to see the immediate relevance of what they do in the classroom to what they need to do outside it and real-life material treated realistically makes the connection obvious." For our purposes authentic text is not only real writing that has been published in a magazine, book or scientific journal, or online as a webpage, but it is also real writing that has been submitted to a professional translator for translation– a real-world (authentic) translation task.

7.   Current trends in education increasingly support the view that learners should be educated to be autonomous independent learners capable of continuing the process of learning even after leaving the classroom. The advantages of developing independent learning skills according to Dickinson (1987) are that students who might not be able to attend classes regularly may continue to progress; differences between students in aptitude, cognitive styles and learning strategies are accommodated, learner autonomy is promoted and requirements for continuing education (life-long learning) are satisfied, etc.

8.   Brindley (1994) states that the aim of assessment is to ensure that information both of immediate value (formative assessment) and for later use (summative assessment) should be gathered through observation and recorded in a suitable form so that it can be understood by both the teacher and others.

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APPENDICES

Appendix 1

Examples of source texts given to students to translate individually

Source text: Medical

> Translation brief:
> You have been asked to translate this text into English. It is part of a chapter in a textbook for first-year medical students. Find the underlying structure of the following text and divide it into paragraphs. Look at the link words used. Which link words have *you* used?

El crecimiento intrauterino retardado

El crecimiento intrauterino retardado (CIR) simétrico y severo detectado en 2º trimestre es indicación de estudio del cariotipo fetal, habiéndose demostrado que un 25% de fetos afectos son aneuploides. La placenta aneuploide proporciona un inadecuado soporte nutricional y respiratorio que impide un normal desarrollo embrio-fetal. El impacto de la aneuploidía sobre el crecimiento puede evidenciarse en etapas precoces de la gestación, probablemente debido al efecto inherente de la cromosomopatía sobre el crecimiento y proliferación celular, traduciéndose en una reducción de los parámetros que definen el crecimiento embrionario. En este sentido, se ha propuesto la medición de la longitud cráneo-nalga (LCN) como signo ecográfico precoz en la detección de aneuploidías, reflejando un CIR precoz. La medición de la LCN es un parámetro efectivo en la predicción de muerte embrionaria, riesgo de malformaciones fetales, y anomalías cromosómicas. Se ha descrito un aumento significativo de la incidencia de cromosomopatías ante valores de LCN inferiores a los esperados, en población de alto riesgo, demostrándose que la diferencia entre la edad gestacional clínica y ecográfica es proporcional al grado de severidad de la anomalía cromosómica. La extrapolación de este fenómeno a la población de screening debe ser cautelosa y requiere estudios más exhaustivos, habiéndose publicado series que no demuestran una significativa reducción de la LCN en embriones afectos de T21. Por otra parte, se ha sugerido una relación entre el desarrollo precoz de un crecimiento intrauterino retardado en fetos trisómeos y el descenso de valores séricos de alfafetoproteína (AFP), hipótesis que no ha sido confirmada en otros estudios.

Source text: Technical

> Translation brief:
> A manufacturer of household appliances is producing its new catalogue for this year and has asked you to translate the text for its model 4WG1919XP

4WG1919XP

800 W - 19 litros

· Con grill simultáneo de cuarzo.
· Selector de funciones: microondas (5 niveles), grill y microondas + grill.
· Programador de tiempo de 60 minutos y dos velocidades.
· Interior esmaltado.
· Parrilla grill elevada.
· Plato giratorio de 25,5 cm de diámetro.
· Potencia grill 1.050 W.
· Marcos de empotramiento opcionales; 4AW 2019 XR color gris acero y 4AW 2019 XP en acero inoxidable.

Source text: Financial

> Translation brief:
> You have been asked to translate the following text to be published in UK dailies on Wednesday 27 April 2004. This Spanish multinational company is quoted on stockmarkets worldwide and must therefore publish notice of meetings internationally.

<div align="center">

DOREMI INSTRUMENTOS, S.A.
Junta General Ordinaria de Accionistas

</div>

En virtud de decisión adoptada por el Consejo de Administración de DOREMI INSTRUMENTOS S.A. se convoca a los accionistas a Junta General ordinaria, a celebrar en Madrid, en los recintos feriales (Feria de Madrid) del Campo de las Naciones, Parque Ferial Juan Carlos 1, Pabellón 3, el día 30 de mayo de 2004 a las 12 horas en primera convocatoria, y para el caso de que, por no alcanzar el quórum legalmente necesario, no pudiera celebrarse en primera convocatoria, el día 31 de mayo de 2004, a las 12 horas, en el mismo lugar, en segunda convocatoria, con el fin de deliberar y adoptar acuerdos sobre los asuntos comprendidos en el siguiente

ORDEN DEL DIA

I. Examen y aprobación, en su caso, de las Cuentas Anuales y del informe de Gestión, tanto de DOREMI INSTRUMENTOS, S.A. como de su Grupo Consolidado de Sociedades, así como de la propuesta de aplicación del resultado de DOREMI INSTRUMENTOS S.A. y de la gestión del Consejo Administración, todo ello referido al Ejercicio social correspondiente al año 2009.
II. Examen y aprobación, en su caso, del Proyecto de Fusión de DOREMI INSTRUMENTOS, S.A. y Musical Networks S.A. mediante la absorción de la segunda entidad por la primera, con extinción de Musical Networks S.A. y traspaso en bloque, a título universal, de su patrimonio a DOREMI INSTRUMENTOS, S.A. con previsión de que el canje se atienda mediante la entrega de acciones de la autocartera de DOREMI INSTRUMENTOS, S.A., todo ello de conformidad con lo previsto en el Proyecto de Fusión.
III. Nombramiento de Consejeros
IV. Designación del Auditor de Cuentas de la Compañía y de su Grupo Consolidado de Sociedades al amparo de lo previsto en los artículos 42 del Código de Comercio y 204 de la Ley de Sociedades Anónimas

Source text: Legal

Translation brief:
You have been asked to translate the part of the contract below given to the English-speaking author of a book on laws in Spain by Doña María Barceló in which the conditions governing the leasehold of her business premises are described.

Tienen los Sres. comparecientes, a juicio mío y según intervienen, capacidad legal para formalizar la presente escritura de TRASPASO DE LOCAL DE NEGOCIO, Y

== EXPONEN: ==

I.- Que la finca objeto de esta escritura es el local de negocio ubicado en la baja del planta edificio sito de la Rambla del Mig, número setenta y nueve, de Mollet del Vallés.

II.- Que Don Manuel y Doña Josefa López Lis son nudo-propietarios y Doña Josefa Lis Gutiérrez es usufructuaria, del derecho de arrendamiento del local referido en el expositivo anterior destinado a taller mecánico de reparación de coches, por herencia del esposo de la última y padre de los dos primeros, Don Miguel López López, fallecido el 2 de Julio de 1991, en virtud de escritura de Manifestación y Adjudicación de Herencia autorizada por el Notario de esta ciudad, Don Luis María Aragonés, el 18 de Diciembre 1991, número 1.669 de Protocolo, siendo la propietaria-arrendadora Doña María Barceló Peña, con domicilio en Mollet del Vallés, Rambla del Mig,79, 4º.

Los arrendatarios hacen constar:

a) Que el causante Don Miguel López López y Doña María Barceló Peña suscribieron contrato de arrendamiento del referido local de negocio en Mollet del Vallés, el día 1 de Septiembre de 1981.

b) Que actualmente se satisface una renta mensual de 94.306 pesetas, más los impuestos correspondientes.

c) Que llevan por tanto más de dieciocho años legalmente establecidos en dicho local, explotándola ininterrumpidamente en él el citado negocio de taller mecánico de reparación de coches.

y d) Que el derecho de arrendamiento sobre dicha finca esta libre de cargas que impidan su traspaso.

III.- Los citados arrendatarios comunicaron a la arrendadora su decisión de realizar este traspaso y su precio, por medio de acta autorizada por el Notario de esta ciudad, Don Luis María Aragonés, en fecha 25 de Noviembre de 1999, número 3.896 de Protocolo, habiendo sido comunicada por la propietaria-arrendadora su oposición de dicho traspaso mediante acta autorizada por el Notario de esta ciudad, Don Manuel Díaz Cordobés, en fecha 20 de Diciembre de 1999, número 2.179 de Protocolo.

Appendix 2

Correction criteria for individual translations and weighting of marks for the course overall

Course content	Competences assessed	Percentage of final mark
Specialised Translations	– Translation Competence **Criteria used:** **Strategic Competence** - ability to satisfy client expectations (fulfil the translation brief) as well as reader expectations (textual conventions and communicative function) - ability to make appropriate decisions to ensure these expectations are fulfilled **Pragmatic (communicative) Competence** - ability to understand/fulfil the communicative function of a text **Extralinguistic Competence** - ability to comprehend/produce a text making appropriate and effective use of field-specific terminology **Grammatical Competence** - ability to produce a meaningful, grammatically correct written text **Textual Competence** - ability to differentiate between, and to produce, texts of different types (contracts, public notices, academic articles, etc.) - ability to produce texts that conform to the conventions of text, genre, coherence and cohesion, tone and register in the English language	**40%** Translations: 40% of the final mark of the course (10% for each translation)
Documentation and Translation Technology Classes	**Instrumental Competence** - ability to use appropriate documentation resources - ability to use translation technologies	**35%** Tasks relating to use of documentary resources; use of databases and translation memories; building of ad hoc corpora; use of translation tools e.g. Web Budget; WordSmith tools etc.
Term Project and Evaluation Questionnaire	- **Translation Competence** - **Instrumental Competence** - **Interpersonal Skills** - **Intercultural Skills** - **Learner Autonomy** **Criteria used:** **Translation Competence** (as above) **Instrumental Competence** (as above) **Interpersonal Skills** - ability to work in a group - ability to design and manage project work - ability to solve unforeseen problems, situations, demands **Intercultural Skills** - ability to work in a multicultural environment - ability to solve problems of communication between cultures **Learner Autonomy** - ability to obtain data and documentation for the purposes of translation - ability to manage data - ability to organise and plan project work - ability to design and manage project work - ability to solve problems - ability to think critically	**25%** - Translation of Term Project booklet: 15% - Term Project evaluation questionnaire: 10%

Appendix 3

Examples of worksheets designed to develop students' instrumental competence and, as a result, their ability to solve different types of translation problems and copy-edit their texts.

WORKSHEET I: Searches for differences in meaning and use between words and expressions

Brief: What is the difference between the following words / expressions? Provide sound evidence of the differences found on the basis of the documentary resources used. Provide a definition, if available, and its source. Otherwise, provide an explanation of the usage of the word or expression. Provide an authentic example of use. You can use dictionaries, glossaries, on-line corpora, Google n-grams, etc.

- Mandatory / obligatory / compulsory
- This data / these data
- Baby / newborn / neonate / infant / toddler / child
- Understandable / comprehensible / explainable / explicable
- Disease / condition / illness / ailment
- Make / brand / model
- Quickly / fast (adv) / rapidly / swiftly (dealt with…)
- Fetal growth restriction / Fetal growth retardation
- Quantitative easing / devaluation
- Malformations / aberrations / abnormalities

WORKSHEET II: Using a target-language comparable corpus to solve translation problems of genre, collocations, use and terminology.

Brief: You have been provided with the text "Exploración ecográfica" which deals with fetal monitoring techniques, an ad hoc corpus extracted from PubMed containing 9,000 medical abstracts on the same topic in English, and the program WordSmith Tools. Solve the translation problems below.

PROBLEM WITH COLLOCATES AND USE: Numbers: words or figures? In the Spanish sentence "malformaciones…detectadas en el 2º trimestre," which verb is usually found in this context?

INSTRUCTIONS	ANSWERS
PROVIDE AN INTUITIVE TRANSLATION OF THE SENTENCE	Malformations… detected in the 2nd second trimester
WHICH IS THE WORD WHOSE TRANSLATION YOU ARE MOST SURE OF?	Trimester
SEARCH FOR IT IN THE CORPUS. WHAT CAN YOU SEE?	Many cases of first-trimester, second-trimester and third-trimester
SEARCH FOR IT AGAIN IN THE CORPUS AND ADD YOUR SOLUTION FOR "2º" AS A CONTEXT WORD. RESORT THE CONTEXT TO THE LEFT. IS THERE A CONCORDANCE THAT IS SIMILAR TO THE SENTENCE IN THE ST?	Observed/ found/ identified/detected
PROVIDE A REVISED TRANSLATION AFTER CHECKING THE DIFFERENCE IN USE IN CONTEXT	Malformations observed in the second trimester

Problem with use: With or without a hyphen?
"(…) de alta resolución…"

INSTRUCTIONS	ANSWERS
PROVIDE AN INTUITIVE TRANSLATION OF THE EXPRESSION	high resolution
SEARCH FOR IT WITH A HYPHEN IN THE CORPUS. HOW MANY CASES ARE THERE?	57
SEARCH FOR IT WITHOUT A HYPHEN IN THE CORPUS. HOW MANY CASES ARE THERE?	25
DO YOU THINK EITHER OF THESE FORMS OF USE IS INCORRECT?	Not necessarily, one is simply less frequent than the other. They may be different in their use/part-of-speech (e.g. adjective, adverbial phrase)
PROVIDE A REVISED TRANSLATION	high-resolution

Problem with discourse: How to introduce information that contradicts a previous statement
"Contrariamente,…"

INSTRUCTIONS	ANSWERS
SUGGEST DIFFERENT WAYS TO TRANSLATE THE WORD IN QUESTION	On the contrary, Contrarily to… Contrary to… Opposing this view… Going against…
SEARCH FOR ALL THE OPTIONS YOU HAVE SUGGESTED IN THE CORPUS, USING AN ASTERISK FOR WORDS WITH THE SAME ROOT (e.g. oppos* = opposition, opposite, oppose, opposed, opposing, etc.). WHAT CAN YOU SEE?	Search entered: contrar* On the contrary,… Contrary to… (These are the expressions that appear at the start of a sentence/paragraph)
EXPLAIN THE DIFFERENCE BETWEEN THE USE OF EACH	From *Collins Cobuild English Language Dictionary* Fulltext Paperback Edition 1997 Harper Collins Publishers Limited, London. *On the contrary* is used: 1. when you have just said something that is not true and are gone to explain how the opposite is true. 2. when you want to contradict something someone else has just said and to explain how the opposite is true. 3. when you are contrasting someone or something with another person or thing that you have just mentioned. e.g. (as in 1) "I have never been an enemy of the monarchy; on the contrary, I consider monarchies essential for the wellbeing of new nations." *Contrary to* is used: If you say that something is true contrary to a particular belief or opinion, you mean that it is true in spite of that belief or opinion, which you think is mistaken. e.g. "Contrary to popular belief, the desert can produce crops."
PROVIDE A REVISED TRANSLATION	On the contrary,…

Problem with terminology: "malformación de Dandy-Walker"

INSTRUCTIONS	ANSWERS
PROVIDE AN INTUITIVE TRANSLATION OF THE TERM	Dandy-Walker malformation
WHICH IS THE PART OF THE TERM WHOSE TRANSLATION YOU ARE MOST SURE OF?	Dandy-Walker
SEARCH FOR IT IN THE CORPUS. WHAT CAN YOU SEE?	Dandy-Walker malformation; Dandy-Walker anomaly; Dandy-Walker complex
WHICH OF "MALFORMATION" AND "ANOMALY" IS YOUR CHOSEN OPTION?	Dandy-Walker malformation
WHY?	Dandy-Walker malformation seems to be a kind of anomaly. Two concordances support this idea: "…several fetal anomalies including Dandy-Walker malformation…"; "…structural brain anomalies (including Dandy-Walker malformation)…"
PROVIDE A REVISED TRANSLATION	Dandy-Walker malformation