Innovative Teaching Methods in Specialised Translation

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Abstract
University teaching must be nourished by the latest advances and developments in each professional field. That is also the case with the field of Teaching Translation. On this basis, our research aim was to enquire into the main teaching innovations applicable when lecturing Professional Translation, in particular Specialised Translation. In order to archive our goals, we applied for an Innovative Teaching Project, which was then granted by our University (UAM). The starting point of the Project design was a complex list of professional skills and competences to be achieved by means of several Specialised Translation Undergraduate subjects' materials (Scientific-Technical Translation and Legal Translation). Two University lecturers were involved in the project, and 70 participant students were drawn from 2 groups of Specialised Translation undergraduate subjects within the Four-Year Undergraduate Course on Translation and Interpreting offered by the aforementioned University. Within the context of the Project, a collection of innovative data and materials on Specialised Translation was collected on a yearly basis. The data gathered comprised bilingual glossaries, translation tools and techniques, translation mistakes, parallel texts' dossiers, websites links, to cite a few. The learning materials herein were subsequently uploaded to a website, specially designed for our research purposes. Due to the implementation of the results of our Project, the implications of our research show a significant improvement of the translation competences and skills of the participant trainees: linguistics, translation, terminology, documentation, computer sciences, among others. Overall, the materials gathered have proved helpful and professional. Therefore, they can be used by university translation lecturers, translation trainees, and professional translators altogether.
Keywords: Teaching Methods, Innovative Teaching Project**,** Specialised Translation**,**University Translation Trainees

1. Introduction
Undoubtedly, international migration is a global issue. It entails a hich relevance for governmental, social, and cultural issues. Due to its importance, IOM (International Organization for Migration) was launched decades ago. Nowadays, 172 member states belong to this international organization, working on issues such as migration development, facilities, contexts, regulations, and migrants's rights and duties, to name a few. As a result of this global issue the number of translations required has exponentially expanded. There is a considerable amount of –highly specialised- translations that must be either rendered from one language into another, or from one language to several ones. Overall, the global translation panorama demands highly professional translation renderings, requiring a strongly demanding set of skills and competences by professional translations.

That is the main reason why we decided to apply for a Research Project UAM-CAM (CCG10-UAM/HUM-5665) on trainee translators (Universidad Autónoma de Madrid, Spain), in the year 2010. The Four-Undergraduate Course students taking part in the research worked with general (English-Spanish) and specialised (English/Arabic-Spanish) translations. By means of this Project, we were able to search for and detect trainee translators' pitfalls and mistakes which were editorially published as a monograph (Vázquez y del Árbol, Martínez y Ortiz, 2011). The results of the aforementioned Research Project showed that Specialised Translations were outstandingly difficult for translation students. Due to

the challenges of these translations, several trainee translators committed calques, borrowings, and "missenses" (*faux-sens*), with a trend towards "foreignising" the translations, hence the need for highly-targeted Specialised Translation training.

Besides that, Specialised Translation training is also a method for detecting and noting elaborate lexis and grammatical structures, depending on the knowledge area of the documents translated:

a) Scientific-Technical texts: Greek and Latin etymology, eponyms, neologisms, compound terminology, abbreviations, units of measurement, Saxon genitives, passive voice use, noun phrases, hedging devices, punctuation flows;

b) Legal texts: Latin etymology and constructions, highly specialised terminology, abnormal plural constructions, abbreviations, euphemisms, paronyms, compound adverbs/prepositions, shall/must redundancy, paired expressions (binomials and trinomials), subjunctive tenses, sentence conversion, subordinate clauses, long sentences, baroque style, lack of sentence punctuation, overcapitalization rules, among others.

As we can see, translation remains to be a challenging task hitherto. The skills and competences required for developing a professional translation are significant. Accordingly, the 'competence' of translators (and even reviewers) is always under revision in the field. Within the scope of Teaching, the concept of 'competence' makes reference to the preferential involvement of abilities, commitments and skills needed to do something efficiently. Additionally, Linguistics usually compares the term 'competence' to 'performance', the latter being the results of the activities of a speaker with the knowledge s/he has achieved. Let us now move to the main contributions in the field of 'translator's competence'.

2. Literature Review

The issue of 'translators' competence' has been a key topic within the frame of Translation Studies and Translation Training and even in Linguistics. From the point of view of Linguistics, translation could be a useful tool for language trainees in the classroom.

To this regard, Perkins (1985) advocated for the use of translations in the classroom in order to enhance the students' linguistics awareness (first language structures versus second language ones). In the same vein, Liao (2006) collected the students' perception on the usefulness of translations when developing language skills in the classroom. Kavaliauskienë & Kaminskienë (2007) analysed students' perception on the amount of mother tongue language needed in the ESP classroom. Cook (2007) even described the use of translation in the foreign language classroom as a "thing of the future". Vaezi & Mirzaei (2007) proved the efficacy of translating methods applied to learning grammar. Leonardi (2010) stated that translations could help both foreign language teaching and foreign language learning. Tsagari & Floros (2013) assessed the role of translation in order to provide language instructors with assessment tools and results. Laviosa (2014) explored the use of translations as a way of enhancing language education skills. Soleimani & Heidarikia (2017) investigated translation as a strategy on learning complex grammatical structures. More recently, Zhao (2018) gave insight into the translation process of second language learners in the classroom.

Conversely, Cohen & Brooks-Carson (2001) took a stand against the use of translations; according to them, they could reduce the load of working memory in the classroom. Pan & Pan (2012) studied the feasibility of restricting the use of translations in the EFL classroom. Following this line, Fernández-Guerra (2014) researched the role played by translation tasks and the students' attitudes in Foreign Language Studies, despite the fact that translation is "inevitable in SLA" (Zhao 2018, 168).

As we have seen, Linguistics provided a relevant background on the role played by translations in Foreign Language Acquisition. Indeed, it was Wilss (1976) who first talked about the concept of

"translation perfomance" from a linguistic point of view. Within Translation Studies, many scholars suggested a denomination for the concept itself. Some of them included the idea of 'translator', whereas others opted for 'translation', 'translational' (or 'transfer'). Among these (below) are some of the denominations posited by relevant sholars:

- Translator Competence (Kiraly 1995, Kussmaul 1995),
- Translational Competence (Toury 1995, Hansen 1997),
- Transfer Competence (Nord 1991),
- Translation Ability (Lowe 1987, Pym 1993, Hatim and Mason 1997),
- Translation Performance (Wilss 1976),
- Translation Skill (Lowe 1987).

Globally, competence models have become evenly accepted. In fact, there are several models related to translation theory and practise, among them are the following:

Wilss (1976), researched interdisciplinarity in Translation Studies combining cultural, psychological and technical aspects;

Delisle (1980, 1992) linked terminology use with translation, and set forth an interpretive approach;

Nord (1991, 1992) investigated quality in translation renderings from a functionalist perspective;

Neubert (1994) created a set of translators' training programmes by using pragmatic and textual frameworks;

Gile (1995) showed a great interest towards translation and interpreting researchers' training;

Kiraly (1995; 2013; 2015) presented a social constructivist approach to translation training;

Hurtado Albir (1996, 2007) studied the competences and the curriculum design needed for carrying out translations;

Hatim and Mason (1997) adopted an integrated approach to the theory and practise of translations;

Campbell (1998) analysed the teaching of translation and its links to a second language;

PACTE Group (2000, 2018) implemented a significant model and then showed the problems encountered while acquiring translation competence;

Kelly (2002, 2005) proposed a highly didactive perspective for translators' trainers;

Pym (2003) reviewed the notion of 'translator's competence' within a digital era;

Kearns (2006) linked needs and situation analysis with translators' training;

Yarosh (2015) was rather focused on intercultural issues linked to translators' education;

Way (2016) faced the challenges of training legal translators within the XXI century;

Percec and Pungă (2017) developed a competence model for literary translators;

Brøgger (2017) analysed the competences required for developing biomedical translations.

Overall, Kelly (2002, 2005) stated that translators' competence consists of a list of sub-competences, and within this list she includes 'thematic competence'. In order for this to be achieved, the translator must be aware of the prior expert knowledge required.

Upon reading a specialised text, the translation thereof requires, too, a 'bi-directional knowledge flow' – undoubtedly, cultural, textual and communicative knowledge must be hold by translators-. That means that translator knowledge must also be supported by thematic knowledge of both the source country (SC) and the target country (TC).

3. Research Questions
Upon having defined the field of research, the study herein described will atempt to provide an answer to the questions posed:

Which would be the most suitable translation materials in order to improve translation trainees' competences and skills?

How could they be matched with corresponding translation competences and skills?

Let us first introduce the research participants, materials and procedure.

4. Method

4.1. Participants

Two University lecturers were involved in the project, and 70 participant students were drawn from 2 groups of Specialised Translation undergraduate subjects within the Four-Year Undergraduate Course on Translation and Interpreting offered by the aforementioned University (Universidad Autónoma de Madrid, Spain). The participants enrolled in the study herein described were randomly sampled: 70 third-year students at 2017-8 academic year. They had a mean age of 22 years, native speakers of Spanish language studying the herein mentioned Course on Translation. All of them were enrolled in a compulsory subject on Scientific-Technical Translation (first semester), and a compulsory subject on Legal Translation (second semester).

4.2. Materials

Both subjects were lectured during a semester, and made use of a web designed for teaching innovation purposes.

The textual genres within each subject were listed in ascending order (according to the difficulties they posed), and were highly related to real translation briefs from the professional market. All of them had to be translated from English into Spanish by students (at home, and a few times inside the classroom). Each textual genre was included a translation brief.

Additionally, testing questionnaires were also administered to the students enrolled. The tests were focused on the thematic knowledge and translation skills (pre-test and post-test).

4.3. Procedure

In order to archive our goals, we applied for an Innovative Teaching Project, which was then granted by our University (UAM). The name of this Project was "Proyecto de Innovación Docente INNOVAtio Translationis: Science and Law", coordinated by professor Esther Vázquez y del Árbol. The starting point of the Project design was a complex list -of both the translation materials to be gathered and the professional skills and competences to be achieved- by means of several Specialised Translation subjects (Scientific-Technical Translation and Legal Translation).

Due to the fact that no prior knowledge on both subjects was required by students, a test was carried out in order to assess both individual and collective levels. Within both subjects' introduction (Scientific-Technical Translation and Legal Translation) a pre-test was implemented, as mentioned above. That way the participant lecturers could receive the feedback required to assess students' prior knowledge on both subjects. The next session was devoted to the correction of the feedback data. The last session of both subjects and a tutorial were focused on the administration and correction of the feedback from the post-test implemented.

After the introduction and pre-tests (on both subjects) had taken place, lecturers highlighted the skills and competences that should be enhanced for the 70 students' group of participants. Therefore, the list with the targeted skills was shaped as follows:

-Translation skills knowledge

-Linguistic knowledge

-Thematic knowledge

-Parallel-documents knowledge

-Terminological knowledge

-Documentary knowledge

-Computer Sciences knowledge.

Later on, prospective translation innovative materials should be directly linked to the skills and competences mentioned above.

Within the context of the Project, a collection of innovative data and materials on Specialised Translation was collected on a yearly basis. The data gathered comprised bilingual glossaries, translation tools and techniques, translation mistakes, parallel texts' dossiers, websites links, to cite a few. The materials herein were subsequently uploaded to a website, specially designed for our research and teaching purposes.

5. Results

After carrying out the search and compilation of the materials required, the Innovation Project was able to implement the following materials, as shown in Table 1.

Table 1. Competences achieved in the Specialised Translation Classroom.

Competences and Skills
-Translation
-Linguistic
-Thematic
-Parallel-document
-Documentary
-Terminological
-Computer Sciences

More specifically, the skills, competences achieved within both subjects were the following ones.

-<u>Scientific-Technical Translation</u>:

-Translation and revision of English texts into Spanish (British and American documents), taking into account the translation brief.

-To demonstrate a capacity to use translation tools (bilingual and monolingual dictionaries, both hard-copy and electronic, databases, glossaries, parallel documents, the Internet, consultation to experts…).

-To be able to work autonomously and as a part of a translation team.

-To develop ethics in the practise of Scientific-Technical translation.

-<u>Legal Translation</u>:

-Translation and revision of English texts into Spanish (legal and court issues and topics, British law and American law texts), taking into account the translation brief.

-To demonstrate a capacity to use translation tools (bilingual and monolingual dictionaries, both hard-copy and electronic, databases, glossaries, parallel documents, the Internet, consultation to experts…).

-To be able to work autonomously and as a part of a translation team.

-To develop ethics in the practise of Legal and Sworn translation.

On the other hand, we were able to gather translation materials by means of the Innovative Project (Table 2):

Table 2. Translation Materials gathered from the Innovative Project.

Specialised Translation Subject: Scientific-Technical Translation	Specialised Translation Subject: Legal Translation
-16 Updated Scientific-Technical texts	-16 Updated Legal Texts
-16 Scientific-Technical Texts' Translations	-16 Legal Texts' Translations
-List of Common Scientific-Technical translation errors	-List of common Legal translation errors
-List of relevant Scientific-Technical Translation Strategies + Techniques	-List of relevant Legal Translation Strategies + Techniques
-Scientific-Technical Encyclopaedic Explanations	-Legal Encyclopaedic Explanations
-Thematic-structured Scientific-Technical Documents' Dossier + Sample Forms	-Thematic-structured Legal Documents' Dossier + Sample Forms
-Scientific-Technnical (Bilingual + Monolingual) Glossaries	-Legal (Bilingual + Monolingual) Glossaries
-Computer Programs + Applications	-Computer Programs + Applications

Additionally, several translation errors and mistakes were searched and identified on a weekly basis. Then, they were listed by using Excel tables, as a 58 students' sample shown below:

Elemento léxico/fraseológico	Error	Ratio	Porcentaje	Comentarios		
(To) act in the interest of justice	Estilo	1 de 58	1,72%			
(To) be bound by	Cambio de se	2 de 58	3,45%	Tener la obligación de		
(To) be bound by the duties	Calco sintáct	4 de 58	6,90%	Sujeto a las c	Sujeto a los p	3 alumnos no tienen marcado el tipo de error, pero figura en este ratio.
(To) be complied with		1 de 58	1,72%			2 alumnos no tienen marcado el tipo de error, pero figura en este ratio.
(To) be fair	Calco sintáct	1 de 58	1,72%	Ser justo	Obrar con ecuanimidad	
(To) be prosecuted	Cambio de se	1 de 58	1,72%	Estar siendo perseguido		
(To) be prosecuted	Estilo	2 de 58	3,45%	Estar siendo	Encausado (en este contexto)	
(To) be prosecuted	Traducción li	2 de 58	3,45%	Procesada	Encausada	1 alumno no tiene marcado el tipo de error, pero figura en este ratio.
(To) be put	Registro + Ca	1 de 58	1,72%	Aportar	Elevar al tribunal	
(To) bring to justice	Cambio de se	1 de 58	1,72%	Hacer justicia		
(To) bring to justice	Cambio de se	5 de 58	8,62%	Hacer compa	Llevar a algui	3 alumnos no tienen marcado el tipo de error, pero figura en este ratio.
(To) comply	Calco léxico	6 de 58	10,34%	Cumplir	Aplicar	1 alumno no tiene marcado el tipo de error, pero figura en este ratio.
(To) help	Calco léxico	1 de 58	1,72%	Ayudar	Contribuir	
(To) influence their decisions	Calco sintáct	5 de 58	8,62%	Influir/Influe	Interfiera en sus decisiones	
(to) obtain a conviction		2 de 58	3,45%			2 alumnos no tienen marcado el tipo de error, pero figura en este ratio.
(To) offend	Registro	1 de 58	1,72%	Delinquir	Cometer un delito	
(To) prosecute	Registro	1 de 58	1,72%	Enjuiciar		
(To) prosecute	Calco léxico	8 de 58	13,79%	Procesar/ Ac	Encausar (en	1 alumno no tiene marcado el tipo de error, pero figura en este ratio.
(To) put before the Court	Calco sintáct	1 de 58	1,72%	Exponer en e	Presentar ante el tribunal	
(To) recommend	Subtraducció	1 de 58	1,72%	Sugerir	Recomendar	
(To) recommend an out-of court d	Calco sintáct	2 de 58	3,45%	Recomendar	Adoptar una medida extrajudicial	
(To) secure justice	Calco sintáct	1 de 58	1,72%	Asegurar jus	Garantizar justicia	
(To) set out in this legislation		1 de 58	1,72%			1 alumno no tiene marcado el tipo de error, pero figura en este ratio.

6. Discussion and Conclusion

Our primary research goal was to implement a Teaching Innovative Project to gather a set of relevant materials in order to foster Specialised Translation trainees' competences and skills. Then, the Research Questions posed at the beginning of the foregoing research were the following ones:

Which would be the most suitable translation materials in order to improve translation trainees' competences and skills?

How could they be matched with corresponding translation competences and skills?

We were able to collect diverse translation materials that enhanced translation trainees' competences and skills. Afterwards, those materials were matched with corresponding competences and skills; Table 3 (below) presents a summary of the matches between each competence and the translation materials gathered.

Table 3. Competences + Innovative Teaching Materials.

Competences and Skills	Innovative Teaching Materials (2 Subjects: Scientific-Technical Translation + Legal Translation)
-Translation + Linguistic	-16 Updated (x 2 subjects=32 texts) Texts (per subject) -16 Updated (x 2 subjects=32 texts) Texts' Translations (per subject) -List of Common Translation Errors -List of Relevant Translation Strategies + Techniques
-Thematic	-Encyclopaedic Explanations
-Parallel-document + Documentary	-Thematic-structured documents' Dossier + Sample forms
-Terminological	-(Bilingual + Monolingual) Glossaries
-Computer Sciences	-Computer Programs + Applications

More specifically, the Scientific-Technical Translation knowledge was fostered by the following contents:
-Introduction and deepening into Scientific-Technical translation (English-Spanish). Notions about Science and Technology applied to the analysis and translation of several scientific and technical genres and sub-genres.
-To learn the Areas of Science and Technology: Instruments in each category.
-To learn and identify all contrastive aspects and specific characteristics of scientific-technical discourse (English-Spanish), focusing on the problematic areas for Spanish speakers as translators.
-To become familiar with the processes and strategies usually associated with scientific and technical translations (English-Spanish).
-To acquire and enrich the specialised vocabulary.
The Legal Translation knowledge was enhanced by means of the following contents:
-Introduction and deepening into Legal-Sworn-Court translation (English-Spanish). Notions about Comparative Law applied to the analysis and translation of several legal and court genres and sub-genres. Introduction to the legal requirements for preparing and presenting sworn translations.
- To learn the Areas of Law: Instruments in each category.
- To learn and identify all contrastive aspects and specific characteristics of legal discourse (English-Spanish), focusing on the problematic areas for Spanish speakers as legal and sworn translators.
- To become familiar with the processes and strategies usually associated with legal and sworn translations (English-Spanish).
-To acquire and enrich the specialised vocabulary.

Due to the implementation of the results of our Project, the implications of our research show a significant improvement of the translation competences and skills of the participant trainees: linguistics, translation, terminology, documentation, computer sciences, among others.

Undoubtedly, Specialised Translation constitutes one of the most highly demanding tasks, requiring a larger number of competences and sub-competences from a translator. As we have previously mentioned, the translator must hold linguistic, translational and thematic competences. Additionally, another competence should be listed: the thematic competence knowledge, with several sub-competences inter-related:

a) the one regarding to the source system and the target one
b) the one related to the source country and the target country
c) the one related to the specific Field area (Law, Science, Technology, Business)
d) the one related to the macrostructure of each specialised document
e) within Legal Translation, another competence should be added: the Comparative Law knowledge, applied to legal translators.

From the point of view of learning, the search for translation materials and the publication by means of a website, specially designed for our research purposes, proved fruitful. Students were able to identify complex textual genres, to foster their Scientific-Technical and Legal lexical fields, to carry out professional translations, revisions, and proofreadings, to implement translation techniques, to detect and avoid translation errors and mistakes, to cite a few.

Overall, the materials gathered have proved helpful and professional. Therefore, they can be used by university translation lecturers, translation trainees, and professional translators altogether.

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