

Master's Degree in English Linguistics: New Applications
and International Communication



**On the translator's linguistic competence:
Towards a methodology of English for
Translation and Interpreting**

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ABSTRACT

This paper examines and assesses the methodologies and materials used in English language courses within the degrees in Translation and Interpreting at two Spanish universities: the UM and the UCM. The data are analysed and compared with the fundamentals of the notion of TC and those of ESP courses, and these are assessed with the perceptions and judgments of Translation lectures at both universities. This preliminary study suggests that significant differences between both universities can be found, which points to a lack of agreement as to what are the linguistic needs of both translators and interpreters. Moreover, the extent to which each linguistic component needs to be developed appears to remain underresearched. In this sense, no proper methodology of English for Translation and Interpreting exists, and much and in-depth research on the linguistic competence required by translators and interpreters needs to be conducted.

Keywords: Translation Competence, English for Specific Purposes, Linguistic Competence, Methodology Proposal.

SUMMARY IN SPANISH

En los últimos años, la enseñanza del Inglés para Fines Específicos (IFE) ha cobrado gran relevancia y se ha desarrollado considerablemente con el fin de satisfacer las necesidades específicas de numerosos contextos profesionales y académicos. De igual forma, la noción de Competencia Traductora (CT) ha hecho grandes progresos, pero la investigación en este campo se ha centrado principalmente en la metodología de la traducción para formar a traductores capaces de enfrentarse a los problemas traductológicos inherentes a cada tipo de texto. Hoy en día contamos con numerosos estudios que han intentado crear un marco teórico para la competencia lingüística de traductores e intérpretes. No obstante, estos estudios han resultado ser poco precisos y bastante descriptivos, dejando la puerta abierta a futuras y necesarias investigaciones más empíricas. Además, los puntos de vista adoptados suelen tratar la traducción por un lado y la lingüística por otro, si bien la traducción contiene un componente lingüístico esencial.

Como consecuencia de esta falta de estudios que aúnen la traducción y la competencia lingüística del traductor/intérprete, parece ser que no existe una metodología específica de Inglés para Traducción e Interpretación. En este sentido, partiendo de teorías sobre la noción de CT y de los fundamentos del IFE, este trabajo examina y evalúa las metodologías de las asignaturas de lengua inglesa del Grado en Traducción e Interpretación de dos universidades españolas con el fin de presentar la situación actual acerca de la formación lingüística de futuros traductores/intérpretes y averiguar si una metodología de inglés para esta disciplina es realmente necesaria y, por consiguiente, si alguna

de ellas es apropiada. Las dos universidades que se han seleccionado para este estudio son la Universidad de Murcia (UM) y la Universidad Complutense de Madrid (UCM), pues constituyen ejemplos antagónicos en cuanto a la metodología utilizada. Por un lado, la UM sigue una metodología basada en el *Marco Común Europeo de Referencia para las Lenguas: Aprendizaje, Enseñanza y Evaluación* (MCER), y por otro, la UCM sigue una metodología basada en los materiales que han sido compilados por los propios profesores de las asignaturas a partir de diferentes fuentes, por lo que podría considerarse que es más un tipo de IFE.

Con el fin de examinar y evaluar estas metodologías y los materiales que se usan en ellas, este trabajo ha llevado a cabo análisis cuantitativos y cualitativos. Primeramente, este trabajo cuantifica las competencias que parecen fomentarse en dichos materiales y, seguidamente, las analiza y evalúa teniendo en cuenta las opiniones de los profesores tras los resultados de los alumnos. Es importante señalar que estas universidades no comparten el mismo número de asignaturas de lengua inglesa, ni cuentan con el mismo número de asignaturas que tratan asuntos relacionados con la lingüística, de modo que es notoria la diferencia en la formación recibida en una universidad y en otra. En el caso de la UM, hay cuatro asignaturas de Inglés y una de Lingüística, de las cuales dos de Inglés y la de Lingüística se imparten antes de las primeras asignaturas de Traducción. En el caso de la UCM, tan solo hay dos asignaturas de Inglés, ambas ofrecidas antes de las primeras asignaturas de Traducción. En este sentido, el estudio de este trabajo se ha dividido en dos

análisis independientes que, tras la obtención de los resultados finales, sirven como datos claves a la hora de establecer las conclusiones.

El primer análisis se centra en las competencias reflejadas en los materiales previos a las primeras asignaturas de Traducción en ambas universidades, y el segundo análisis examina las competencias que parecen fomentarse en todos los materiales de todas las asignaturas en su conjunto. El objetivo de esto es determinar si existe alguna diferencia significativa en los resultados de los alumnos en las primeras asignaturas de Traducción de cada universidad, teniendo en cuenta la diferencia de metodologías, y si los resultados globales de los estudiantes están sujetos a la formación ofrecida por cada universidad en su conjunto. Es decir, este estudio pretende determinar si una metodología más basada en el IFE obtiene mejores resultados (análisis I basado en el primer curso) o si una metodología basada en el MCER pero con más número de créditos en lengua inglesa y en lingüística compensa esa metodología más general (análisis II basado en los materiales de todos los cursos).

La hipótesis principal de la que parte este estudio es la siguiente: ninguna de las formaciones ofrecidas satisface por completo las necesidades de los alumnos de Traducción e Interpretación. No obstante, se espera que la UCM proporcione mejores materiales y metodologías ya que estos han sido elaborados y diseñados por sus propios profesores, esperándose así una mayor conciencia en cuanto a las necesidades de sus alumnos. Otra hipótesis de este trabajo es que los contenidos y las metodologías prestan poca atención a asuntos relacionados con la pragmática y la sociolingüística (relación entre

lengua y cultura, registros, actos de habla, variedades del inglés, etc.). Por último, este estudio también parte de la hipótesis de que estas metodologías se centran demasiado en aspectos gramaticales y léxicos sin un enfoque claro y delimitado, y que la importancia que se le da a cada componente lingüístico de la CT y de la competencia lingüística de un hablante de una lengua extranjera en general (los famosos *reading, writing, listening* y *speaking*) es desequilibrada.

Para evaluar y analizar dichas competencias, las características principales que se consideraron de cada disciplina fueron las siguientes. Por un lado, de la noción de CT se consideraron los componentes de la competencia lingüística según el modelo holístico del grupo PACTE (2003): conocimientos sobre pragmática, sociolingüística, textuales, gramaticales y léxicos. Por otro lado, el IFE se entendió como una enseñanza del inglés, principalmente para adultos con cierto nivel, en la que el objetivo es aprender inglés para utilizarlo en un ámbito concreto y donde el inglés se ve como el medio para conseguir el fin, pero no como el fin en sí mismo.

Para crear una metodología apropiada se debe llevar a cabo un *análisis de las necesidades*, que consta, entre otros, de los siguientes puntos: análisis de la situación meta, análisis del tipo de discurso, análisis de la situación de los estudiantes previa al inicio de la asignatura, análisis del contexto educativo, etc. No obstante, los retos que conlleva una metodología de Inglés para Traducción e Interpretación son grandes y complicados, pues no se trata de un ámbito en concreto (la traducción/interpretación abarca todos los campos) ni de una especialidad específica (está, por un lado, la traducción y, por otra, la

interpretación, con sus respectivas necesidades intrínsecas). De este modo, lo que se debe crear es una metodología en general que se adapte a ambos, traductores e intérpretes, y que forme a estos futuros profesionales en sus futuras áreas de trabajo, siempre teniendo en cuenta la formación que recibirán en las asignaturas posteriores dentro del Grado.

Los datos del primer análisis muestran que en ambas universidades el número de actividades que fomentan cada competencia está desequilibrado. En la UM parecen fomentarse considerablemente los ejercicios que desarrollan la competencia oral y la gramática, y en la UCM parecen desarrollarse más la competencia lectora y el léxico. En ambas universidades, no obstante, parece que no se presta demasiada atención a los componentes sociolingüístico y pragmático. Los datos del segundo análisis muestran que, en conjunto, la UM aboga más por ejercicios que desarrollan la competencia oral, seguida de la auditiva, y los componentes gramaticales y de léxico. En general, la UCM proporciona un número mayor de actividades, lo que puede permitirles a los profesores elegir las actividades que más convengan dependiendo de las necesidades de los alumnos en cierto momento. De este modo, podemos afirmar que ninguna metodología es completamente adecuada para alumnos de Traducción e Interpretación ya que las competencias no se fomentan de forma equilibrada y los ejercicios no están del todo orientados a desarrollar las competencias necesarias para los traductores/intérpretes. No obstante, cabe destacar que en ambas universidades se encontraron ejercicios que, si se orientan correctamente, pueden desarrollar estas competencias de forma satisfactoria.

Así pues, en ambas universidades se confirmó nuestra hipótesis de partida. Asimismo, los componentes pragmático y sociolingüístico no reciben la importancia que merecen de acuerdo con la noción de CT. De hecho, tras el análisis de las opiniones de los profesores de traducción, queda claro que el nivel de lengua de los alumnos no es satisfactorio y que estos dos componentes son los que ocasionan más problemas. En relación a esto, los profesores mismos sugieren que se implanten más asignaturas o más horas de lengua inglesa.

Los resultados de este estudio preliminar muestran diferencias significativas entre dichas universidades, lo que apunta a una falta de consenso con respecto a la metodología que debería emplearse y a la medida en que debería desarrollarse cada componente de la competencia lingüística con el fin de proporcionar a los futuros traductores/intérpretes la competencia lingüística necesaria. Esto, a su vez, demuestra que no se ha llevado a cabo un *análisis de las necesidades* en el caso de la UM, y que en la UCM aún queda por hacer pero van por el camino correcto. De este modo, queda constatado que es necesaria una metodología más adecuada y unificada, ya que a largo plazo contribuirá a mejorar la traducción como proceso y como producto.

A continuación, y de manera somera, se señalan los aspectos que, según nuestra opinión, los primeros estudios acerca de la competencia lingüística del traductor/intérprete y los resultados obtenidos tras el análisis, deberían tenerse en cuenta a la hora de elaborar una metodología de Inglés para Traducción e Interpretación:

- Análisis de las diferentes necesidades de traductores e intérpretes.
- Mayor equilibrio entre la enseñanza de las competencias, centrándose en las que, según la situación del mercado actual, parecen ser más importantes: comprensión lectora y auditiva (*reading and listening*).
- Más atención a los componentes sociolingüístico y pragmático.
- Más asignaturas de lingüística o relacionadas con la misma (herramientas centradas en el análisis del discurso).
- Enseñar la lengua de forma significativa, es decir, manejando los tipos de discursos a los que se enfrentarán en un futuro.
- Enseñar no solo la lengua en su forma prescriptiva, sino también el uso real de la lengua y su idiomática.
- Desarrollar otras competencias propias de la noción de CT, como por ejemplo la competencia instrumental: proceso de documentación.
- Más número de horas o asignaturas de lengua inglesa.
- Mayor coordinación entre profesores de lengua y de traducción.

Con el fin de refutar o confirmar los resultados obtenidos en este estudio, futuras líneas de investigación podrían analizar un mayor número de materiales y metodologías de otras universidades, así como las impresiones de sus profesores. Por último, huelga decir que es necesario un mayor número de estudios empíricos sobre la noción de CT: cuáles son sus componentes, cómo funciona, cómo se adquiere, etc.

LIST OF CONTENTS

LIST OF FIGURES	13
1. INTRODUCTION	14
2. THEORETICAL BACKGROUND	18
2.1. English for Specific Purposes: An overview	18
2.2. Translation competence	24
2.2.1. On the translator's linguistic competence	31
3. METHOD	33
3.1. Description of materials	34
3.1.1. Materials used in the courses at the UM	34
3.1.1.1. Brief account of the syllabi of the courses and the degree programme at the UM	36
3.1.1.1.1. Year 1	36
3.1.1.1.2. Year 2	37
3.1.1.1.3. Degree programme	38
3.1.2. Materials used in the courses at the UCM	39
3.1.2.1. Brief account of the syllabi of the courses and the degree programme at the UCM	40
3.1.2.1.1. Year 1	40
3.1.2.1.2. Degree programme	41
3.1.3. Questionnaires	42
3.2. Data collection process and method of analysis	44
4. RESULTS AND DISCUSSION	47
4.1. Results from the quantitative analysis	47
4.1.1. Analysis 1	47
4.1.2. Analysis 2	51
4.2. Qualitative analysis of the data	53
4.2.1. Materials from the UM	53
4.2.2. Materials from the UCM	60
4.2.3. Results from the questionnaires	62
4.3. Final discussion of results	66
5. CONCLUSION	68

6. PROPOSAL	72
REFERENCES	79
APPENDICES	84

LIST OF FIGURES

Figure 1. Areas of ESP teaching (Basturkmen, 2010).

Figure 2. The ESP specificity continuum (Vosoughi *et al.*, 2013).

Figure 3. Absolute and variable characteristics of ESP courses (Dudley-Evans *et al.*, 1998).

Figure 4. Holistic model of translation competence (PACTE, 2003).

Figure 5. Percentage of exercises devoted to each general linguistic skill at the UM (courses prior to translation courses).

Figure 6. Number of exercises dealing with the translator's linguistic competences at the UM (materials used in the courses prior to translation courses).

Figure 7. Percentage of exercises devoted to each general linguistic skill at the UCM.

Figure 8. Number of exercises dealing with the translator's linguistic competences at the UCM.

Figure 9. Percentage of exercises devoted to each general linguistic skill at the UM as a whole.

Figure 10. Number of exercises dealing with the translator's linguistic competences at the UM as a whole.

1. INTRODUCTION

In the last few decades, teaching English for Specific Purposes (ESP) has become a topic of growing interest. In fact, this discipline has gained much presence in the field of English Language Teaching (ELT), and has developed considerably in order to meet the specific needs of numerous professional and academic contexts (Basturkmen, 2010; Paltridge *et al.*, 2013). Likewise, in the last few years, the notion of Translation Competence (TC) has made considerable progress, and most of the research in the field has been devoted to translation methodology in order to train translators to overcome translation problems and teach them the corresponding strategies to face any sort of text (see Hurtado, 1999, 2001; Munday, 2009).

Nowadays, there are a number of studies on translation training (see Gile, 2005; Orozco, 2007, 2012) whose main interest focuses on the components of TC and how it can be assessed. In the same vein, several authors have attempted to establish a framework for the linguistic competence required by translators (see, for example, Beeby, 2004; López *et al.*, 2009). Nevertheless, their studies are rather descriptive and do not go into much detail, leaving the door open for more in-depth and empirical research on the issue. Besides, the standpoints adopted have to do with translation, on the one hand, and with linguistics, on the other; but no bridge has been built to link both.

In spite of the substantial progress of ESP, it seems that it has not been introduced into Translation studies. In this respect, unlike some fields such as medicine or economy, currently there is no ESP for Translation and Interpreting. The reason for this may lie in the fact that Linguistics makes major contributions

to Translation and Interpreting, and in this field ESP has not made such a considerable progress. This does not mean, however, that there are no ESP programmes for Linguistics and Languages in general, as there are courses on Academic English, called English for Academic Purposes (EAP), for example. Another reason why a methodology for Translation and Interpreting has not been created might lie in the fact that there are a number of important limitations to be considered. These are mainly the type of learner, the features and courses of the degree programme, and the lack of agreement regarding the methodology that should be followed, as demonstrated by the differing programmes of the different universities throughout Spain.

It can be observed that there are certain universities with more Language and Translation courses than others, and vice versa. Likewise, it is remarkable that some universities offer more courses on Linguistics *per se*, or relating to Linguistics, than others. Therefore, other than the lack of agreement as to the methodology of English language courses and the linguistic needs of translators/interpreters, it appears to be the case that there is also a lack of agreement as to their training as a whole despite the changes and efforts made by the new European Higher Education Area (fully implemented in Spain in 2010) in an attempt to standardise education at the university level.

In this sense, the purpose of this paper is twofold. Firstly, it aims to find out whether an ESP for Translation and Interpreting is necessary. To do so, this paper examines the methodologies used in the English language courses in Translation and Interpreting degrees at some Spanish universities, which represent two different approaches to language teaching. The first one, the

University of Murcia (UM), follows a general ELT approach based on the *Common European Framework of References for Languages: Learning, Teaching, Assessment* (CEFR). The second one, the Complutense University of Madrid (UCM), follows a more ESP-like approach, as the materials have been designed by the teachers of the courses.

Thus, specifically, this paper sets out to study the competences reflected in the materials used in each setting in order to see the differences and if any of these methodologies is appropriate for future translators/interpreters, taking into account the notion of TC. This analysis is carried out in two stages. First, this paper analyses the competences reflected in the English language courses before the first translation courses are taught. Second, it investigates the competences reflected in all the materials of the degree in order to find out which university and methodology, as a whole, provides the most appropriate training to translation students as far as English language is concerned. Secondly, this study seeks to study the aspects that might be improved, considering both the fundamentals of the notion of TC and those of ESP courses. Ultimately, drawing on the conclusions of this study, a preliminary methodology of English for Translation and Interpreting will be proposed taking into account the other courses of the degree.

This study is based upon the following hypotheses. First, the methodologies that have been used so far do not meet the linguistic needs required by translators/interpreters. The one used at the UCM, however, is expected to provide more appropriate contents and methodologies. Second, little attention is paid to pragmatics and sociolinguistics (i.e. the relation

between language and culture, registers, and varieties of English). Third, the methodologies tend to focus on grammatical and lexical aspects of language, these not being approached meaningfully. Fourth, the degree of importance given to each skill is unbalanced, regardless of the needs of these professionals.

The present paper is structured in seven sections, which can be summarised as follows. Section one is the present introduction, where the rationale behind the study, the reasons for choosing the topic, and the objectives and hypotheses are presented. Section two deals with the theoretical background of this study, that is, an overview of ESP, focusing on its main traits and fundamentals regarding its methodology; the notion of TC and its subcompetences as described by recent studies (see PACTE, 2003); and a section which concentrates on the linguistic competence, as it is the focus of this study. Section three provides a detailed description of the materials used in this study, and the processes that have been carried out to collect and analyse the data. Section four presents the results obtained from this study and provides a thorough discussion of all the data. Section five shows the conclusions drawn from this study; and the proposal of the methodology of English for Translation and Interpreting is thereafter presented in section six. Finally, the list of references used and appendices are offered.

2. THEORETICAL BACKGROUND

2.1. English for Specific Purposes: An overview

The relevance of English in academic and professional settings began some decades ago, in the 1960s (Ruiz-Garrido *et al.*, 2010). At the beginning, teaching English was mainly motivated by the need to communicate across different languages and cultures in areas such as commerce and technology (Paltridge *et al.*, 2013). Later on, with the spread of science and technology throughout the world, along with the globalisation of economy and the fact that the university world was becoming more international, English developed to become the current lingua franca (Orr, 2002 cited in Ruiz-Garrido *et al.*, 2010). With this new need to communicate internationally for professional and academic purposes, a new discipline within the area of English Language Teaching (ELT) emerged: English for Specific Purposes (ESP).

ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain (Paltridge *et al.*, 2013; Basturkmen, 2010). Consequently, ESP programmes have gained much presence and prestige in the field of ELT, and nowadays, this discipline has expanded to include numerous areas such as English for academic purposes (EAP), English for legal purposes (ELP), and English for medical purposes (EMP).

Figure 1 shows the areas of ESP teaching, as well as its branches with some examples:

Branch	Sub Branches	Example
English for Academic Purposes (EAP)	English for General Academic Purposes (EGAP)	English for academic writing
	English for Specific Academic Purposes (ESAP)	English for law studies
English for Professional Purposes (EPP)	English for General Professional Purposes (EGPP)	English for the health care sector
	English for Specific Professional Purposes (ESPP)	English for nursing
English for Occupational Purposes (EOP)	English for General Occupational Purposes (EGOP)	English for the hospitality industry
	English for Specific Occupational Purposes (ESOP)	English for hotel receptionists

Figure 1. Areas of ESP teaching (Basturkmen, 2010).

The concept of English for Professional and Academic Purposes (EPAP) was first introduced by Alcaraz-Varó (2000). This author shared Widdowson's (1998: 4) view on the fact that "all language use is specific in a sense", meaning language serves a specific purpose wherever it is used. According to Ypsilandis and Kantaridou (2007: 69), EAP "refers mainly to the academic needs of students and of future professionals who would seek a career in the academic environment", and English for Professional Purposes (EPP) refers to "the actual needs of (future) professionals at work". We agree that the term ESP is somewhat vague and that the term EPAP, or its distinction between EAP and EPP, seems to be clearer and more specific. Nonetheless, as most authors use the term ESP, this is the one that will be used in this paper.

As Basturkmen (2010) points out, both ELT and ESP share a similar aim: to develop students' communicative competence. However, important differences between teaching general English and ESP may be observed;

amongst these, we can find external and internal goals for language teaching (Cook, 2002 cited in Basturkmen, 2010). On the one hand, external goals refer to the uses of language outside the classroom (e.g. provide medical information); internal goals, on the other hand, relate to the educational aims of the classroom (e.g. promoting thinking skills and social goals). Furthermore, this author explains that external goals involve an instrumental view of language learning and language being learnt for non-linguistic goals. In this sense, as she argues, whereas in a general ELT situation goals are generally linguistic (e.g. the development of oral competence or a wide range of vocabulary), in an ESP situation it is understood that the learner wants to achieve 'real world' objectives requiring specific linguistic competences (e.g. provide medical information). Besides, ESP students are usually adults who already have some knowledge of English and are learning the language in order to communicate in a professional or academic context (Lorenzo, 2005).

A key aspect in an ESP course, then, is that "language development is seen as the means to the ends but not as the end in itself" (Basturkmen, 2010: 8). Accordingly, ESP teachers or developers need to bear in mind what the objectives of the students are in the target occupation or academic discipline and ensure that the content of the course is appropriate to meet their needs (Basturkmen, 2010, Paltridge *et al.*, 2013). Therefore, ESP courses are narrower in focus than general ELT courses in that they carry out a *needs analysis*, thus focusing on the learners' needs (i.e. specific language and communication skills) (Basturkmen, 2010: 3). In this sense, ESP courses

concentrate on the language, skills, and genres appropriate to the specific activities the learners need to carry out (Paltridge *et al.*, 2013).

Identifying the needs implies incorporating the learners' goals and backgrounds, their language proficiencies, their reasons for taking the course, their teaching and learning preferences, and the situations they will need to communicate in (Hyland, 2006: 73). Correspondingly, Basturkmen (2010) notes that limited and highly specified aims are more likely to be achieved. Thus, this author lists what the needs analysis process involves (p. 19):

- Target situation analysis: Identification of tasks, activities and skills learners will be using English for; what the learners should ideally know and be able to do.
- Discourse analysis: Descriptions of the language used in the above.
- Present situation analysis: Identification of what the learners do and do not know and can or cannot do in relation to the demands of the target situation.
- Learner factor analysis: Identification of learner factors such as their motivation, how they learn, and their perceptions of their needs.
- Teaching context analysis: Identification of factors related to the environment in which the course will run, and consideration of what realistically the ESP course and teacher can offer.

Hence, ESP materials and objectives need to be elaborated and established taking into account the content and the learner's age and knowledge. These dimensions (see Figure 2) constitute a continuum that will determine the type of methodology that will be used in the course.

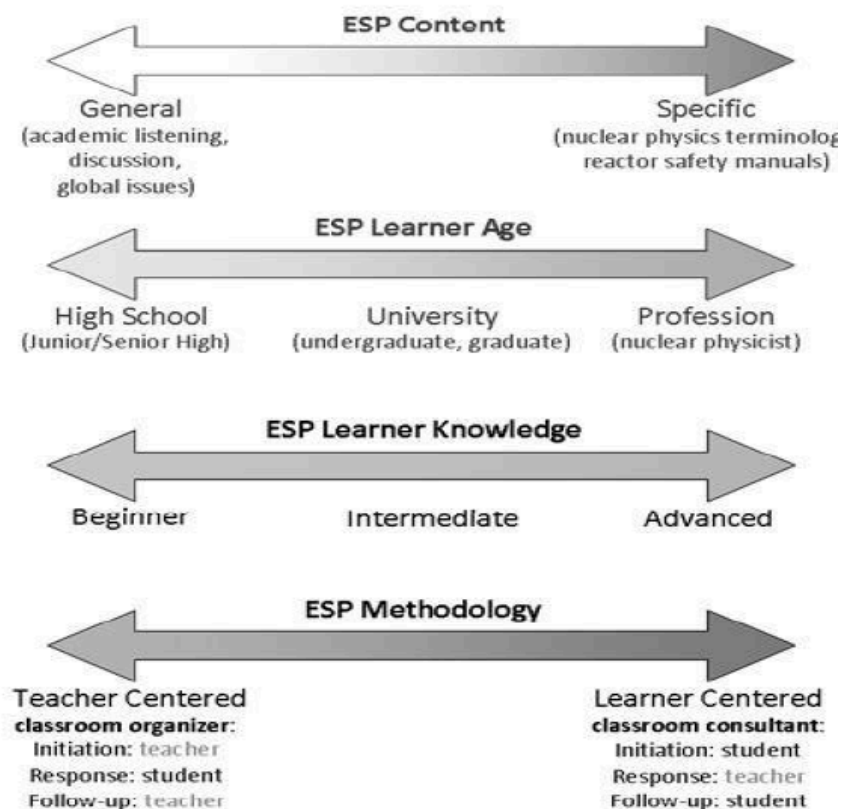


Figure 2. The ESP specificity continuum (Vosoughi *et al.*, 2013).

Alcaraz-Varó (2000) suggests that in order to analyse an ESP course, a division into two components should be made: on the one hand, lexis and syntax; and on the other hand, textual (or discursive) and pragmatic (genre and courtesy). Nevertheless, in the case of English for Translators and Interpreters, this method of analysis would need to be revisited, for they will have to deal with all sorts of texts and genres, and therefore, with all sorts of lexical, syntactic, textual and pragmatic issues. Their scope is not limited to one specific field (e.g. law, economy, science or medicine), and consequently, they will need to learn the corresponding features of each genre and the corresponding strategies to face any kind of genre. Yet it is important to take this division into account when training future translators and interpreters in the courses on specialised

translation proper, for the key features of an ESP course also derive from the features of the types of discourse and genre and their specificity.

Figure 3 summarises the features of ESP courses, divided into absolute and variables characteristics:

- | |
|---|
| <ol style="list-style-type: none">1. Absolute characteristics<ul style="list-style-type: none">• ESP is designed to meet specific needs of the learner;• ESP makes use of the underlying methodology and the activities of the discipline it serves;• ESP is centred on the language (grammar, lexis, register), skills, discourse and genres appropriate to these activities.2. Variable characteristics<ul style="list-style-type: none">• ESP may be related to or designed for specific disciplines;• ESP may use, in specific teaching situations, a different methodology from that of general English;• ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school level;• ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners. |
|---|

Figure 3. Absolute and variable characteristics of ESP courses (Dudley-Evans *et al.*, 1998).

Finally, elaborating a programme covering all the needs of these professionals becomes a challenge for ESP teachers. An ESP course for a given sort of translation (e.g. medical translation or legal translation) would be easier to elaborate, as the content and the type of discourse would be more restricted. However, the actual situation is that the courses devoted to the development of linguistic skills *per se* are to be found in the first year(s) of the degrees, where the course is common to all students, regardless of their future careers as general or specialised translators/interpreters, or even as translators or

interpreters. For this reason, what needs to be created is a general methodology that can be applied to all these types of students.

2.2. Translation competence

In the light of studies which date back to the 1970s, translation was seen as an innate ability proper to bilingual individuals (see, for example, Harris, 1977; Harris *et al.* 1978). This type of translation was regarded as a *natural translation*, the one “done by bilinguals in everyday circumstances and without special training for it” (Harris, 1977: 99). Thus, according to this notion, all bilinguals could translate.

Over time, with the development of a more solid discipline in Translation studies, this idea has fortunately been rejected. Nowadays, it goes without saying that a deep knowledge of two languages does not guarantee that a person can do successful translations at a professional level (see Carrasco, 2009). In fact, Nida (2012) argues that, ideally speaking, a translator should be bilingual, but this author and Hurtado (2001) seem to agree that bilingualism is not a requisite to be a good translator, since much training in the translation process is needed. Indeed, Nida (2012: 148) highlights this by asserting that “in some individuals there seems to be no relation between the experiences providing the cultural contexts for the use of each language.” Moreover, as this author mentions, if a person wants to be a translator, he or she must have experience in switching from one language to the other, as well as the ability to do so. Therefore, as Lörcher (2012) points out, bilingualism seems to be a

necessary but not sufficient condition for the development of translation competence.

Hurtado (2001: 25) defines *translation* as a skill, “a *know-how* that consists of carrying out the translation process solving the translation problems that one may encounter.” In this sense, following the distinction proposed by Anderson (1983) between *declarative knowledge* (know what) and *procedural knowledge* (know how), translation appears to be a procedural knowledge, that is, a knowledge that is gradually acquired by means of practice. This knowledge, together with the subcompetences it encompasses, is named *translation competence* (TC). Other terms used for this concept include translation ability, translation skills, translational competence, translator's competence and translation expertise (Munday, 2009).

Research in the field of TC is scarce in that the number of empirical investigations is limited (Hurtado, 1999). Yet numerous studies have focused on the abilities and knowledge that a translator must possess; some of them are Bell (1991), Hurtado (1999), Alves and Gonçalves (2007), and Nida (2012). Nida (2012) argues that the first and most obvious quality a translator must have is a satisfactory knowledge of the source language, and adds that it is not enough to capture the general sense or to be an expert consulting dictionaries. In fact, this author claims that a translator must notice the subtleties of meaning, and as Nabokov (1942 cited in Nida, 2012: 151) mentions, a translator must have the gift of imitation, the ability to represent, as plausibly as possible, the author's behaviour and the way of expressing him or herself. The PACTE

group¹, supporting Bell's (1991) view on TC, define it as the underlying system of expert knowledge (both declarative and procedural), skills, attitudes, and aptitudes which a translator must possess in order to undertake professional activity in the field. Moreover, this group list four distinctive features of TC: (1) it is expert knowledge that is not possessed by all bilinguals; (2) it is mainly procedural rather than declarative knowledge; (3) it is made up of several interrelated subcompetences; and (4) the strategic component is of particular importance, as in all types of procedural knowledge.

The set of subcompetences of which TC consists are the following: linguistic competence, extra-linguistic competence, transfer competence, professional competence, psychophysiological competence, and strategic competence (see Figure 4). These competences overlap as they operate and can be described as follows (Hurtado, 1999; PACTE, 2003):

¹ PACTE stands for *Process in the Acquisition of Translation Competence*. It is a research group from the Universitat Autònoma de Barcelona, Spain, which focuses on how translation competence is acquired.

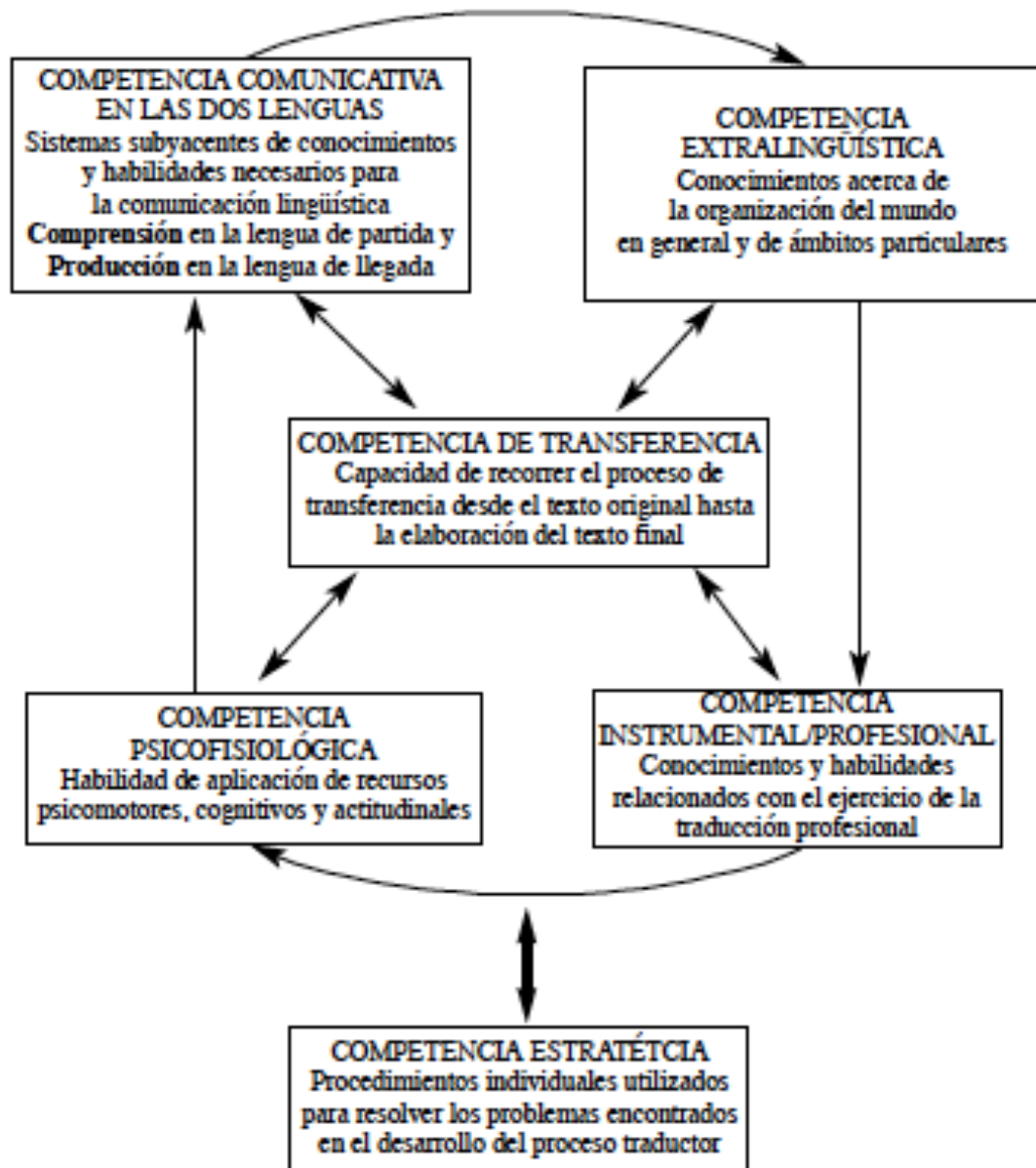


Figure 4. Holistic model of translation competence (PACTE, 2003).

- Linguistic competence (procedural knowledge): it comprises knowledge and abilities in both languages regarding pragmatic, sociolinguistic, textual, grammatical, and lexical components. As for the pragmatic component, pragmatic conventions in a given context need to be learnt in order to express and comprehend speech acts adequately, and to recognise real

language use. With regards to the sociolinguistic component, registers and varieties of English need to be studied in order to identify and differentiate them. As far as the textual component is concerned, the different conventions belonging to the different genres need to be worked on in order to learn how to use them depending on the context and the sort of text. Finally, regarding the grammatical and lexical components, special attention needs to be paid to morphological and syntactic issues. The linguistic competence is, therefore, the ability to decode and understand the source language and transfer the meaning by means of linguistic and textual resources of the target language.

- Extra-linguistic competence (declarative knowledge): it involves knowledge of the source and target cultures (bicultural), knowledge about the world in general (encyclopaedic), and knowledge on specialised topics such as law, economy and medicine (thematic knowledge).
- Transfer competence (procedural knowledge): it involves the ability to carry out the transfer process from the source text to the target language and adapt it according to the purpose of the translation and the features of the target-text audience. It is, therefore, a pragmatic competence.
- Professional competence (declarative and procedural knowledge): it comprises knowledge and abilities related to the professional world. It has to do with knowledge of the labour market, of documentation tools, and of new technologies necessary to translate. Here, Kelly (2005 cited in Munday, 2009: 65) also refers to the interpersonal competence, meaning the ability to

work with other professionals involved in the translation process, including team work, negotiation and leadership skills.

- Psychophysiological competence (procedural knowledge): it encompasses cognitive and attitudinal components and certain skills. The cognitive component involves memory, attention, perception, and emotions. The attitudinal component stands for intellectual curiosity, determination, professional rigour, critical sense, confidence, acknowledgement of self-limitations, and motivation. And the other skills comprise analysis and synthesis capacities, logical reasoning, and creativity.
- Strategic competence (procedural knowledge): it is the ability to make up for deficiencies in other subcompetences and to solve the problems encountered during the translation process. This subcompetence establishes the relations amongst the other subcompetences and controls the translation process. Its main purposes are as follows:
 - Plan the process and carry it out following the most adequate method.
 - Assess the process and the results obtained according to the final purpose.
 - Identify translation problems and apply the corresponding procedures to solve them.

As Hurtado (1999) suggests, one may think that the first two subcompetences are not specific to translation competence and that anyone with a deep knowledge of two languages and with extra-linguistic knowledge may possess

them. However, the translator makes use of these two subcompetences in a special manner (Hurtado, 1999: 44):

He or she [the translator] uses languages, but is not necessarily a linguist. He or she has the ability to understand the source language and transfer the meaning to the target language, and his or her abilities may vary depending on whether he or she is a translator or an interpreter.

The other four subcompetences are, in fact, the ones that characterise TC and distinguish it from the bilingual competence. As Hurtado (1999) points out, transfer competence is one of the most important ones since it involves the rest. Strategic competence is as important in that the translator resorts to other subcompetences to compensate his or her failures in other subcompetences and to strategies and techniques to solve translation problems. Another subcompetence that deserves acknowledgment is the professional competence. Translators are not experts in every field of study; they go through an exhaustive documentation process to acquire the necessary knowledge on the topic they are going to be dealing with. In this sense, PACTE considers that the subcompetences specific to TC are the professional, the transfer and the strategic subcompetences, the latter being the most important due to its role of guaranteeing the efficiency of the process.

To conclude, Hurtado (1999) and Shreve (2006 cited in Munday, 2009: 65) seem to agree that TC acquisition involves a construction and organisation process of all these subcompetences, and that TC could be seen as declarative and procedural knowledge from a variety of cognitive domains accumulated through training and experience and then stored and organised in the

translator's long-term memory. Moreover, Hurtado (1999) explains that the acquisition of TC may be guided by means of a learning-teaching process, thus a translation methodology being essential to learn how to carry out the translation process in a successful manner. For this reason, progress in the study of TC and its methodology needs to be made in order to develop psychological models of translation, and to make advances in the improvement of translation as a process and as a product.

2.2.1. On the translator's linguistic competence

In numerous studies on translator/interpreter training (see Gile, 2005; Álvarez *et al.*, 1993, for example) particular relevance is given to the linguistic component. These studies put forward the passive and active knowledge of such a component, its importance regarding a foreign language being highlighted. On the one hand, translators need to understand specific language registers and be able to grasp not only the informational meaning of texts, but also the fine shades of meaning as expressed by subtle choices of words and expressions. On the other hand, interpreters also need to understand specific language registers and varieties and respond rapidly to this spoken language to transfer the meaning in the target language as fast as possible and as faithfully as possible. In the same vein, good active knowledge is also a requisite for both professionals: they are required to be able to make speeches at a language quality level of the source spoken discourse, and to write publishable texts in

accordance with the communicative situation, which means that they need to master professional writing/editorial skills.

In tune with the statements above, a number of studies have focused on the comprehension and analytic skills needed by translators (see Schäffner, 2002). With the tools provided by current Linguistics, texts can be more easily and successfully approached, thus the meaning and form of source texts being better mastered. This is why a deep linguistic knowledge can enhance the comprehension and thereafter transfer of the meaning. Furthermore, special emphasis is put on technical language, for translators usually deal with texts belonging to specialised fields of knowledge such as law or science. The competences required for these types of texts are normally acquired in the specialised translation courses. Nevertheless, it would be advisable that translation and interpreting students be trained in specialised language in the courses on language proper, at least to a certain extent. In the same vein, as languages are culturally bound, a deep linguistic knowledge of the languages involved in the translation process can shed some light on the extralinguistic knowledge (and more precisely, cultural knowledge) required to translate.

There are several scholars who have attempted to establish a framework for the linguistic competence required by translators, as opposed to the one needed by mainstream foreign language learners and users (see Berenguer, 1996; Beeby, 2004; Ressurreció *et al.*, 2008; López *et al.*, 2009). In their studies they pinpoint the fact that students enter the degree with little knowledge of English, which makes it more difficult for teachers to foster competences proper to the translation competence and forces them to concentrate on the purely

linguistic and general ones. Moreover, these studies point out that the four classic linguistic skills (i.e. reading, writing, listening, and speaking) are not enough and that more specific skills and competences proper to this profession need to be promoted. Some of these skills are text analysis with different genres, using the language correctly (i.e. in a socio-pragmatic correct manner), note-taking, the ability to memorise and synthesise, etc.

In short, these studies advocate for a proper methodology of English for Translation and Interpreting taking into account the actual needs of these professionals. They highlight the importance of including certain competences proper to other courses within these language courses (e.g. documentation and specialised translation). Nevertheless, they do not go beyond a mere description of the situation and leave the door open for future and more concrete studies on the issue. This is, therefore, what this study aims to do, i.e. elaborate on the notion of linguistic competence needed by translators and interpreters in order to create a proper methodology of English for such professionals in their training process.

3. METHOD

In order to find out whether an ESP for Translation and Interpreting is necessary, and if so, what aspects might be improved, quantitative and qualitative analyses were carried out. To do so, the materials used in the English language courses in the degree in Translation and Interpreting at two different Spanish universities, together with their syllabi and degree programmes, were compiled. The universities selected for this study were the

Complutense University of Madrid (UCM) and the University of Murcia (UM), as they represent two different approaches to language teaching. On the one hand, the methodology used at the UM follows a general English textbook from Cambridge; on the other hand, the materials used at the UCM are elaborated by the teachers, in an attempt to encompass all the linguistic needs required by these future professionals. In this sense, the UM represents a general ELT, whereas the UCM represents a more ESP-like approach.

The purpose was to examine the competences reflected in the materials used in each setting and see whether these meet the linguistic needs required by professional translators. Moreover, in order to assess the methodologies and present the aspects that might be improved, two types of questionnaires were administered amongst the teachers of first direct and inverse translation courses at both universities.

3.1. Description of materials

A detailed description of the materials used in this study is provided in the following paragraphs. Firstly, the materials used in the courses at the UM, together with their syllabi and degree programme are offered. After that, those from the UCM are presented.

3.1.1. Materials used in the courses at the UM

The textbook used in year 1 at the UM is entitled *face2face*. It is an upper intermediate student's book that consists of a "general English course for adults

and young adults who want to learn to communicate quickly and effectively in today's world" (backcover). It is based on the communicative approach and upon the *Common European Framework of References for Languages: Learning, Teaching, Assessment* (CEFR), and it completes the B2 level. The textbook is structured as follows: it contains twelve units which are further divided into four or five sections (A, B, C, D, and E), depending on the unit. Moreover, these units include seven sorts of activities, namely *vocabulary, grammar and real world, reading, listening, help with listening/fluency/pronunciation, extended speaking, and writing*. These activities are dealt with within each unit and distributed throughout each section.

The textbook used in year 2 is entitled *Objective. CAE*. It is an advanced self-study student's book which is also based on the CEFR, and it completes the C1 level. It is a preparation book for sitting the Cambridge Advanced exam. The textbook is structured as follows: it contains thirty units which are further divided into five sections (topic; genre; main exam skills, such as writing or speaking; grammar; and vocabulary). At the end of each unit, an exam folder section is included in order to test certain aspects that have been learned during the unit.

Likewise, the CEFR, and more specifically, Chapter 3 (on Common Reference Levels) was used as a reference for a subsequent analysis of the materials given the fact that both textbooks were based upon this framework. In this chapter, the illustrative descriptors of each level were presented.

3.1.1.1. Brief account of the syllabi of the courses and the degree programme at the UM

Firstly, the materials and syllabi of the courses in year 1 are explained. Subsequently, those of year 2 are presented.

3.1.1.1.1. Year 1

The course of the first semester, *Lengua B-I (Inglés)*, centres on the first part of the textbook, thus all skills being fostered at the same time and to a certain extent. As explained in the syllabus, there are no previous requirements, although mastering B1.2 level according to the CEFR is recommended. The objectives of this course are as follows:

- To develop reading, writing, listening, and speaking skills.
- To be able to read texts of varied registers and topics with certain complexity.
- To be able to understand and react correctly to oral texts of diverse topics and registers with certain complexity.
- To be able to produce written texts of diverse topics, length, and genre with certain complexity.
- To be able to make oneself understand orally and to produce oral discourse of diverse topics and registers with certain complexity.
- To master a lexical repertoire in general and relatively specialised topics.
- To develop skills to organise and present ideas, knowledge and judgments coherently and cohesively in oral and written forms.
- To master intermediate-advanced grammatical resources in real communicative situations.
- To use correctly phonetic and spelling resources when producing oral or written texts.

- To know a relatively wide repertoire of sociocultural features of the English-speaking world.
- To develop the ability to interpret the meaning of linguistic cultural products in context.

The course of the second semester, *Lengua B-II (Inglés)*, follows the second part of the book. Therefore, all skills are also fostered at the same time and to a certain extent. For this course, the only previous recommendation is to master B.1.2 level according to the CEFR. The objectives stated in this course are the same as the previous course.

3.1.1.1.2. Year 2

The course of the first semester of year 2, *Lengua B-III (Inglés)*, focuses on the first part of the textbook. Therefore, not unlike the textbook from year 1, it fosters all skills at the same time to a certain extent. As can be read from the syllabus, there are no previous requirements, although it is recommended that the theoretical and practical aspects of B2 level according to the CEFR be mastered. The objectives of this course are as follows:

- To master grammatical, discursive, and pragmatic conventions in English at an advanced level.
- To know the different oral and written comprehension and expression skills in English.
- To be able to produce a varied range of texts and documents in English.
- To understand and express oneself in a foreign language in a given discipline.

- To be able to work and learn individually in order to correct one's tasks aimed at the acquisition of linguistic structures.
- To acquire knowledge of other cultures and customs and develop skills to interact and act as a mediator between languages and cultures.
- To be able to disseminate information, ideas, problems, and solutions amongst specialised and lay audiences.

The course of the second semester of year 2, *Lengua B-IV (Inglés)*, centres on the second half of the textbook. In this sense, all skills are also fostered at the same time to a certain extent. For this course, it is compulsory that *Lengua B-I (Inglés)* be passed, and it is recommended that a good command of English at the C1.1 level, corresponding to the previous English course, should be mastered. As for the objectives of this course, other than the ones stated in the previous course, this course advocates for the following competences:

- To be able to work in groups and interact with people of the same or different disciplines.
- To be able to solve problems and make the corresponding decisions in order to undertake professional activity successfully.

3.1.1.1.3. Degree programme

Regarding the courses dealing with linguistic issues in English within the degree programme, we can see that it has four English language courses, distributed amongst the first four semesters of the degree. Moreover, in the first semester of the first year, this degree provides a course on linguistics applied to translation. In this sense, other than the courses on English language proper, these students have a course on general and applied notions of linguistics.

Finally, there are three general translation courses (all compulsory), ten specialised translation courses (six of which are compulsory), and four interpreting courses (three of which are compulsory). It is worth mentioning that all courses are given the same amount of ECTS: six.

3.1.2. Materials used in the courses at the UCM

This university utilises four different types of materials, namely a book entitled *Advanced Language Practice* (by Michael Vince, 2009), *English Collocations in Use* (by Michael McCarthy and Felicity O'Dell, 2005), and two packs of exercises elaborated by the teachers of the courses. The first book focuses on grammar and vocabulary, and is included in the advanced level according to the CEFR. The second book focuses on vocabulary and language use, and is included in the intermediate level according to the CEFR. The exercises compiled in the packs vary in complexity, ranging from intermediate to advanced.

Unlike the textbook used in Murcia, these books' and packs' structure is less subdivided and more focused on promoting certain competences and skills. On the one hand, the book entitled *Advanced Language Practice* is divided into two main sections, namely grammar and vocabulary. On the other hand, the book *English Collocations in Use* is divided into ten thematic areas (e.g. grammatical aspects of collocations, travel and environment, leisure and lifestyle, society and institutions), which are further divided into different units depending on the area.

As for the two packs of exercises compiled by the teachers, the first one (hereafter *pack I*) deals with activities promoting listening and speaking skills, and the second one (hereafter *pack II*) deals with exercises fostering writing and reading skills. The former is divided into three sections, namely *listening comprehension exercises, speaking, and vocabulary*. The latter is divided into 4 sections, namely *reading strategies, texts (comprehension questions and further practice), grammar and vocabulary practice, and writing (guidelines)*.

3.1.2.1. Brief account of the syllabi of the courses and the degree programme at the UCM

Following the structure of the previous section, the materials of the courses are firstly explained, and subsequently, the degree programme is commented.

3.1.2.1.1. Year 1

The course of the first semester, *Fundamentos teóricos y prácticos de la comprensión y la expresión oral*, is dedicated to oral and listening skills. As explained in the syllabus, no previous requirements are needed, and the main objectives of this course are as follows:

- To consolidate pronunciation in English in their main regional varieties.
- To understand general ideas.
- To discriminate information.
- To understand details.
- To develop comprehension skills in English in different situations and registers.

- To produce oral discourse in a correct manner for different purposes and situations.
- To develop listening skills in English at a high level.

The course of the second semester, *Fundamentos teóricos y prácticos para la comprensión y la expresión escrita*, focuses on writing and reading skills. As presented in the syllabus, no previous requirements are stated either, and the main objectives are the following:

- To develop reading comprehension skills in English at a high level.
- To develop comprehension skills in English in different texts and registers, both specialised and non-specialised.
- To discriminate information in texts.
- To understand general ideas.
- To comprehend the mechanisms of textual structuring.
- To consolidate the creation of written discourse in English.
- To understand and manage textual typologies and genres.

3.1.2.1.2. Degree programme

With regards to the courses on linguistic issues in English within the degree programme, we can see that it only has two English language courses, which are found in the first year of the degree. There is no course dedicated to linguistics as such, as opposed to the one found at the UM. Finally, it is worth noting that in this degree programme students have the choice to specialise either in translation or in interpreting, although all courses have the same amount of ECTS as well, that is, six. In the translation itinerary, there are nine general translation courses (seven of which are compulsory), eight specialised

translation courses (five of which are compulsory), and three interpreting courses (one of which is compulsory). In the interpreting itinerary, there are six general translation courses (five of which are compulsory), six specialised translation courses (none of which are compulsory), and seven interpreting courses (six of which are compulsory).

3.1.3. Questionnaires

In order to assess the methodologies and present the aspects that might be improved, two types of questionnaires were elaborated. One was aimed at the first direct translation teachers, and the other was aimed at the first inverse translation teachers at each university. The reason for choosing only the first teachers of each type of course lies in the fact that, as mentioned in the Theoretical Background section, translation competence is a procedural knowledge that is learned and enhanced through practice. Hence, once the students have started to acquire the notions of the translation process and the strategic competence, by means of which they learn to make up for deficiencies in other competences (e.g. the linguistic competence), they may compensate this lack of linguistic knowledge. This is also the reason why interpreting teachers have not been asked to fill out a questionnaire, for their courses are found in the last years of the degree.

The questionnaire of the direct translation teachers contained the following questions:

1. Do you think that students reach your course lacking linguistic competence in English in the following areas? If yes, please, justify your answer.

- Competences within the notion of TC:
 - Grammar
 - Lexis/Vocabulary
 - Textual typology (macro and microstructures – conventions)
 - Pragmatics (cultural conventions, speech acts, and language use)
 - Sociolinguistics (language varieties and registers)
- General competences:
 - Reading
 - Writing
 - Listening
 - Speaking

2. Do you think that your students' level of English is insufficient? If so, what would you recommend?

3. In case your answer to the previous question was 'no', do you think that the methodology used in your course compensates the potential lacks with which your students might have reached your course or that the level is still insufficient? If yes, please, justify your answer.

4. Is there any kind of coordination between you and the English language teacher? If yes, explain briefly.

5. Do you think that the methodology followed in the English language course is adequate?

6. Does the English language teacher have any translation background or is it only linguistic?
7. Do you know if this teacher thinks that more emphasis should be put on translation matters or only in linguistic ones?
8. Do you think that other than the translation issues in your course, attention should also be paid to the purely linguistic ones?
9. Are the translations provided by your students done in groups, individually, or in both forms? Why?

The questionnaire of the inverse translation teachers contained the same questions, but also the following one was included:

10. Do you have any kind of team-teaching or coordination with the direct translation teacher? If yes, explain briefly.

The questionnaires and the feedback from both direct and inverse translation teachers at both universities can be found in the Appendix section.

3.2. Data collection process and method of analysis

Firstly, the number of exercises devoted to develop each skill (listening, speaking, reading, and writing) was manually quantified. Secondly, the number of exercises developing the translator's linguistic competences was manually quantified and classified according to the competences proposed by PACTE (2003), namely *grammar, lexis, textual typology, pragmatics, and*

sociolinguistics. Thus, the activities were classified and quantified according to the following criteria:

- Language skills:
 - Activities devoted to develop speaking skills.
 - Activities devoted to develop listening skills.
 - Activities devoted to develop reading skills.
 - Activities devoted to develop writing skills.
- Translator's linguistic competences (PACTE, 2003):
 - Activities fostering grammatical aspects.
 - Activities dealing with new vocabulary.
 - Activities focused on text typology features.
 - Activities dealing with pragmatic issues (i.e. speech acts and real language use).
 - Activities looking at sociolinguistic aspects (i.e. registers and varieties of English).

Several difficulties, however, were encountered at this stage. As mentioned in the previous section, the materials were divided into different fashions. As far as the textbook from the UM is concerned, it is divided into sections, and each section is further subdivided into different sorts of activities. These activities appear under headings such as “grammar”, “reading”, “listening”, “help with fluency”, “speaking”, “vocabulary”, “reading and grammar”, “listening and grammar”, “reading and vocabulary”, “review”, “real world”, “speaking and listening”, “reading and speaking”, and “reading, listening and grammar.” As can be seen from these headings, some kind of distinction is made as to what competences they were promoting, but no reference is made as to whether there is more than one skill that could be developed. Something similar

occurred with the materials from the UCM, although each material is more focused on a given set of skills. For example, the *English Collocations in Use* book centres on developing vocabulary and language use skills.

In this respect, in order to classify the activities, these were thoroughly examined, paying special attention to the aspects of language that they may help foster. Thus, those activities developing one or more skills and one or more translator's linguistic competences were quantified as such. For example, if one exercise appeared under the heading "vocabulary", but after examining the content of the exercise and the subdivision of the activities within it, activities dealing with lexical, speaking, and sociolinguistic issues were found, this exercise was quantified as one exercise fostering three aspects: one skill (speaking), and two translator's linguistic competences (lexis and sociolinguistics). Note here that the exercises were analysed taking into account the notion of TC, and therefore, not only the primary objective of the exercise was looked at, but also the potential applications of this exercise. This was the procedure followed because we were looking for exercises that could help develop the translator's competences.

Once the activities were quantified, the number of exercises developing each skill and competence were noted in a table. After this, the activities were divided into two groups: general linguistic skills and translator's linguistic competences. Finally, two graphs showing the number of activities fostering each competence were created.

4. RESULTS AND DISCUSSION

The purpose of the present paper was to find out whether an ESP for Translation and Interpreting is necessary. More specifically, this paper set out to study the competences reflected in the materials used in the English language courses in the degree in Translation and Interpreting at two Spanish universities in order to point out the differences and see if any of these methodologies was appropriate for future translators/interpreters. To do so, two analyses were conducted. First, an analysis of the competences reflected in the materials of the courses before the first translation courses are taught was carried out. Second, an analysis of the competences reflected in all the materials used in each degree was conducted. Ultimately, this paper sought to examine the aspects that might be improved in order to present a preliminary methodology of English for Translation and Interpreting, drawing on the fundamentals of the notion of TC, those of ESP courses, and considering the other courses within the degree.

4.1. Results from the quantitative analysis

The quantitative results from both analyses are as follows.

4.1.1. Analysis 1

After analysing the competences reflected in the materials of the English courses offered prior to the first translation courses at each university, the following results were obtained:

Figure 5 shows the percentage of exercises devoted to the development of each general linguistic skill at the UM in the courses prior to translation courses:

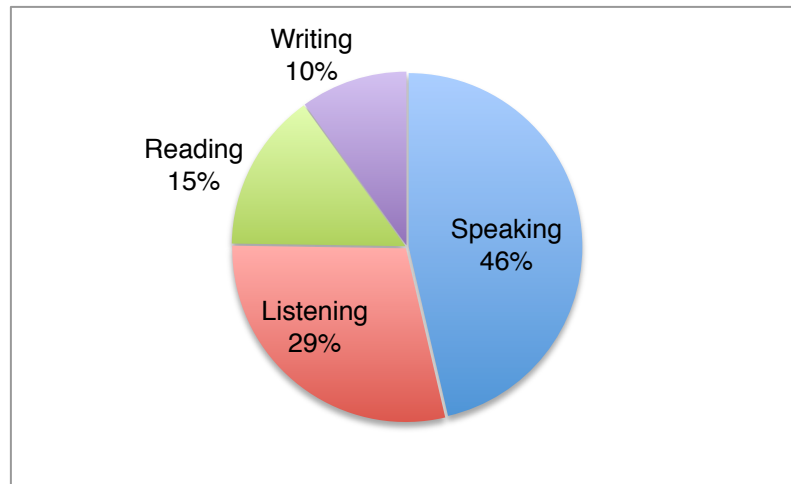


Figure 5. Percentage of exercises devoted to each general linguistic skill at the UM (courses prior to translation courses).

Figure 6 presents the number of exercises dealing with each of the linguistic components/competences involved in the translator's linguistic competence according to TC in the courses prior to translation training proper:

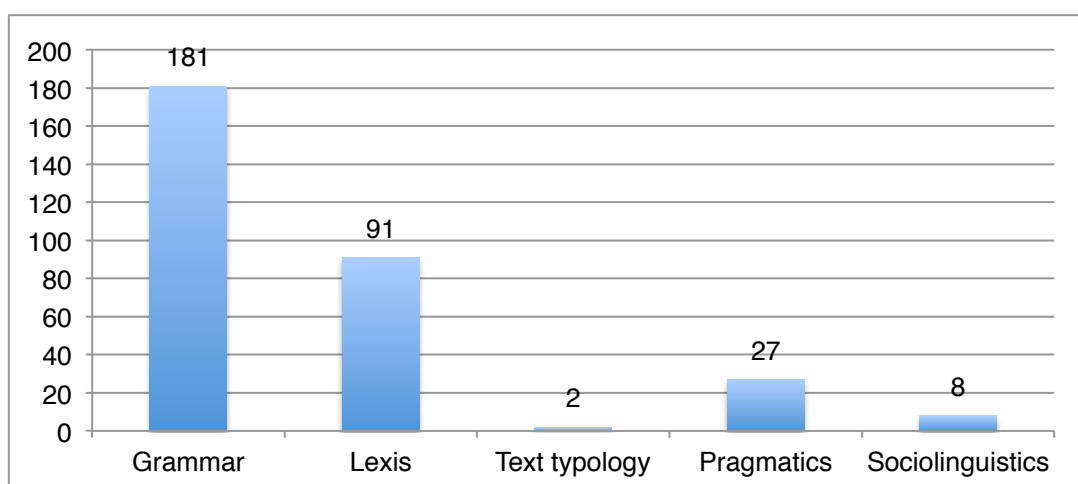


Figure 6. Number of exercises dealing with the translator's linguistic competences at the UM (materials used in the courses prior to translation courses).

As can be seen from Figure 5, not all skills are given the same degree of importance. There seems to be a focus on activities fostering speaking skills, followed by listening skills. In contrast, writing and reading skills appear to lack focus. As observed in Figure 6, the number of exercises developing each component is quite unequal. The exercises devoted to grammar appear to outnumber the rest of the components by far. In contrast, the exercises devoted to develop pragmatic and sociolinguistic competences appear to lack importance.

Figure 7 shows the percentage of exercises devoted to the development of each skill at the UCM.

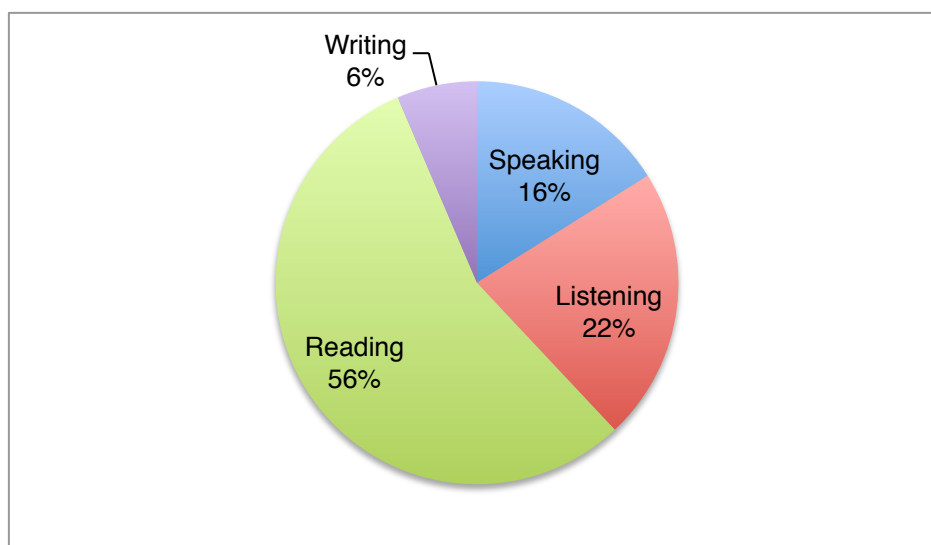


Figure 7. Percentage of exercises devoted to each general linguistic skills at the UCM.

Figure 8 presents the number of exercises dealing with each of the linguistic components/competences involved in the translator's linguistic competence according to TC.

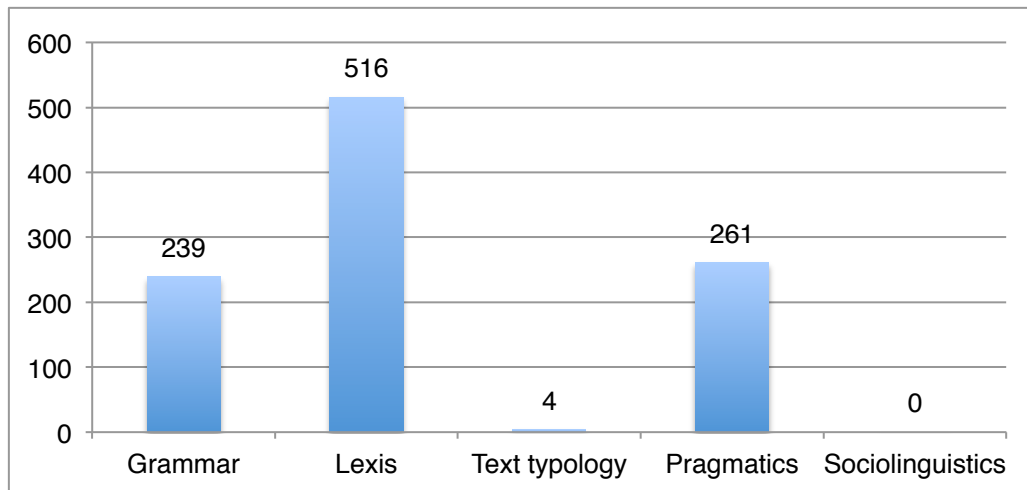


Figure 8. Number of exercises dealing with the translator's linguistic competences at the UCM.

In the case of the UCM, as shown by Figure 7, not all skills are given the same degree of importance either. There appears to be a focus on activities fostering reading skills. In contrast, writing and speaking skills appear to lack attention. Figure 8 shows that the amount of exercises devoted to vocabulary outnumber the rest. At this university, grammar seems to be less important, although there are many more exercises which foster real language use, as seen in the number of activities devoted to pragmatics. Sociolinguistics and text typology are also disregarded.

As can be seen from Figures 5, 6, 7 and 8, there seems to be more emphasis on the grammatical and lexical components, sociolinguistics and text typology being the ones which lack more focus.

4.1.2. Analysis 2

Once the competences reflected in all the materials used in both settings were analysed, the following results were obtained:

Figure 9 shows the percentage of exercises devoted to the development of each general linguistic skill at the UM as a whole:

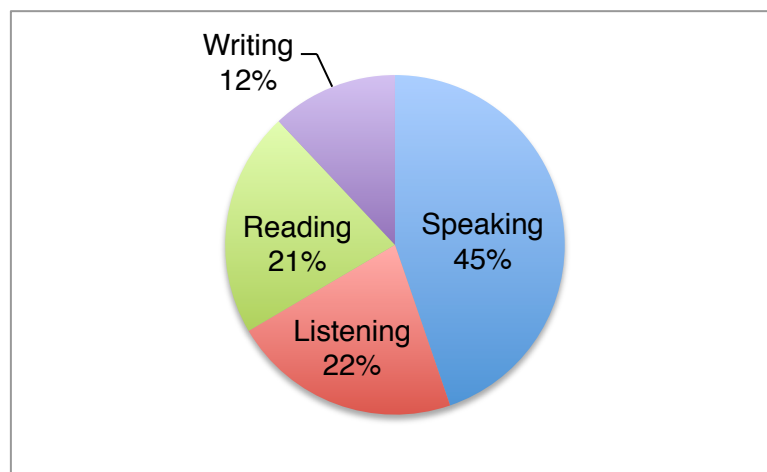


Figure 9. Percentage of exercises devoted to each general linguistic skill at the UM as a whole.

Figure 10 presents the number of exercises dealing with each of the linguistic components/competences involved in the translator's linguistic competence according to TC:

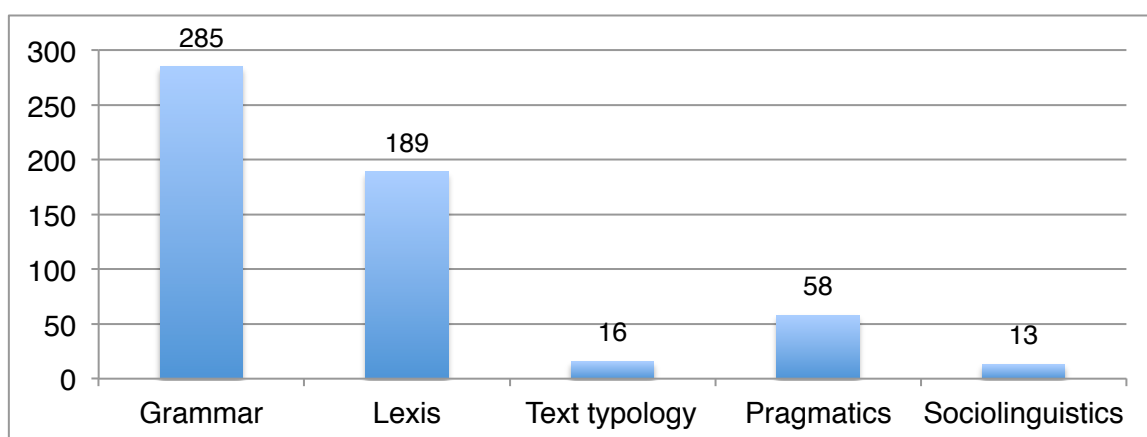


Figure 10. Number of exercises dealing with the translator's linguistic competences at the UM as a whole.

In this second analysis, the results from the UCM are the same given that only two English language courses are offered, and both are taught before the first translation courses. Therefore, as can be seen from Figure 9, in sum the degree of importance given to each skill is unbalanced. A clear focus on speaking skills can be observed, and writing skills appear to lack focus. Moreover, as shown by Figure 10, the number of exercises devoted to each component is quite unequal again, thus suggesting that the training provided at the UM is not balanced, and that much more attention is paid to grammar, pragmatics and sociolinguistics lacking focus.

Regarding the comparison between both settings, as can be observed from this second analysis, both universities seem to concentrate on the more theoretical aspects of language. Special attention is paid to academic English and to grammar in general, and little importance is given to the other components and skills. With regards to text typology, only a few exercises pay attention to such a component at both universities. Nevertheless, this competence is mainly improved in the specific courses on translation, when depending on the type of translation involved, the features of the genre are dealt with. In this sense, the fact that these two methodologies do not pay so much attention to this component is not so problematic. As for the lexical component, it seems to be a controversial issue for the following reason. Many arguments have been put forward to maintain that a wide range of vocabulary is essential for a translator. However, it is also true that translators are constantly dealing with terminological sources and, therefore, it can be argued that less focus is

required for the lexical component. Yet it seems that the UCM considers that this competence has to be very much developed.

4.2. Qualitative analysis of the data

Following the previous section, a detailed analysis of all materials is provided. Firstly, the materials used at the UM are examined and commented. Secondly, those used at the UCM are studied and explained.

4.2.1. Materials from the UM

In the case of the UM, it is not surprising that the exercises of both textbooks do not meet the translator's linguistic needs, as they are based upon the CEFR. This framework does not envisage the translator's needs, but the general needs of an intermediate user of a language. In fact, in the case of the book in year 1, the CEFR (2014) describes what a B2 level user should be able to do as follows:

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. (p. 24).

As can be observed from this quote, little attention is paid to pragmatic and sociolinguistic issues, and only communicative skills are considered instead.

The CEFR does deal with sociolinguistic and pragmatic issues (see p. 7 and 13, for example), as they seem to be comprised in the communicative approach whereby proficiency involves other dimensions that strictly linguistic, e.g. sociocultural awareness and affective relations (p. 7); however, as can be empirically seen from this textbook, most of the attention is paid to grammar *per se*. Moreover, the CEFR (2014: 27) elaborates on the description of the skills at this level and mentions that for the listening skill, the user should be able to understand extended speech provided the topic is reasonably familiar and it is in a standard dialect. For the speaking skill, it mentions that the user should be able to take active part in discussion in familiar contexts and present descriptions of subjects of his or her interest. Finally, regarding the writing skill, it argues that the user should be able to write clear, detailed texts related to his or her interests.

Therefore, as can be seen from these B2 illustrative descriptors, the CEFR seems to follow a communicative approach to the learning of the language, but always refers to each skill with “a topic of his or her interest.” Nonetheless, translators need to have general knowledge about the world since they will face texts of differing topics. Moreover, these descriptors do not seem to pay attention to sociolinguistic aspects since they mention that the user should be able to “understand speech in a standard dialect.” However, translators, and more importantly, interpreters need to be familiar with the different varieties and registers of the language. In this sense, translators need to be able to deal with a wide range of discourses with their particular thematic, sociolinguistic and pragmatic traits.

As for the textbook used in year 2, unlike the previous textbook, this one focuses much more on the CAE examination. Accordingly, all activities are aimed at preparing the learner for the C1 exam. At the beginning of the textbook the content of the CAE examination is explained, and throughout the book every part of the exam is further explained and developed, serving as a guide for the type of exam learners will be taking. At the end of each unit, there is a test that gathers some of the content that has been tackled throughout that unit. Only a type of exercise is provided though, each type of activity encountered in the CAE examination being practised in the textbook as a whole. Furthermore, when necessary, a tip for the examination is provided, and activities are referred to as tasks that have appeared in previous exams. Every five units, a revision text is provided so that learners can practise and recall what has been learnt.

In sum, the textbooks used at the UM seem to cover quite successfully the skills and competences that a B2 and C1 level user must acquire according to the CEFR, although it does not meet the translator's needs as a whole. Yet it does contain certain activities that, if well approached, may help translators improve their linguistic competence as viewed in the notion of TC. The following examples show five types of exercises that can be used in different ways to foster the competences needed by a translator:

(1) Rewrite these sentences so that they have the same meaning. Use the words in brackets and change other words if necessary.

1. Maybe I'll do well in my next English test. (might)
I might do well in my next English test.
2. I probably won't need English for my next job. (unlikely)
3. I'm sure to need English for my work. (bound)

4. I'm fairly sure I'll do an advanced English course at some point.
(dare say)
5. I won't be able to visit England next year. (can't imagine)
6. I'll probably spend some time working on the *face2face* CD-ROM
this weekend. (may well)
7. I don't think I'll take any more English exams. (doubt)
8. I probably won't be able to watch an English DVD this weekend.
(don't suppose)

(extracted from *face2face*, 2009, p. 55, exercise 6)

At first sight, example (1) may seem as a typical exercise focusing on grammar. However, this sort of exercise may be appropriate for a future training in Translation. It makes the student think of different ways to convey the same meaning, thus fostering the grammatical and lexical components. This exercise may be applied to the linguistic competence within Translation from a different approach: students could analyse the wording and the nuances of the original sentence, and they might resort to their linguistic background or to lexical and grammatical sources. In this respect, students could learn to capture the shades of meaning of the language and will become acquainted with the use of the aforementioned sources, which will eventually be of great help when trained in Translation.

(2) Colloquial words/phrases. Guess the meanings of the words/phrases in bold.

1. **What's up?** You look really **stressed out**.
2. It really **bugs** me when people talk loudly in restaurants.
3. Cycling at night without lights is a **crazy** thing to do.
4. That old lamp doesn't work. Let's **chuck it out**.
5. **Hang on a sec**. I'm just going to **pop into** the newsagent's.
6. I really **messed up** that interview. I'll never get the job now.
7. On Friday evenings I usually just **chill out** in front of the **telly**.

8. Can you lend me a few **quid**? I'm completely broke.
9. The **loo** is up the stairs and on your right.
10. Last night I went to a **trendy** bar with some **mates**. It was **pretty** expensive, actually.
11. I really **fancy** that **guy** sitting over there. He's very good-looking.
12. It's such a **hassle** getting there – you have to take three different buses.

(extracted from *face2face*, 2009, p. 106, exercise 1)

As can be seen from example (2), this kind of exercise may enhance linguistic aspects that have to do with lexis and sociolinguistics. On the one hand, it promotes the acquisition of new vocabulary which students might not know beforehand. Therefore, other than presenting new vocabulary, this exercise promotes the use of lexical sources, thus making the student familiar with them. On the other hand, this exercise will make students aware of sociolinguistic issues, as they will notice the vocabulary used within a certain register, which will be essential when facing discourse (written and oral) that needs to be translated/interpreted and that has such a feature. Moreover, it will also make them learn to look up words or phrases in dictionaries, taking into account the register to which they belong, that is, the contexts in which they appear. Therefore, this kind of exercise may be appropriate for future training in both Translation and Interpreting.

(3) Work on your own. Read about a crime that happened in the UK. Then write five words/phrases to help you remember the crime.

A 43-year-old London postman was the mastermind behind a £20 million cheque book fraud. The man stole cheque books from post office sorting offices and then used them to withdraw money from people's bank accounts.

Work with the other people in your group. Take turns to tell each other about the crime. Use your own words if possible.

(extracted from *face2face*, 2009, p. 116, exercise 3c)

Example (3) illustrates an exercise that might be suitable to develop the linguistic competence for interpreting purposes. Firstly, this sort of exercise may help students focus on the keywords of the discourse (written or oral), which constitutes the first step to note-taking for interpreting. Furthermore, this kind of exercise will help students learn to reformulate and to start practising activities requiring memory. All this will be of considerable help when trained in Interpreting.

(4) Work with a partner. One of you will listen for Rebecca's answers and the other for Amanda's answers. Listen to the first part of the conversation and note down both the main idea and the extra information they give to develop the answer.

(extracted from *Objective. CAE*, 2008, p. 19, exercise 2)

As can be seen from this example, this is an appropriate activity for developing listening skills needed by interpreters. It allows students to have their attention divided into relevant and secondary information. Therefore, students can focus on the important parts of the speech, which can be practised with note-taking (in the case of consecutive interpreting), and on the not so relevant information provided by the speaker. In the case of simultaneous interpreting, students can focus on the important pieces of information and use the parts in which the

information is not so relevant to transfer the content into the target language.

This allows students to analyse information from a more critical eye.

(5) Imagine a visitor to your country wants to complain about something. What is the best way to do this?

Question	Main idea	Extra information
Where are you from?		
Have you studied any foreign languages?		

(extracted from *Objective. CAE*, 2008, p. 142, Reading exercise 1)

Example (5) is an appropriate activity to raise socio-pragmatic awareness. Through this activity students may be acquainted with the conventions to express certain aspects of language such as politeness. Moreover, students may begin to compare their mother tongue with their second/foreign language to analyse the similarities and differences when it comes to more pragmatic issues (e.g. speech acts), serving as an appropriate preliminary step to translation training.

In conclusion, not all components are given the degree of importance they deserve according to TC, thus confirming that a *needs analysis* has not been carried out at the UM and that this type of textbooks are appropriate for students of general English, but not for future translators/interpreters. Some exercises, however, seem to be suitable for these professionals if approached consciously.

4.2.2. Materials from the UCM

In the case of the UCM, the materials seem to be more appropriate for a translation student. First and foremost, these have been designed by their own teachers, thus more awareness of their students' needs being raised. Second, there are more materials to resort to, each of which focuses on certain competences. This does not mean that ideally there should be a pack of materials to develop each of the skills envisaged in the notion of TC, but the larger amount of materials students can resort to, the better. Moreover, having a wider range of exercises allows teachers to select the most appropriate ones considering the needs of the students and to take advantage of all of the potential uses of each exercise.

The following exercises present, again, a different approach to language teaching taking into account the translator's future linguistic needs. Only a selection of the ones that can be oriented differently from the new approaches given to the activities from the UM have been presented. Both exercises have been extracted from pack I:

(6) Say it again. Re-express the sentences from the Listening text using the key word given.

1. There's only so much you can get away with. LIMIT.
2. Violence is about the worst think you can do. NOTHING.
3. He was really in t favour of community service. IDEA.
4. Maybe people will treat me seriously. TAKEN.

(extracted from *pack I*, p. 41, exercise 6)

As in the examples extracted from the textbook at the UM, example (6) shows some potential uses that may help students develop their translator's linguistic skills. With this exercise, on the one hand and for interpreting purposes, students can practise listening skills and develop their cognitive processing, as it allows them to retain key words and to try to reformulate sentences internally. On the other hand and for translation purposes, similarly to example (1), this exercise allows students to think of different ways to convey the same meaning, thus fostering the grammatical and lexical components, and making them focus on meaning rather than form (also essential for interpreting). Moreover, it makes students become acquainted with lexical and grammatical sources, and embrace the vocabulary and grammatical structures of the language.

(7) Role play. Police inspectors.

You know that the thieves who broke into the shop were able to get in easily through a window with a faulty catch. The shop owner strongly suspects a former employee of his who left because of a disagreement over pay. This employee would have known about the faulty catch and would also have known enough about the stock to be able to pick out the most valuable items. He also had a possible motive.

You have contacted the employee who says he/she spent the whole evening with a friend who lives in the same house. You have also spoken to the two suspects' neighbours. A woman who lives on the ground floor says she was woken at about 12.30 am when her dog starting barking. When she looked out, she saw the two coming in and she thinks one of them was carrying a large bag.

You have to interview each of the suspects in turn about their activities between 8.00 pm and 12.30 pm that night. You want to see how far their stories correspond. Plan the kind of questions you should ask in order to test the truth of their stories. Save the question about the "large bag" until last.

Finally, you will have to decide whether to charge the suspects with theft.

(extracted from *pack 1*, p. 51)

Example (7) is a good exercise for interpreting practice. At first sight, this kind of exercise allows students to practise listening and speaking skills, and to use vocabulary of a certain topic, which enriches the linguistic competence as a whole. Nevertheless, another task might well be added to this kind of role-play exercise, which would contribute to developing more TC-like linguistic competences. One student would be Spanish (speaker 1), another student would be English (speaker 2), and the other student would be the interpreter (speaker 3). Speakers 1 and 2 would benefit from practising listening and speaking skills in the language assigned, and speaker 3 would have to interpret the speeches produced by each speaker. By doing so, speaker 3 could practise *anticipation* to the speech, which is of great help when preparing for a conference, for example. By means of this, students can think of possible topics, vocabulary, and structures that may appear in the speech. Therefore, they can carry out a documentation process that will help them interpret afterwards. Other than that, they will certainly practise oral and listening skills in both languages and would start thinking about the translation process of oral discourse.

4.2.3. Results from the questionnaires

In line with the results obtained from these previous analyses, these seem to be confirmed by the ones obtained from the questionnaires administered to the

lecturers at both universities. Once their answers were examined, these were the results obtained:

4.2.3.1. Direct translation teachers' feedback

As for the general linguistic skills, both teachers point out that their courses do not allow for assessment in speaking, listening and writing skills in English, only reading being assessed as a result of the translation process and product.

With regards to the linguistic competences involved in the notion of TC, both teachers seem to agree that, overall, students' command of English does not meet the linguistic needs of the translation process. Both teachers claim that students usually have problems understanding the nuances of the source text due to both grammatical and lexical reasons. The teacher from the UCM pointed out that students do not master complex structures and the lexicon proper of the C1 level (the level of their English course in the previous year). Moreover, both teachers coincide in the opinion that students' pragmatic and sociolinguistic awareness is far from satisfactory. Also, although both teachers appear to agree on the fact that the tools provided by their translation courses help students face linguistic problems, these are not infallible. To this respect, both teachers seem to agree that more courses on English and linguistic matters should be implemented, and accordingly, both dedicate part of their courses to the study of linguistic issues.

As far as coordination English teachers-Translation teachers is concerned, there seems to be some sort of coordination at the UCM. However,

at the UM there is no coordination whatsoever, and teachers even belong to different departments, thus a complete distinction between English studies and Translation studies being established. At both universities, certain English teachers have some kind of background on translation. Nevertheless, as a result of the coordination amongst teachers, the methodology used at the UCM appears to be more suitable for translation students, as it does not follow a Cambridge textbook and uses the materials elaborated by the teachers.

Finally, as for the methodologies followed, the teacher from the UCM asserts that the methodology used in the English courses is appropriate. However, he insists that more hours or courses should be implemented. Conversely, the teacher from the UM believes that the methodology that has been used so far does not meet the linguistic requirements of a future translator.

4.2.3.2. Inverse translation teachers' feedback

Given that direct translation courses do not allow teachers to assess the students' level of English in a comprehensive manner in its active form (i.e. producing English language both orally and written), it is worth analysing inverse translation teachers' opinion on this matter.

According to all teachers, students reach the course where inverse translation is first tackled with serious problems at the grammatical and lexical levels, mainly. Due to the fact that most texts translated in this course belong to the academic world or to formal writing, pragmatic and sociolinguistic aspects are not very visible. Yet, one teacher from the UCM pointed out that many

problems were encountered at the socio-pragmatic level, where students were not able to recognise and apply register issues successfully. All teachers argue that for schedule reasons (i.e. syllabus), there is not enough time to focus on the English language *per se*, although inevitably linguistic issues are dealt with in the course. Moreover, the teachers from the UM claim that students are encouraged to make up for these deficiencies by reading, working at home, or registering at some kind of School of Languages. On the other hand, the teacher from the UCM suggests that more hours or courses should be implemented so as to improve the students' command of the language and to try to compensate for those deficiencies encountered at latter stages in the translation courses.

As far as team-teaching is concerned, there seems to be some sort of coordination between teachers at the UCM, although it appears to be on a departmental basis, for all teachers belong to the same department, unlike those at the other setting. At the UM there is coordination amongst translation teachers so that contents do not overlap. However, there is no coordination amongst translation and language teachers, apart from discussions on the students' low level of English.

Regarding the methodologies, out of those who know the methodologies that are being followed, all of them think that the language teachers follow an appropriate methodology. In fact, one of the language teachers is known to have a degree in Translation Studies. Nevertheless, as have been proved by means of the analysis of the data, this methodology does not seem to adjust to the student's needs. To this respect, one teacher from the UM has interestingly

pointed out that the methodologies followed by teachers are subject to the degree's curriculum. In this sense, it seems that there is no much freedom on the part of the teachers to use their own methodologies according to what they think best meets the students' needs.

Finally, while at the UCM all translations are provided by students individually, at the UM students have to submit their translations either individually or in groups (depending on the task), and defend their translations before their classmates and teachers. The reason for this is that they advocate for teamwork and critical thinking.

4.3. Final discussion of results

In tune with the statements above, it seems that neither methodology is entirely appropriate. On the one hand, the methodologies at the UM follow general English textbooks based on the CEFR, which lack focus on the translator's linguistic needs and which remain limited as to the exercises provided. In year 1, speaking and listening exercises appear to outnumber the rest, and overall, the training provided appears to be unbalanced, as much attention is paid to grammar, sociolinguistics and pragmatics lacking focus. Neither textbook seems to be appropriate for translators/interpreters training, although the textbook in year 1 seems to foster all competences in a more balanced manner, as it does not centre so much on the Cambridge examination. In this sense, we can affirm that no *needs analysis* has been carried out.

On the other hand, the methodology followed at the UCM, however extensive in amount of materials as it is, does not completely meet these linguistic needs either. It does have a more ESP-like approach, which might result in a more appropriate methodology as the materials have been compiled by the teachers of the courses. Furthermore, there is a wider range of activities, which allows teachers to select the most appropriate ones based on their needs. Yet, the number of exercises devoted to each general linguistic skill and to each translator's linguistic competence is unbalanced. Reading skills appear to be in focus, grammar seems to be less important, and more attention is paid to real language use and vocabulary. Therefore, we can say that this methodology is not very comprehensive as to the actual type of exercises needed by future translators/interpreters. Nevertheless, this study have shown that both universities count on a set of exercises that, if well approached, can enhance students' linguistic knowledge and promote all competences and skills.

Academic English is at the core of both trainings, leaving aside important aspects of language as a whole such as different varieties and registers (i.e. sociolinguistics and pragmatics). In the same vein, all teachers from both universities agreed on the fact that students' command of English was unsatisfactory overall, and that many problems at the grammatical, lexical and socio-pragmatic levels were found. Accordingly, all teachers seem to agree that more courses or hours on English language or linguistics should be implemented.

In this sense, it becomes clear that neither the methodology used at the UM nor the one used at the UCM are entirely appropriate for developing the

linguistic competences needed by translators/interpreters. In conclusion, up to this point, these results are consistent with those of Beeby (2004) and López *et al.* (2009), which suggest that there is no proper methodology of English for Translation and Interpreting and that much research on the issue needs to be done in order to create a successful one.

5. CONCLUSION

As numerous studies have shown (see Carrasco, 2009; Hurtado *et al.*, 2009, for example), TC is a set of knowledge, abilities, and attitudes that a translator/interpreter need to possess in order to undertake professional activity. It is a type of skill that evolves from novice to expert knowledge and which combines declarative and procedural knowledge, being predominantly procedural (Hurtado, 2001). TC comprises several interrelated components or sub-competences, namely linguistic competence, extralinguistic competence, professional competence, psychophysiological competence, transfer competence, and strategic competence.

The present study focused on the linguistic competence needed by translators/interpreters. More specifically, this paper sought to study and assess —from an ESP perspective— the methodologies of the English language courses in the degree in Translation and Interpreting at two Spanish universities: the University of Murcia and the Complutense University of Madrid. Moreover, it set out to present the aspects that might be improved taking into account the fundamentals of both the notion of TC and those of ESP courses. Finally, this study aimed at proposing a methodology of English for Translation

and Interpreting considering all the results obtained from the first analyses carried out in this study, and the few studies conducted on the issue.

Overall, the results obtained from this study provide evidence that a number of differences can be found between these two universities. This points to a lack of consensus as to what approach should be followed in order to provide future translators with the linguistic competence required. Moreover, not all linguistic components are given the degree of importance they deserve according to the notion of TC, and the amount of exercises devoted to each general linguistic skill and to each translator's linguistic component is quite unbalanced.

The results of this study have also shown that a *needs analysis* has not been carried out at the UM. Although appropriate for a different target, textbooks based upon the CEFR do not meet the linguistic needs of a translator/interpreter. Yet, some activities, if well oriented, might be useful for creating a set of activities aimed at the development of their linguistic competence. On the other hand, the UCM appears to have carried out a *need analysis*, as teachers have compiled the materials in an attempt to provide future translators with the linguistic competence required. Nevertheless, although it is a more ESP kind of approach, it has been proved not to meet entirely the linguistic needs of their students.

On balance, pragmatic and sociolinguistic components seem to lack focus, and grammar exercises appear to outnumber the rest. Overall, students' level of English has been reported to be low at both universities. To this respect, teachers suggest that more courses on English language and Linguistics should

be implemented so as to improve students' command of English and to raise linguistic awareness. However, it is important to mention that these methodologies seem to be restricted to some extent. As explained by one of the teachers, there seems to be some limitation as to the contents being covered, as syllabi are bound to follow the general curriculum of the degree. Therefore, teachers do not always have much freedom to teach what they consider is most important or necessary for the students. Thus, it is advisable that a number of changes be made from the governing bodies and the Ministry to begin with.

There are some limitations to this study that might be usefully addressed. The number of universities under examination is limited in size, and therefore, the materials studied constitute but an illustrative sample of what materials are being used and what methodologies are currently being followed. Moreover, we are aware of the fact that the results from the quantitative analysis may be subjective to a certain extent, as only the opinion of the researcher has been considered. That is why these results are only tentative and serve as the basis for the qualitative analysis of the data.

Yet, it is hoped that the present study will function as a catalyst for further and more in-depth research on the notion of TC, and more precisely, on the linguistic competence needed by translators/interpreters. Future research could investigate a larger sample of materials from more universities and analyse those lecturers' opinions. Moreover, future studies could look in more detail into the different trainings needed by translators and interpreters as far as the linguistic competence is concerned. Also, Interpreting and Specialised translation teachers' opinion could be studied to find out whether each degree

as a whole provides students with the necessary training, or if at the end of the programme they still show little knowledge or mastery of the skills and competences needed. If so, the degree programme and methodologies of each course would need to be revisited and improved.

Likewise, future studies could examine the extent to which each skill and competence should be fostered, as it currently remains underresearched. In the same vein, future research lines look at all the linguistic tools and knowledge needed by translators/interpreters in order to produce appropriate discourses, both written and oral, and not only in their foreign language but also in their mother tongue.

Up to date, the way each linguistic component should be studied and employed has not been widely studied. Therefore, it would be interesting to investigate the way current linguistics can contribute to improving translation, both as a process and as a product. Discourse analysis, for example, appears to provide interest insights into translation, as the latter can benefit from the former in the process of analysing the source text. This will be of considerable help to translators mainly (due to the fact that they have more time to analyse the source text) as they will be able to grasp all the shades of meaning and intentions hidden behind the words, and transfer them into the target language. Time limitations that usually accompany translation assignments would need to be taken into account though, as translators do not always have enough time to carry out a thorough analysis of the text, and interpreters do not even have time to do so. Cognitive linguistics is also proving to be really helpful in the process of rendering meaning and the way we conceptualise the world. These two

approaches to language transfer will also favour translation as a process, and therefore, as a product.

In sum, what becomes clear from this preliminary study is that there is a need for a proper and more centralised methodology, as well as for a compilation of appropriate materials for teaching English for translators and interpreters, which in the long run will contribute to improving translation as a product and as a process.

6. PROPOSAL

As some authors have pointed out, the translator's linguistic competence plays a key role in the translation process. It is not the only important component of their training, for the professional competence, and more precisely, the instrumental competence, constitutes an essential competence without which satisfactory translations could not be made. Moreover, the strategic competence appears to be the most important one, as PACTE (2003) states, for it allows translators to identify problems and make up for deficiencies in other competences. Such a competence allows translators to resort to the appropriate techniques and strategies to produce a satisfactory translation. All this is explained by the fact that in the curriculum of the degrees in Translation and Interpreting, more importance and number of credits are given to Translation courses than to the Language and Linguistics ones. Yet, it is important to follow an appropriate methodology of Language and Linguistics courses, as they provide the basis of a good linguistic background, which is essential for the subsequent courses on translation proper.

Despite the fact that much research still needs to be done, it is worth stating the basis of this proper methodology and how we think it should be approached. However, there are a number of preliminary considerations that have to be taken into account. They can be summarised as follows:

Firstly, the courses on English language are offered at the beginning of the degree, when no specialisation between translation and interpreting exists. This means that the methodology will have to apply to both future translators and future interpreters. Secondly, there are only two or four courses (depending on the degree) on language and, therefore, decisions as to what aspects have to be more enhanced need to be made (e.g. more grammar than vocabulary). Thirdly, the methodology will only apply to one sort of translation (i.e. general or specialised translation), as each type of translation needs a different approach in that its features differ greatly. Furthermore, each kind of specialised translation (e.g. legal or medical) needs a different approach for the same reason. Finally, when creating a methodology, the other courses in the degree must be taken into account since overlapping ought to be avoided.

Following this, in order to create an appropriate methodology of English for Translation and Interpreting, we have to consider, for example, the differing needs of both translators and interpreters. In this respect, a *needs analysis* is essential. As previously mentioned, one of the restrictions to this methodology is the fact that it should be applicable to both translators and interpreters. In this sense, there should be somehow a balance between speaking, listening, reading, and writing activities. Whilst translators do not require the speaking and listening skills that interpreters need, they do have to rely more heavily on

written skills. Equally, it is not essential for interpreters to acquire writing skills to the same level as a translator in that more emphasis should be put on their abilities to communicate orally.

Thus, considering the needs analysis process (Basturkmen, 2010), upon which we base our proposal, we suggest that a successful methodology should include the following aspects.

- Target situation analysis: From the perspective of the linguistic competence, learners will need to practise speaking, reading, writing and listening skills in accordance with their future work and needs. In this sense, writing, and more importantly, reading skills need to be very much fostered, for translators rely on written texts to undertake professional activity. On the other hand, interpreters need to practise speaking and listening skills in order to be able to understand the speaker and transfer the content fluently. Having said this, departing from the assumption that translators/interpreters usually translate/interpret into their mother tongue, reading and listening skills seem to be the skills that need more focus.

As for the specific translator's linguistic competences (as described by the notion of TC), translators/interpreters need to master grammar in general, and pragmatics and sociolinguistics in particular. They need to be able to recognise and use adequately speech acts, registers, and varieties. In this respect, special attention needs to be paid to vocabulary originating from different varieties, to their more basic phonological traits, and to courtesy and humour, for example. In the case of phonology, interpreters do not need to have an exhaustive and theoretical knowledge of the

phonological traits of English in general, and of its varieties in particular, but they do need to be familiar with the manifold accents so that comprehension takes place more efficiently. Furthermore, they need to be aware of the real language use, and not only of the prescriptive norms of language found in grammars. Despite the fact that they act as language standards, a key aspect in their training is idiomaticity, as they need to use language in a way that is familiar to the native speakers of that language, and not only as it is described in textbooks. In the same vein, it is important to devote certain activities to raise awareness of the linguistic components of the source text. This can be done by means of discourse analysis techniques, and by exposing students to different genres with their different characteristics.

- Discourse analysis: With regards to the description of the language that will be used, as mentioned in the Theoretical Background section, the problem with elaborating a methodology of English for Translation and Interpreting lies in the fact that these students will have to deal with all types of genres. Accordingly, it seems that a desirable methodology should include different areas of knowledge in order to foster all competences and skills in a meaningful manner, that is, through relevant content to translators. This means that when dealing with grammatical or textual aspects, it would be advisable to make use of texts belonging to the genres that they will be dealing with in the following courses on proper translation (e.g. legal texts, scientific texts, and literary texts). To this respect, more attention should be paid to discourse/text analysis (Schäffner, 2002), as it plays a key role in the

understanding of the source text (e.g. speech acts, genre analysis, and semantics). It is also important to remark, however, that when dealing with these kinds of specialised texts, they need not be very specialised. Each kind genre involves a set of intrinsic features, both in the micro and macrostructure. In this sense, texts need not be very specialised, as these features will be dealt with in later courses on specialised translation, and no overlapping is sought. Moreover, as these courses constitute the first steps to language acquisition at a proficient level, we do not want to overwhelm students right away in the first courses. Instead, what we are looking for in these courses is to lay the foundations of a good linguistic background that will be used at later stages in the training process. Hence, more “basic” notions on language and linguistics need to be tackled inevitably.

- Present situation analysis: As for the identification of what learners do and do not know, we depart from the assumption that learners will enter the degree with some knowledge of English. Up to date, students need to pass a series of exams (Prueba de Acceso a la Universidad) in order to enter university, and the level of the English exam is B1 according to the CEFR. In this sense, students are supposed to master B1, although a higher level is desired and recommended. Nevertheless, taking into account the requirements imposed by the Ministry of Education to enter university, we have to depart from this level in our methodology. A considerable and much-needed boost in the level must be expected and promoted though.
- Learner factor analysis: At the level of the learners' motivation and perception of their needs, it would be interesting to administer

questionnaires amongst students the first day of the course so as to see what their expectations and motives are. In accordance with the lines above, learners will be more motivated if they are trained with real-life situation materials and they notice that they can handle them. In this sense, as previously mentioned, it would be advisable to use certain genres proper to the fields that they will be studying in the future.

- Teaching context analysis: This type of course will run in a context where all students are supposed to be interested in languages and the processes by means of which translation takes place. In this respect, it is essential to motivate students by showing them the importance of languages and communication amongst cultures.

Apart from the proposals mentioned above, another aspect to take into account is that a suitable methodology should try to foster other competences within the notion of TC, not only the linguistic one. This means that teachers should elaborate activities through which learners can acquire competences that will be tackled more in-depth in future courses. The instrumental competence, as stated above, is a key competence in the process of translating, and therefore, the sooner it is acquired, the better for the learners. In this respect, it is advisable that learners begin to practise this competence from the very beginning. Besides, as mentioned in the Results section, vocabulary seems to be knowledge that is not that essential for translators, as they are constantly dealing with terminological resources. For this reason, teaching students to use sources and look for terms or information becomes crucial. For translators, it is

not a matter of being walking dictionaries, but of having a wide range of vocabulary and also being able to use sources to find terminology and be acquainted with the topic of the document to be translated.

In line with the statements above, there are a number of recommendations worth noting. Firstly, more courses or hours of English language and Linguistics should be implemented. Accordingly, fewer hours of other courses could be taught, and some courses could be completely removed or revisited. Secondly, there should be some sort of team-teaching amongst lecturers, not only to avoid overlapping, but also to provide students with the most appropriate contents and methodologies. Thirdly, the number of students within a course should be reduced, for it allows for a more tailored methodology, which is at the core of ESP.

To conclude, TC is a fairly new notion that has evolved considerably in the last few years. Nevertheless, there is much that remains to be explored, and even more to be gained. For this reason, it is important that more researchers devote their investigations to the components of TC, the way it functions, how it is acquired, and how it can be improved.

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APPENDICES

Appendix 1:

Questionnaires

Questionario 1: Por favor, complete el siguiente cuestionario con su experiencia como profesor(a) de la primera asignatura de Traducción del Grado en Traducción e Interpretación de su universidad. Si considera pertinente realizar cualquier tipo de puntualización en cualquiera de las preguntas, por favor, no dude en hacerla. Muchas gracias por su colaboración.

1. ¿Considera que los alumnos llegan a su asignatura con algún tipo de carencia en las siguientes áreas? En caso afirmativo, por favor, justifique su respuesta.

- Competencia traductora:
 - Cuestiones gramaticales: no
 - Cuestiones de léxico: no
 - Cuestiones sobre tipología textual (formatos y convenciones)
- Cuestiones sobre tipología textual: Sí. Aunque, por su conocimiento general del mundo, reconocen los distintos tipos de textos, no siempre son conscientes de lo que cada uno de ellos requiere a la hora de traducir en cuanto a formato o convenciones propias de cada tipología.
 - Cuestiones pragmáticas (convenciones culturales, actos de habla y uso de la lengua)
- Cuestiones sobre pragmática: Sí. Realmente, creo que estas carencias son normales, ya que en primer curso apenas traducen y, cuando lo hacen, se trata de pequeños fragmentos generalmente extraídos de novelas. Por ello, hay que hacer mucho hincapié en cuestiones relacionadas con el registro, con el tipo de equivalencia a aplicar en determinados casos según el tipo de lector al que vaya dirigido el texto o a las propias exigencias del cliente que hace el encargo de traducción.
 - Cuestiones de sociolingüística (variedades y registros de la lengua)
- Cuestiones de sociolingüística: Sí. Los alumnos de traducción, desgraciadamente, creo que no reciben una formación adecuada a este respecto, formación que debería proporcionárseles en las asignaturas de Lengua, tanto B como C.
- Destrezas lingüísticas:
 - Speaking
 - Reading

- Writing
- Listening

En este caso, solo puedo hacer referencia a la destreza de comprensión escrita, ya que las clases son en español (incluidas todas las presentaciones que hacen los alumnos) y las traducciones en un 90% son directas en esta primera parte de la asignatura.

En cuando a la comprensión escrita, no suelo detectar carencias graves y cuando esto ocurre, son casos aislados.

2. ¿Cree que el nivel con el que llegan los alumnos a su asignatura es suficiente? Si no, ¿qué recomendaría?

En general, sí

3. En caso de que su respuesta en la pregunta anterior haya sido “no”, ¿cree que la formación que reciben en su asignatura compensa la carencias con la que hayan podido llegar los alumnos o que el nivel todavía es insuficiente? En caso afirmativo, por favor, razone su respuesta.

4. ¿Hay algún tipo de coordinación entre usted y el profesor de lengua inglesa? En caso afirmativo, descríbala brevemente.

No, principalmente porque los profesores que imparten la lengua inglesa pertenecen a otro departamento.

5. ¿Considera que la metodología que se ha estado llevando hasta ahora en la asignatura de Lengua B (inglés) es la adecuada?

Creo que no es del todo adecuada porque tiene en cuenta las competencias que necesita el futuro traductor-intérprete. A modo de ejemplo, me consta que no se hace suficiente hincapié en la comprensión escrita y oral.

6. ¿La formación del profesor que imparte la asignatura de lengua inglesa es meramente filológica o posee nociones sobre traducción?

Meramente filológica

7. ¿Tiene constancia de si los profesores de la asignatura de lengua inglesa consideran que se debería profundizar en cuestiones traductológicas o solo en cuestiones lingüísticas?

No la tengo, pero no creo que consideren la necesidad de profundizar en cuestiones traductológicas. Aparentemente hacen una distinción muy clara entre la clase de lengua y la de traducción y la de lengua sigue siendo la clase de lengua extranjera de siempre.

8. ¿Considera que aparte de las cuestiones traductológicas de su asignatura, se debería insistir también en las meramente lingüísticas?

Sí, y de hecho así lo hago. La traducción no deja de ser una parte de la lingüística. En esta asignatura concretamente vemos muchos aspectos contrastivos entre ambas lenguas (inglés y español). *las traducciones son en grupo.

Cuestionario 2: Por favor, complete el siguiente cuestionario con su experiencia como profesor(a) de la primera asignatura de Traducción del Grado en Traducción e Interpretación de su universidad. Si considera pertinente realizar cualquier tipo de puntualización en cualquiera de las preguntas, por favor, no dude en hacerla. Muchas gracias por su colaboración.

1. ¿Considera que los alumnos llegan a su asignatura con algún tipo de carencia en las siguientes áreas? En caso afirmativo, por favor, justifique su respuesta.
 - Competencia traductora:
 - Cuestiones gramaticales: Sí, sobre todo estructuras más complejas propias de un nivel C1.1. O un C1.2
 - Cuestiones de léxico. Sí, sobre todo en los matices.
 - Cuestiones sobre tipología textual (formatos y convenciones)
No
 - Cuestiones pragmáticas (convenciones culturales, actos de habla y uso de la lengua) Sí, especialmente en usos genuinos de la lengua origen cuyo equivalente español dista bastante de seguir la estructura o semántica originales.
 - Cuestiones de sociolingüística (variedades y registros de la lengua) Variedades.
 - Destrezas lingüísticas:
 - Speaking: No sería objetivo, pues apenas si usamos esta destreza en el aula.
 - Reading: Serios problemas de comprensión en algunos casos.
 - Writing: no se practica.
 - Listening: No se practica.
2. ¿Cree que el nivel con el que llegan los alumnos a su asignatura es suficiente? Si no, ¿qué recomendaría? No. Sería importante que se aumentara el número de asignaturas destinadas exclusivamente a la enseñanza de la lengua extranjera.
3. En caso de que su respuesta en la pregunta anterior haya sido “no”, ¿cree que la formación que reciben en su asignatura compensa las carencias con la que hayan podido llegar los alumnos o que el nivel todavía es insuficiente? En caso afirmativo, por favor, razone su respuesta. No la compensa, pues la asignatura se centra en cómo expresar el contenido inglés en castellano. Las herramientas utilizadas y la práctica traductora ayudan al alumno a tener más recursos a la hora de suplir las carencias existentes en la segunda lengua, pero estas herramientas no son infalibles, y es posible que el alumno no se percate de un anglicismo, uso idiomático, empleo de la ironía, etc., provocando un error de traducción.

4. ¿Hay algún tipo de coordinación entre usted y el profesor de lengua inglesa? En caso afirmativo, descríbala brevemente. Conozco más o menos el trabajo que se hace, pero no hablaría de coordinación.
5. ¿Considera que la metodología que se ha estado llevando hasta ahora en la asignatura de Lengua B (inglés) es la adecuada? Sí, pero añadiendo más horas.
6. ¿La formación del profesor que imparte la asignatura de lengua inglesa es meramente filológica o posee nociones sobre traducción? Contamos con ambos tipos de profesores. En cualquier caso, creo que un buen profesor de lengua inglesa no tiene que ser experto en traducción necesariamente. Opino que un buen nivel de lengua extranjera es la mejor base para empezar a traducir, aunque el alumno no tenga aún noción alguna de mecanismos traductores.
7. ¿Tiene constancia de si los profesores de la asignatura de lengua inglesa consideran que se debería profundizar en cuestiones traductológicas o solo en cuestiones lingüísticas? No.
8. ¿Considera que aparte de las cuestiones traductológicas de su asignatura, se debería insistir también en las meramente lingüísticas? No hay más remedio que prestarles atención para comprender el texto. Aun así, creo que no es el objetivo de esta asignatura el de profundizar en aspectos exclusivamente lingüísticos.

*Las traducciones son individuales.

Cuestionario 3: Por favor, complete el siguiente cuestionario con su experiencia como profesor de la primera asignatura en la que se trata la traducción inversa (español-inglés) que se imparte en el Grado en Traducción e Interpretación de su universidad. Si considera pertinente realizar cualquier tipo de puntualización en cualquiera de las preguntas, por favor, no dude en hacerla. Muchas gracias por su colaboración.

1. ¿Considera que los alumnos llegan a su asignatura con algún tipo de carencia en lengua inglesa en las siguientes áreas? En caso afirmativo, por favor, justifique su respuesta.

Claramente, la inmensa mayoría del alumnado llega con muchas carencias en lengua inglesa: problemas de gramática y de léxico sobre todo. Bueno, también presentan errores en cuestiones pragmáticas, aunque me suelo centrar en los gramáticas sobre todo puesto que son los primeros que deberían erradicar.

- Competencias dentro de la noción de Competencia traductora:
 - Cuestiones gramaticales
 - Cuestiones de léxico
 - Cuestiones sobre tipología textual (formatos y convenciones)
 - Cuestiones pragmáticas (convenciones culturales, actos de habla y uso de la lengua)
 - Cuestiones de sociolingüística (variedades y registros de la lengua)
- Destrezas lingüísticas generales:
 - Speaking
 - Reading
 - Writing
 - Listening

9. ¿Cree que el nivel de lengua inglesa con el que llegan los alumnos a su asignatura es suficiente? Si no, ¿qué recomendaría?

No es suficiente. Sería aconsejable que los alumnos se preparen por su cuenta también fuera de la universidad: en la Escuela de Idioma, academias, trabajando en casa, leyendo libros en inglés, etc.

10. En caso de que su respuesta en la pregunta anterior haya sido “no”, ¿cree que la formación que reciben en su asignatura compensa las carencias con la que hayan podido llegar los alumnos o que el nivel todavía es insuficiente? En caso afirmativo, por favor, razone su respuesta.

No se dispone de tanto tiempo para centrarnos en la lengua instrumental. No obstante, se explican los problemas que tienen cuando traducen del español al inglés, se les aportan soluciones y se les aconsejan pautas para mejorar.

11. ¿Hay algún tipo de coordinación entre usted y el profesor de lengua inglesa? En caso afirmativo, descríbala brevemente.

En alguna ocasión hemos comentado el nivel bajo de inglés.

12. ¿Hay algún tipo de coordinación entre usted y el/los profesor/es de traducción directa?

Hablamos para no solapar contenidos.

13. ¿Considera que la metodología que se ha estado llevando a cabo hasta ahora en la asignatura de Lengua B (inglés) es la adecuada?

Creo que sí. Conozco a las profesoras y su metodología me parece excelente. El problema es que el alumno debe profundizar más fuera de clase y trabajar más por su cuenta, lo que no siempre se consigue.

14. ¿La formación del profesor que imparte la asignatura de lengua inglesa es meramente filológica o posee nociones sobre traducción?

En el caso de Tel en Murcia, una de las profesoras de lengua inglesa también tiene la licenciatura en Traducción.

15. ¿Tiene constancia de si los profesores de la asignatura de lengua inglesa consideran que se debería profundizar en cuestiones traductológicas o solo en cuestiones lingüísticas?

Estos profesores siguen la Memoria de la Titulación y esta no contempla cuestiones traductológicas.

16. ¿Considera que aparte de las cuestiones traductológicas de su asignatura, se debería insistir también en las meramente lingüísticas?

No, opino que tendríamos que centrarnos en cuestiones traductológicas.

17. ¿Los encargos de traducción que realizan sus alumnos son en grupo, individuales o combina ambos? ¿Por qué lleva a cabo ese tipo de metodología?

Los alumnos llevan a cabo encargos individuales y en grupos. Es necesario que sepan solucionar los problemas que se encuentran por sí solos, pero también es necesario saber trabajar en equipo.

Cuestionario 4: Por favor, complete el siguiente cuestionario con su experiencia como profesor de la primera asignatura en la que se trata la traducción inversa (español-inglés) que se imparte en el Grado en Traducción e Interpretación de su universidad. Si considera pertinente realizar cualquier tipo de puntualización en cualquiera de las preguntas, por favor, no dude en hacerla. Muchas gracias por su colaboración.

1. ¿Considera que los alumnos llegan a su asignatura con algún tipo de carencia en lengua inglesa en las siguientes áreas? En caso afirmativo, por favor, justifique su respuesta.
 - a. Competencias dentro de la noción de Competencia traductora:
 - i. Cuestiones gramaticales
 - ii. Cuestiones de léxico
 - iii. Cuestiones sobre tipología textual (formatos y convenciones)
 - iv. Cuestiones pragmáticas (convenciones culturales, actos de habla y uso de la lengua)
 - v. Cuestiones de sociolingüística (variedades y registros de la lengua)

HAY CASOS Y CASOS, PERO SOBRE TODO SON CARENCIAS GRAMATICALES, LÉXICAS,... TAMBIÉN DESTACARÍA LAS DE TIPO SOCIOLINGÜÍSTICO.

- b. Destrezas lingüísticas generales:
 - i. Speaking
 - ii. Reading
 - iii. Writing
 - iv. Listening

SOLO PUEDO OPINAR SOBRE READING Y WRITING. Y SÍ, LES HACE FALTA NIVEL EN GENERAL.

2. ¿Cree que el nivel de lengua inglesa con el que llegan los alumnos a su asignatura es suficiente? Si no, ¿qué recomendaría? NO. LES RECOMENDARÍA QUE SE ESFUERCEN Y QUE POR SU CUENTA MEJOREN SU NIVEL, YA QUE TIENEN MIL HERRAMIENTAS GRATUITAS PARA ELLO.
3. En caso de que su respuesta en la pregunta anterior haya sido “no”, ¿cree que la formación que reciben en su asignatura compensa la carencias con la que hayan podido llegar los alumnos o que el nivel todavía es insuficiente? En caso afirmativo, por favor, razone su respuesta.

LA ASIGNATURA ES DE TRADUCCIÓN, AUNQUE ALGUNA NOCIÓN DE LENGUA SIEMPRE SE LES APORTA, INEVITABLEMENTE. PERO EL OBJETIVO DE LA ASIGNATURA NO ES MEJORAR EL NIVEL DE INGLÉS, PUES SE PRESUPONE.

4. ¿Hay algún tipo de coordinación entre usted y el profesor de lengua inglesa? En caso afirmativo, descríbala brevemente. A NIVEL PERSONAL, NO.
5. ¿Hay algún tipo de coordinación entre usted y el/los profesor/es de traducción directa? EN GENERAL, SE INTENTA QUE ASÍ SEA.
6. ¿Considera que la metodología que se ha estado llevando a cabo hasta ahora en la asignatura de Lengua B (inglés) es la adecuada? LA DESCONOZCO. Y NO PUEDO JUZGAR A PRIORI.
7. ¿La formación del profesor que imparte la asignatura de lengua inglesa es meramente filológica o posee nociones sobre traducción? LO DESCONOZCO.
8. ¿Tiene constancia de si los profesores de la asignatura de lengua inglesa consideran que se debería profundizar en cuestiones traductológicas o solo en cuestiones lingüísticas? NO.
9. ¿Considera que aparte de las cuestiones traductológicas de su asignatura, se debería insistir también en las meramente lingüísticas? PUES SE INSISTE, PERO EL ALUMNO DEBE TRABAJARLAS POR SU CUENTA, PUES NO HAY TIEMPO PARA TANTO, Y LA ASIGNATURA ES AL FIN Y AL CABO DE TRADUCCIÓN.
10. ¿Los encargos de traducción que realizan sus alumnos son en grupo, individuales o combina ambos? ¿Por qué lleva a cabo ese tipo de metodología?

INTENTO QUE SEAN DE LOS DOS TIPOS. YA QUE TANTO EL APRENDIZAJE INDIVIDUAL COMO EL COOPERATIVO TIENEN MUCHAS VENTAJAS. CON EL COOPERATIVO SE TRABAJAN COMPETENCIAS COMO LA HONESTIDAD, LA CAPACIDAD DE DEFENDER ARGUMENTOS, LA TOMA DE DECISIONES, ETC.

Cuestionario 5: Por favor, complete el siguiente cuestionario con su experiencia como profesor de la primera asignatura en la que se trata la traducción inversa (español-inglés) que se imparte en el Grado en Traducción e Interpretación de su universidad. Si considera pertinente realizar cualquier tipo de puntualización en cualquiera de las preguntas, por favor, no dude en hacerla. Muchas gracias por su colaboración.

1. ¿Considera que los alumnos llegan a su asignatura con algún tipo de carencia en lengua inglesa en las siguientes áreas? En caso afirmativo, por favor, justifique su respuesta.
2. Competencias dentro de la noción de Competencia traductora:
 - a. Cuestiones gramaticales **No deberían pero hay casos.**
 - b. Cuestiones de léxico **Sí, son inevitables. No van a saber todos.**
 - c. Cuestiones sobre tipología textual (formatos y convenciones) **No deberían, pero hay casos.**
 - d. Cuestiones pragmáticas (convenciones culturales, actos de habla y uso de la lengua) **No pero hay casos.**
 - e. Cuestiones de sociolingüística (variedades y registros de la lengua) **Sí. Siempre existen las diferencias geográficas en todos los sentidos.**
3. Destrezas lingüísticas generales:
 - a. Speaking **No es aplicable.**
 - b. Reading **Sí, cuando se trata de un texto técnico.**
 - c. Writing **Sí, a veces depende del registro del texto.**
 - d. Listening **No es aplicable**
4. ¿Cree que el nivel de lengua inglesa con el que llegan los alumnos a su asignatura es suficiente? Si no, ¿qué recomendaría? **En general, sí pero recomendaría más créditos en cursos de lengua inglesa.**
5. En caso de que su respuesta en la pregunta anterior haya sido “no”, ¿cree que la formación que reciben en su asignatura compensa las carencias con la que hayan podido llegar los alumnos o que el nivel todavía es insuficiente? En caso afirmativo, por favor, razone su respuesta.
6. ¿Hay algún tipo de coordinación entre usted y el profesor de lengua inglesa? En caso afirmativo, descríbala brevemente. **Sí, generalmente o les he dado lengua inglesa yo o algún otro compañero se lo ha impartido y siempre estamos en contacto.**
7. ¿Hay algún tipo de coordinación entre usted y el/los profesor/es de traducción directa? **En general, no.**
8. ¿Considera que la metodología que se ha estado llevando a cabo hasta ahora en la asignatura de Lengua B (inglés) es la adecuada? **Sí y no, ya**

que lo que ocurre es que con el Grado, se dan menos créditos que los que se daban en Licenciatura. Ahora se dan 12 créditos de lengua inglesa y antes se daban 24. Con esto quiero decir que necesitan más horas de lengua inglesa. La metodología es buena pero el tiempo escaso.

9. ¿La formación del profesor que imparte la asignatura de lengua inglesa es meramente filológica o posee nociones sobre traducción? **Ambas cosas.**
10. ¿Tiene constancia de si los profesores de la asignatura de lengua inglesa consideran que se debería profundizar en cuestiones traductológicas o solo en cuestiones lingüísticas? **Muy difícil debido a lo expuesto en el número 6. Antes sí, ahora es casi imposible.**
11. ¿Considera que aparte de las cuestiones traductológicas de su asignatura, se debería insistir también en las meramente lingüísticas? **Sí, siempre hay que considerarlas. El aprendizaje de un idioma no cesa nunca.**
12. ¿Los encargos de traducción que realizan sus alumnos son en grupo, individuales o combina ambos? ¿Por qué lleva a cabo ese tipo de metodología? **Son individuales y más ahora. Con Licenciatura tenían 9 créditos y ahora solo tienen 6. Con estas limitaciones no veo factible trabajos en grupo.**

Appendix 2

Degree programme at the UM

Primer cuatrimestre		Segundo cuatrimestre		
1º	Hª y Cult. Contemp. de Países de lengua B (Francés) (FB)	6	Lengua B II (Francés) (FB)	6
	Lengua B I (FB)	6	Geogr. Polit. y Econ. de Países de Lengua B (Francés) (FB)	6
	Lengua A I (FB)	6	Lengua A II (FB)	6
	Informática Aplicada a la Traducción I (FB)	6	Metodología y Práctica de la Traducción (Francés)	6
	Lingüística Aplicada a la Traducción (FB)	6	Lengua C I (Inglés/Alemán/Italiano/Árabe) (FB)	6
2º	Documentación Aplicada a la Traducción (FB)	6	Lengua D I (Inglés/Alemán/Italiano/Árabe/- Griego Moderno/ Española de Signos) (FB)	6
	Lengua B III (Francés)	6	Lengua B IV (Inglés/Francés)	6
	Traducción General B-A, A-B I (Francés)	6	Traducción General B-A, A-B II (Inglés/Francés)	6
	Lengua A III	6	Introducción a la Traducción Especializada B-A, A-B (Francés)	6
	Lengua C II (Inglés/Alemán/Italiano/Árabe)	6	Lengua C III (Inglés/Alemán/Italiano/Árabe)	6
3º	Terminología (Francés)	6	Traducción Especializada Científico-Técnica B-A, A-B (Francés)	6
	Traducción Especializada Económica B-A, A-B (Francés)	6	Introducción a la Interpretación B-A, A-B (Francés)	6
	Lengua D II (Inglés/Alemán/Italiano/Árabe/- Griego Moderno/Española de Signos)	6	Informática Aplicada a la Traducción II	6
	El alumno deberá cursar 24 créditos ECTS de asignaturas optativas, seleccionandolas de la oferta que se presenta a continuación:			
	Lengua C IV (Inglés/Alemán/Italiano/Árabe)*	6	Lengua C V (Inglés/Alemán/Italiano/Árabe)*	6
Traducción para el Turismo y el Comercio B-A, A-B I (Francés)*	6	Lengua D III (Inglés/Alemán/Italiano/Árabe/- Griego Moderno/Española de Signos)*	6	
Traducción para el Comercio Internacional B-A, A-B (Francés)*	6	Traducción para el Turismo y el Comercio B-A, A-B II (Francés)*	6	
Traducción Publicitaria y Marketing B-A, A-B (Francés)*	6	Traducción, Tecnología y Empresa B-A, A-B (Francés)*	6	
	6	Prácticas I*	6	
4º	Técnicas de Interpretación Consecutiva B-A, A-B (Francés)	6	Técnicas de Interpretación Simultánea B-A, A-B (Francés)	6
	Traducción Especializada Audiovisual B-A, A-B (Francés)	6	Traducción General C-A II (Inglés/Alemán/Italiano/Árabe)	12
	Traducción Especializada Jurídica, B-A, A-B (Francés)	6	Trabajo Fin de Grado	
	Traducción General C-A I (Inglés/Alemán/Italiano/Árabe)	6		
	Traducción Especializada C-A I (Inglés/Alemán/Italiano/Árabe)	6		
El alumno deberá cursar 6 créditos ECTS de asignaturas optativas, seleccionandolas de la oferta que se presenta a continuación:				
Traducción Especializada C-A II (Inglés/Francés/Alemán/Italiano/Árabe) (segundo cuatrimestre)*			6	
Interpretación en la empresa y en los servicios públicos B-A, A-B (Inglés) (segundo cuatrimestre)*			6	
Prácticas II (segundo cuatrimestre)*			6	

Degree programme at the UCM

Plan de Estudios

Tipo de Asignatura	ECTS
Formación Básica	60
Obligatorias	138
Optativas	36*
Trabajo Fin de Grado	6
Total	240

* Incluye 6 ECTS de Prácticas Externas

Primer Curso	ECTS
Lengua A: Fundamentos Teóricos y Prácticos para la Expresión Oral	6
Lengua A: Fundamentos Teóricos y Prácticos para la Expresión Escrita. Ortotipografía	6
Lengua B1: Fundamentos Teóricos y Prácticos para la Comprensión y la Expresión Oral	6
Lengua B2: Fundamentos Teóricos y Prácticos para la Comprensión y la Expresión Oral	6
Lengua B1: Fundamentos Teóricos y Prácticos para la Comprensión y la Expresión Escrita	6
Lengua B2: Fundamentos Teóricos y Prácticos para la Comprensión y la Expresión Escrita	6
Lengua B1: Civilización y Cultura a través de los Textos	6
Lengua B2: Civilización y Cultura a través de los Textos	6
Tecnologías Aplicadas a la Traducción y la Interpretación I	6
Lengua A: Civilización y Cultura a través de los Textos	6

Tercer Curso	ECTS
Tecnologías de Traducción Asistida por Ordenador	6
Terminología para Traductores e Intérpretes	6
Tres Optativas	18
Itinerario: Traducción	
Revisión y Corrección de Traducciones B1-A	6
Revisión y Corrección de Traducciones B2-A	6
Traducción Profesional B1-AI	6
Traducción Profesional B2-AI	6
Traducción Argumentada A-B1	6
Itinerario: Interpretación	
Interpretación Consecutiva y Bilateral B1-A en los Ámbitos Social e Institucional	6
Interpretación Consecutiva y Bilateral B2-A en los Ámbitos Social e Institucional	6
Interpretación Consecutiva B1-A	6
Interpretación Consecutiva B2-A	6
Interpretación Bilateral B1-A-B1	6

Segundo Curso	ECTS
Tecnologías Aplicadas a la Traducción y la Interpretación II	6
Documentación para Traductores e Intérpretes	6
Teorías de la Traducción: Aplicaciones Prácticas	6
Introducción a la Interpretación	6
Introducción a la Traducción B1-A	6
Introducción a la Traducción B2-A	6
Lengua A: Expresión y Comunicación Oral	6
Lengua A: Redacción y Composición de Textos	6
Prácticas de Traducción Virtual B1-A	6
Prácticas de Traducción Virtual B2-A	6

Cuarto Curso	ECTS
Traducción, Interpretación y Profesión. Gestión de Proyectos	6
Tres Optativas	18
Trabajo Fin de Grado	6
Itinerario: Traducción	
Traducción Editorial y en los Medios de Comunicación B1-A	6
Traducción Editorial y en los Medios de Comunicación B2-A	6
Traducción Profesional B1-AII	6
Traducción Profesional B2-AII	6
Traducción Argumentada A-B2	6
Itinerario: Interpretación	
Interpretación Simultánea y Traducción a la Vista B1-A en los Ámbitos Social e Institucional	6
Interpretación Simultánea y Traducción a la Vista B2-A en los Ámbitos Social e Institucional	6
Interpretación Simultánea B1-A	6
Interpretación Simultánea B2-A	6
Interpretación Bilateral B2-A-B2	6

Optativas de 3^{er} Curso	ECTS
Itinerario: Traducción	
Interpretación para Traductores B1-A	6
Interpretación para Traductores B2-A	6
Itinerario: Interpretación	
Técnicas de Traducción para Intérpretes B1-A	6
Técnicas de Traducción para Intérpretes B2-A	6
Formación en Traducción Especializada	
Traducción Jurídica, Administrativa y Comercial B1-A	6
Traducción Jurídica, Administrativa y Comercial B2-A	6
Formación en Traducción Audiovisual y Mediación Lingüística	
Mediación Lingüística para la Accesibilidad	6
Técnicas para la Traducción Audiovisual	6
Optativas de 4^o Curso	ECTS
Textos Literarios en Lengua B1 y su Estudio para la Traducción	6
Textos Literarios en Lengua B2 y su Estudio para la Traducción	6
Traducción e Interpretación en Organismos Internacionales	6
Localización de Software y Páginas Web	6
Prácticas Tuteladas	6
Formación en Traducción Especializada	
Traducción Científico-Técnica B1-A	6
Traducción Científico-Técnica B2-A	6
Formación en Traducción Audiovisual y Mediación Lingüística	
Traducción Audiovisual B1-A	6
Traducción Audiovisual B2-A	6
Créditos de Participación	ECTS
Cualquier curso	6