

BENJAMINS TRANSLATION LIBRARY

The Benjamins Translation Library aims to stimulate research and training in translation and interpreting studies. The Library provides a forum for a variety of approaches (which may sometimes be conflicting) in a socio-cultural, historical, theoretical, applied and pedagogical context. The Library includes scholarly works, reference works, post-graduate text books and readers in the English language.

GENERAL EDITOR

Gideon Toury (*Tel Aviv University*)

ADVISORY BOARD

- Marilyn Gaddis Rose (*Binghamton University*)
Yves Gambier (*Turku University*)
Daniel Gile (*Université Lumière Lyon 2 and ISIT, Paris*)
Ulrich Heid (*University of Stuttgart*)
Eva Hung (*Chinese University of Hong Kong*)
W. John Hutchins (*University of East Anglia*)
Zuzana Jettmarová (*Charles University of Prague*)
Werner Koller (*Bergen University*)
Alet Kruger (*UNISA*)
José Lambert (*Catholic University of Leuven*)
Franz Pöchhacker (*University of Vienna*)
Rosa Rabadán (*University of León*)
Roda Roberts (*University of Ottawa*)
Juan C. Sager (*UMIST, Manchester*)
Miriam Shlesinger (*Bar-Ilan University, Israel*)
Mary Snell-Hornby (*University of Vienna*)
Sonja Tirkkonen-Condit (*University of Joensuu*)
Lawrence Venuti (*Temple University*)
Wolfram Wilss (*University of Saarbrücken*)
Judith Woodsworth (*Mt. Saint Vincent University, Halifax*)
Sue Ellen Wright (*Kent State University*)

Volume 38

Christina Schäffner and Beverly Adab (eds.)

Developing Translation Competence

DEVELOPING TRANSLATION COMPETENCE

Edited by

CHRISTINA SCHÄFFNER

BEVERLY ADAB

Aston University Birmingham

SBD-FFLCH-USP



284990

JOHN BENJAMINS PUBLISHING COMPANY
AMSTERDAM/PHILADELPHIA

Running before Walking? Designing a Translation Programme at Undergraduate Level

CHRISTINA SCHÄFFNER
Aston University Birmingham

Introduction

Translation plays an increasingly important role in and for society. To cope with this demand, more and more highly qualified translators are needed. There are, however, different methods by which translators can gain a professional qualification. In continental Europe, translators are usually trained in a specifically designed university programme at undergraduate level, lasting for four or five years and leading to a first degree. In England, on the other hand, the dominant model is a one-year postgraduate course in translation which leads to a Master's degree or a Diploma. An entry requirement for these programmes is usually a good first degree in languages. Another way of gaining accreditation as a translator in England is the Institute of Linguist's examination for the Diploma in Translation which can be taken by anybody with "a high ability in both the source and target languages, good written skills and the ability to translate well" (*Syllabus and Advice to Candidates* 1996: 5; for a critical evaluation of this examination cf. Schäffner 1998).

The choice of undergraduate or postgraduate translator training depends on a number of criteria. National traditions play a decisive role, but also the social status of translation and the perceived need for training on the part of policy-makers. The status of English as a world language and the subsequently less significant role of translation in the Anglo-Saxon world, probably explains the dearth of specific translator training programmes in the UK.¹ It is only within the last few years that the number of postgraduate programmes at English universities has grown significantly; undergraduate programmes, however, are still extremely rare.² A recurring argument in favour of a postgraduate programme is the assumption that a high level of linguistic competence can be taken for granted. Thus, it is thought to be easier to focus on the provision of

translation competence, since language training need not be provided at the same time. For example, Anderman (1998: 5) argues that

[w]ithout a first degree in the foreign language(s), students may easily find themselves in a situation where they are forced to combine varying stages of language learning with the process of trying to acquire required translation skills.

In addition, they also mostly lack sufficient background knowledge about their target culture(s), since they have not yet had the first-hand experience they will gain during their year abroad (normally the third year of a four-year undergraduate programme). Anderman therefore concludes:

Attempting to develop translation competence in students, not yet linguistically proficient or sufficiently culturally and socially aware, may be a case of trying to make them run before they can walk. (Anderman 1998: 5)

Although it is true that also at continental universities concern has often been voiced about the level of language knowledge, there is no denying that they have been highly successful in translator training at undergraduate level.

Moreover, the very assumption that it is more efficient to focus on the development of translation competence only after the students have a solid knowledge of the two languages involved, can be questioned. Under such a scenario, there are other problems, which may actually act as constraints to providing translation competence at a postgraduate level. Above all, students do come to postgraduate programmes with a specific perception of what translation is about. This perception, however, is often based on their of translation at school and at undergraduate level at university, i.e. their experience with translation as a pedagogical activity. Translation exercises have traditionally figured prominently in language learning classes, where they have been used as a language-teaching and language-learning device. The dominant aim there is to expand and test students' vocabulary in L2, monitor and improve their comprehension of L2 texts, improve their verbal agility and their ability to produce correct target language structures (independent of whether the target language is their mother tongue or the foreign language). These classes, therefore, neither produce graduates with a translation degree nor do they prepare them for work as a professional translator. Students who come to a postgraduate translation programme with such a perception of what translation is about will have to 'unlearn' what they learnt in the undergraduate

programme.³ Or in other words, and to build on Anderman's metaphor, they expect to continue to walk, albeit more confidently, but instead they may find themselves stumbling at the first hurdle, or they may not know what direction to take when they find themselves at the crossroads because they expected the path to be smooth and straightforward.

Mindful of the increasing need for highly qualified translators and determined to contribute to a more efficient and effective translator training provision in the United Kingdom, we decided to introduce an undergraduate programme in *Modern Languages with Translation Studies* at our university. In this paper, I will give an overview of the aims of this programme, its content and structure. I will also discuss the students' performance after their initial introduction to central issues of translation studies. This discussion of students' achievements will be linked to the notion of translation competence. At the end, I will return to the running versus walking argument and comment on its appropriateness for the development of translation competence.

Programme Structure and Content

Each decision regarding the introduction of a new undergraduate programme has to take a number of factors into account, above all the objective need for such a programme, the qualifications with which students start university, and the capacity for the university to deliver the programme (i.e. total number of students and programmes, staff availability and qualification). Based on such considerations, we opted for a four-year undergraduate programme in *Modern Languages with Translation Studies* and not (immediately) for a fully developed translator training programme. The new programme was introduced as an extension of existing programmes in *Modern Languages*, in order to complement the study of individual European languages and societies (currently French and German) with the study of theoretical concepts pertaining to the processes involved in interlingual and intercultural mediation.

Especially in the first two years, the programme shares a large number of modules with other programmes, mainly modules which focus on the development of linguistic and cultural competence. Since the majority of students on our programmes come to university immediately after their A-levels, with a good A-level result in the foreign language(s) being an entry requirement, a large amount of the time is actually devoted to enhancing linguistic skills in reading, writing, listening, and speaking in the L2 (and in the L3, in the case of students following the dual language programme), with a substantial amount of time being devoted to grammar. Modules on History and

area studies (year 1) and on Contemporary Germany or France (year 2) are intended to develop cultural competence. In each of the first two years, some translation specific modules are added. These are: Introduction to Linguistics, and Introduction to Basic Concepts and Approaches to Translation (year 1), and Intercultural Text Comparison, Semantics, and Terminology for Translation (year 2). The third year is spent abroad, either at an exchange university (preferably one which offers translator training programmes) or in an approved work-placement (ideally with a translation agency). For the academic assessment of the year abroad, the students have to present an annotated translation project. The majority of the final year modules are highly specific to a translation related degree and include Advanced (or: Professional) Translation, LSP Translation, Contemporary Translation Theories, Interpreting (predominantly liaison interpreting). In addition, all students do a translation-related major project (between 6,000 and 10,000 words).

With modules for language provision and for historical-cultural issues already fixed (since they are shared by several programmes), we had to agree which translation-specific modules to offer in the first two years. The decision was guided by a conception of translation competence as a complex notion which involves an awareness of and conscious reflection on all the relevant factors for the production of a target text (TT) that appropriately fulfils its specified function for its target addressees. Such a competence requires more than a sound knowledge of the linguistic systems of L1 and L2. In addition, it involves, at the very least, knowledge of communicative and text-typological conventions in the source and target language cultures, subject and culture-specific knowledge, and (re)search skills. In other words, an understanding of the process of translation involves at least the following more specific competences:

1. *linguistic competence* of the languages concerned;
2. *cultural competence*, i.e. general knowledge about historical, political, economic, cultural, etc. aspects in the respective countries;
3. *textual competence*, i.e. knowledge of regularities and conventions of texts, genres, text types;
4. *domain/subject specific competence*, i.e. knowledge of the relevant subject, the area of expertise;
5. *(re)search competence*, i.e. a general strategy competence whose aim is the ability to resolve problems specific to the cross-cultural transfer of texts;
6. *transfer competence*, i.e. ability to produce target texts that satisfy the demands of the translation task.

Linguistic competence is in the first two years to a large extent provided by the language skills modules, focusing on linguistic structures and communicative use. These modules intend to develop linguistic competence in the students' L2 (and L3). But translators need equally to be competent in their mother tongue. The module Introduction to Linguistics therefore aims to develop the students' awareness of how languages are structured and how they function for communicative purposes. They are familiarised with basic linguistic concepts (such as morpheme, word, meaning, speech act, syntax, semantics, pragmatics), and the discussion is led predominantly on the basis of the mother tongue, with examples of other languages included in order to show similarities and differences. The Semantics module in the second year is also intended to contribute to the development of linguistic competence, again working with examples of English and the second language. There are additional linguistics-related electives from which the students can choose (for example, French Linguistics, German Sociolinguistics). *Cultural competence* is specifically provided by the modules listed above, i.e. modules focusing on the recent history of the target countries, geographical aspects, their political systems, their economic, social, cultural development, etc.

Textual competence is developed to a certain extent in the language skills modules, where students produce texts in the L2. Familiarity with target culture conventions and typical text structures is required for the production of appropriate L2-texts. Such creative writing skills form a major part of the written language module in the final year. A more translation-oriented text analysis is provided by the module Intercultural Text Comparison in the second year of the programme. The main aim here is to make students aware of the fact that texts are *communicative occurrences* (de Beaugrande and Dressler 1980: 3), that they fulfil specific functions in communicative situations and that their communicative success depends on the appropriateness of their textual make-up. Students are introduced to the notion of genres as conventional and linguistically standardised textual patterns. On the basis of sample texts of various genres (such as instruction manuals, patient information leaflets, recipes, job offers, short news items) in L1 and L2, they practise identifying genre conventions at the macro- and the micro-level. In this way, similarities and differences in the genre conventions of the two cultures are discovered and consequences for translation are discussed.

Domain/subject specific competence can be developed only to a limited extent during this four-year undergraduate programme. The second year module Terminology for Translation is intended to provide some introduction into the relevance of domain specific knowledge for translation and the role of

terminology in this respect. Terminology management, use of information technology tools to extract terms from a corpus, setting up a domain specific term bank - these are some of the issues covered in this module. The final year module on LSP translation can then build on this basic knowledge and extend the reflection beyond the level of vocabulary and terminology to include aspects such as genre conventions (thus also building on knowledge acquired in the Intercultural Text Comparison module), addressees and purposes.

Discussing these sub-competences separately may give the impression that they do exist independently and can be developed independently. In fact, this is only true to a certain extent and needs to be related to the specific purpose of developing these competences. The four competences discussed so far are of course also relevant for a more general programme in languages, and *(re)search competence* plays a role in every respect for solving a wide range of academic tasks. What we want to focus on in the translation programme is an awareness of the interaction of all these sub-competences for the purpose of the activity of translation. *Transfer competence*, then, is the sub-competence that is specific to translation and integrates all the other sub-competences. It refers to the ability to produce target texts that satisfy the demands of the translation task. (Re)search competence here has a more specific focus in that it refers to an awareness of how to resolve problems which are encountered in the complex activity of translating. In other words, whereas linguistic, cultural, textual, and domain/subject competence relate to knowledge in a more static sense (*knowing what*)⁴, (re)search and transfer competence denote dynamic, procedural aspects (*knowing how to and why*).

Based on such an understanding of translation competence, we considered it important to focus on the interaction of those sub-competences right from the start of the programme. This is the reasoning behind the delivery of the module *Introduction to Basic Concepts and Approaches to Translation* in the first year. In what follows I will concentrate on the experience with this module. This discussion will also show that the worries about running before walking are not justified.

Initiating Students to Translation Competence

The aims of this first year module are to introduce students to basic concepts of translation studies and approaches to translation, in order to develop an understanding of theoretical concepts which underpin systematic analysis and decision-making in the translation process. In other words, the module is

intended to provide some basic translation competence. The module runs over 12 weeks, with two contact hours per week. The content is as follows:

1. Introduction: translation as mediated communication; translation and interpreting
2. History of translation as an activity; early reflections about translation and translatability
3. Linguistic approaches to translation: translation as interlingual transfer; the notion of equivalence
4. Textlinguistic approaches to translation: translation as source-text induced target-text production; the notions of text types and genres
5. Functionalist approaches to translation: translation as interlingual and intercultural communication; translation as purposeful activity

This content in a sense reflects the development of translation studies as an academic discipline, but it is not exhaustive. For example, the contribution of recent developments inspired by cultural studies are only touched upon in passing. It will mainly be in the final year module *Contemporary Translation Theories* that students discuss theoretical developments on the basis of original literature (which we do not expect in the first year, although students are encouraged to do some reading for the preparation of their examinations). The presentation and discussion of basic concepts and approaches is always related to practical examples and translation exercises, involving both French and German as source or target languages.

In the first week, we have a general discussion to find out what the students think translation is all about, what experience they have with translations, both as products and as activities (which, for first year students, is mainly the experience of doing translation exercises as part of their language learning classes at school), and what they think is required of a 'good translation'. The answers we normally get are similar to laypeople's conceptions (cf. Hönl 1995: 25ff), i.e. a translation is a reproduction of a text and it should be as exact as possible. We then give them a few examples of actually existing translations to ask whether they conform to their expectations and how they would evaluate them. One of the first texts we use is a short instruction for fitting individual components into a larger unit, which is an English translation, but poorly written. The second text is a short information on a hotel card (source text in German, with English and French target texts). On the basis of these texts, some interesting and controversial discussion can be initiated, which inevitably brings in aspects of differences in linguistic

structures, addressees, cultures. For example, the text on the hotel card reads as follows:

Für Telefongespräche außerhalb des Hauses drücken Sie bitte die Taste "Amt/Self Dial" und die Taste "Rezeption" verbindet Sie mit dem Empfang.

Die Haftung für im Zimmer belassene Wertsachen und Geld ist nach BGB Bestimmungen beschränkt. Ein Safe steht Ihnen unentgeltlich zur Verfügung.

Am Tage Ihrer Abreise ersuchen wir Sie, das Zimmer bis 11.45 Uhr zu räumen.

Pour téléphoner vous pressez le bouton [sic!] "Amt/Self Dial" pour une ligne extérieure et la touche "Rezeption" si vous avez des questions.

L'hôtel n'est pas responsable d'argent et des objets de valeur dans la chambre. A la disposition de nos clients se trouve un coffre-fort.

Le jour de départ nous vous prions de libérer la chambre avant 11.45.

For outgoing calls please press the button "Amt/Self Dial", if you have any questions touch the key "Rezeption".

You are requested not to leave money or valuables in your room, since our liability is limited by law. They may be kept in our safe, free of charge.

The day of your departure kindly vacate the room by 11.45.

Here are some of the issues which emerge from this text: why would the German text have one word (*Taste*) but the French and the English one two (*bouton, touche, button, key*); are there differences in politeness (*ersuchen wir Sie - nous vous prions - kindly vacate*); are there different degrees of personal involvement (the English text uses more pronouns: *your room, our liability, our safe*); why does the French text not refer to the law at all, and why is the German text so specific in referring to the Civil Code (*BGB, the Bürgerliches Gesetzbuch*)? The discussion often culminates in the question whether in view of these differences we can speak of translation at all, or whether another term would be required.

We have found it useful to start by discussing existing translations, comparing the target text to the source text; it is only a few weeks later that we expect the students to prepare their own translations. We have also found it advantageous not to answer questions such as *are these translations at all* right away, but let the students reflect on this. We link these discussions to a

presentation of various approaches to translation, thus also giving a survey of how translation theories have developed over the course of time. We repeatedly refer back to questions raised and sample texts used before and discuss them on the basis of new aspects that have been introduced. Based on these discussions, we want to develop the students' critical ability to reflect on what they are doing when they translate a text and provide them with the arguments and concepts to verbalise the processes involved.

For example, in discussing linguistic approaches to translation, we introduce the students to types of (potential) lexical equivalence (total, approximative, zero equivalence, diversification and neutralisation), to the methods of translation set up by the *Stylistique comparée* (Vinay and Darbelnet 1958). On the basis of the sample texts, they are asked to find examples for these methods. In focusing on differences in the linguistic structures, students can build on the knowledge they acquired in the module Introduction to Linguistics. At the same time, these exercises contribute to the development of linguistic competence.

When we discuss textlinguistic approaches to translation, we stress the fact that we are not translating words and syntactic structures but texts, also that texts are always to be understood as texts in a situation and in a culture, fulfilling some communicative purpose. We introduce them to the notions of text type and genre, and to Katharina Reiss's (1971) translation-oriented text typology. Again on the basis of concrete texts, we ask them to identify the genre, argue about the main function of the text, and about the linguistic structures used to realise this function. For example, on the basis of discussing the function of a text which accompanied a cosmetics product, the students argued themselves that a strict identification of this text as clearly belonging to one of Reiss's three text types (i.e. informative, expressive, or operative text type) was impossible since it contained elements of all three types. By comparing the English source text with the French and the German target texts, they discovered differences (e.g. infinitives or imperatives for giving instructions, personal or impersonal style, alliterations, or proverbs) and started arguing about the motivation and effect of these choices.

This comparative work is also used to introduce the notion of parallel texts, defined as "L2 and L1 texts of equal informativity which have been produced in more or less identical communicative situations" (Neubert 1985: 75). Here we normally use instruction leaflets for a hairdryer and a coffee maker. We hand out French and German texts to the students and encourage them to find English parallel texts. By comparing these exemplars of the genre in the various languages, we guide them to discover that there are text-typological conventions (which may be more or less identical in the respective

languages and cultures), and that these have to be taken into consideration for producing adequate and functionally appropriate target texts. We then ask them to translate a passage from the French and/or German text into English, bearing genre conventions in mind.

We use the discussion about linguistic and textlinguistic approaches to translation to link systematically on to functionalist approaches, letting the students realise in the course of the discussions, that for each target text there is a specific assignment (a translation brief) and that each text is in the centre of a whole network of interrelated factors (including addressees, clients, genre conventions, purposes, languages). We introduce them to Vermeer's *Skopos* theory (Vermeer 1978, Reiss and Vermeer 1984), to Holz-Mänttari's (1984) theory of translatorial action, and to the functionalist approaches of Nord (1988, 1993) and of Hönig and Kusmaul (1982).

In the course of the module, we also practise analysis of the translation assignment as a first step in order to produce a functionally appropriate target text. Analysis of the translation assignment means the specification of the purpose and function of the target text (including situation of use of the target text, its addressees with their background knowledge as to the topic and text typological conventions). The second step then is a translation-oriented analysis of the source text, i.e. an analysis of the source text as a text-in-situation-in-culture against the background of the translation assignment. The aim of such a pre-translation source text analysis is to identify the specific translation problems and thereby decide on the most appropriate translation strategies. In this way, we stress the prospective orientation of translation, in contrast to a retrospective orientation which would focus on the source text and be concerned with as close as possible a reproduction of the source text (i.e. the only approach the students were familiar with from their school experience). They realise that translation is concerned with finding contextually and situationally adequate lexical and syntactic structures, and not just with substituting formal equivalents. Thus, they also realise that a close reproduction of the ST may be a possible translation assignment, but that it is not the only one. In other words, they learn that, depending on the purpose of the TT, literal translation, interlinear translation, communicative translation and adaptation are all equally valid translational procedures.

In speaking about translation problems, we refer to Nord's four main types of translation problems (Nord 1988), i.e. pragmatic translation problems (e.g. culture-bound terms, references to time and place, proper names); intercultural translation problems (e.g. measuring conventions, text-typological conventions); interlingual translation problems (e.g. differences in vocabulary, syntax and suprasegmental features of the two languages); text-specific

translation problems (e.g. alliteration, lexical fields in a text). We also discuss various translation strategies for dealing with such recurring translation problems.

The aim of the module can also be described as making the students fully aware of the role of the translator as an expert in interlingual and intercultural translation. For a translator to be fully effective in this role, s/he needs to have acquired all the sub-competences discussed. In respect of the (re)search competence, i.e. the knowledge of the mechanisms and procedures required to fill any perceived knowledge gaps, we discuss the large variety of resources available to translators (such as types of dictionaries, databases, encyclopaedia and other reference works, parallel texts, the Internet, human resources). The students are also introduced to some of the electronic tools for translators (e.g. search engines, on-line daily press, Eurodicautom, machine translation programmes). Currently available machine translation programmes on the Internet (e.g. *Babelfish*) are tested and critically evaluated on the basis of examples.

Have we achieved our aims as set out at the beginning? In order to answer this question, we can look at the examination results of this module. The assessment consists of two parts, a translation and an oral examination. The students translate a text (either French or German) of their own choice and of approximately 250 words into English and submit it well before the oral examination. They are also requested to choose a specific purpose for their target text (i.e. to specify a realistic translation brief). Since this course aims at developing some initial translation competence, the examination is intended to test the level of competence achieved, i.e. the ability to produce a text that is appropriate for its intended purpose. Therefore, the necessary conditions of a professional environment need to be ensured (e.g. access to all resources available).

The oral examination lasts approximately twenty minutes. For this part of the assessment, the students are expected to comment on specific translation problems encountered in the source text and to explain the translation strategies they have adopted. For this explanation we expect them to refer to the theoretical concepts and methodological approaches discussed in the course. In the oral examination we want to see evidence of their critical reflection about the translation brief, of a translation-oriented source text analysis, and a convincing argumentation about the strategies chosen for the identified translation problems. Convincing argumentation means illustrating (and defending, if need be) their (re)search procedures, e.g. demonstrating how they made use of parallel texts, of search machines on the Internet, of human resources, etc.

The results of this type of examination are highly encouraging. Admittedly, the actual quality of the target text is often not yet too high, but we are dealing with first year students who are still acquiring the language (i.e. the linguistic competence). In the oral discussions, the students were quite successful, which can be seen as evidence that they have indeed acquired some initial translation competence. In producing a target text, they had to reflect about texts and contexts, about underlying purposes for choices of words and structures, about addressees and genre conventions. In this way, they also acquired linguistic, textual, and cultural knowledge.

Conclusion

As said above, after the four years, the students will not be qualified professional translators. They will graduate with a Bachelor's degree in Modern Languages with Translation Studies. For students who wish to embark on a career as a professional translator, it would be advisable, indeed necessary, to move on to a postgraduate programme in translation studies. With their first degree, those students would be sufficiently qualified for a successful completion of such a programme. In fact, since they have already acquired some basic translation competence, they could obtain maximum benefit from the postgraduate programme by consolidating and building on their existing knowledge and skills. Alternatively, should they succeed in getting a job at a translation agency immediately after graduation, they should find themselves better prepared for real life professional activity than a graduate armed only with a language degree.

Let us now return to the walking versus running argument as applied to translation competence. This argument is obviously meant to reflect the developmental stages of an infant who learns to walk first before s/he runs. In the analogy, then, walking would correspond to linguistic competence, and running to translation competence, again meant to indicate successive stages in the acquisition of knowledge and skills. We can ask, however, whether this is indeed an appropriate comparison. It seems that this analogy would only apply if one sees linguistic competence as the only prerequisite for translation competence. Walking and running are two types of body movement which differ mainly in speed. Translation competence, however, is not just an enhanced linguistic competence. It is much more complex, and, as has been demonstrated by the results of the introductory first year module, it is indeed possible - and advisable - to develop some initial translation competence well before the students are fully competent in their two languages.

Nord (1996) argues that we often expect the translation products of students to be good, but translators cannot be experts right from the beginning. She compares translation skills to the skills required for playing volleyball or for knitting and argues that it takes time to acquire all the rules and skills. This seems to be a more appropriate analogy than the walking versus running argument. Translator training is not merely a skill-producing activity, it also needs a theoretical framework and foundation. Without any knowledge of basic concepts and approaches to translation, the students would have no or only very inadequate knowledge of what is required for the products of their activity, i.e. target texts, to function in an appropriate way. However, if they can learn very explicitly, from the very beginning of their studies, what translation is and what translation competence includes, this knowledge will help them to make informed decisions in producing target texts.

Notes

- 1 Referring to the situation in the USA, Wright (1996: 344) speaks of "failure of language instruction programs on the whole to produce language professionals prepared to provide the skills demanded by real-world careers in government and industry. [...] failure of industry and government to recognise translation and interpreting as professional activities". This characterisation is equally applicable to the UK. In other words, the market needs translators, but clients often do not ask for a specific translation degree.
- 2 The undergraduate programme in Modern Languages with Translation Studies, discussed in this chapter, was introduced at Aston University in 1997. It was the first undergraduate programme of this kind in England.
- 3 It has to be admitted that as part of their language programmes, some universities offer modules on introduction to professional translation. Compared to the general programme structure, however, such a single module can only provide some very elementary induction into professional translation.
- 4 *Static* does of course not mean 'fixed' and 'unchangeable'. Knowledge itself is a dynamic concept, as is competence. The distinction is here made for methodological reasons only.

References

- Anderman, G. 1998. "Professional training and the profession: Europeanisation of translators' training". *Bulletin of the Institute of Translation and Interpreting* June: 5-6.

- Beaugrande, R. de and Dressler, W. 1980. *Introduction to text linguistics*. London: Longman.
- Holz-Mänttari, J. 1984. *Translatorisches Handeln: Theorie und Methode*. Helsinki: Suomalainen Tiedeakatemia.
- Hönig, H. G. 1995. *Konstruktives Übersetzen*. Tübingen: Stauffenburg.
- Hönig, H. G. and Kussmaul, P. 1982. *Strategie der Übersetzung*. Tübingen: Narr.
- Neubert, A. 1985. *Text and Translation*. (Übersetzungswissenschaftliche Beiträge 8). Leipzig: Enzyklopädie.
- Nord, C. 1988. *Textanalyse und Übersetzen*. Heidelberg: Groos.
- Nord, C. 1993. *Einführung in das funktionale Übersetzen*. Tübingen: UTB.
- Nord, C. 1996. "Wer nimmt denn mal den ersten Satz?" Überlegungen zu neuen Arbeitsformen im Übersetzungsunterricht". In A. Lauer, H. Gerzymisch-Arbogast, J. Haller and E. Steiner (eds), *Übersetzungswissenschaft im Umbruch: Festschrift für Wolfram Wilss zum 70. Geburtstag*. Tübingen: Narr, 313-327.
- Reiß, K. 1971. *Möglichkeiten und Grenzen der Übersetzungskritik*. München: Hueber.
- Reiß, K. and Vermeer, H. J. 1991. *Grundlegung einer allgemeinen Translationstheorie*. (Linguistische Arbeiten 147). Tübingen: Niemeyer.
- Schäffner, C. 1998. "Qualification for professional translators: Translation in language teaching versus teaching translation". In K. Malmkjaer (ed.), *Translation and Language Teaching. Language Teaching and Translation*. Manchester: St Jerome, 117-133.
- Syllabus and Advice to Candidates*. 1996. published by the Institute of Linguists.
- Vermeer, H. J. 1978. "Ein Rahmen für eine allgemeine Translationstheorie". *Lebende Sprachen* 23: 99-102.
- Vinay, J.-P. and Darbelnet, J. 1958. *Stylistique Comparée de l'Anglais et du Français*. Paris: Didier.
- Wright, S. E. 1996. "Translator Training 2000: Market-oriented content in a political context". In A. Lauer, H. Gerzymisch-Arbogast, J. Haller and E. Steiner (eds), *Übersetzungswissenschaft im Umbruch: Festschrift für Wolfram Wilss zum 70. Geburtstag*. Tübingen: Narr, 343-355.

Text Selection for Developing Translator Competence: Why Texts From The Tourist Sector Constitute Suitable Material

DOROTHY KELLY
Universidad de Granada

Introduction and Context

In this paper I shall explore criteria for text selection in translator training programmes at university, taking as my starting point one particular set of text types, those belonging to the tourist sector. Before beginning to comment on the reasons behind the decision to include texts from the tourist sector on the General Spanish-English Translation module at the University of Granada (Spain), however, it is appropriate to briefly situate the module in its academic context. It is a second year module on the four-year undergraduate course in Translating and Interpreting, and constitutes the students' first experience of actual translation practice after a foundation year with modules in their three working languages (mother tongue plus two foreign languages), related area studies, an introduction to linguistics for translation, and instrumental skills such as documentary research and computer skills. This module is, then, actually an introduction to practical translation skills, and is accompanied on the curriculum by a module in English-Spanish translation, together with a translation studies module. Given the university entrance system, and despite having all followed a first-year course in English language, our students, who all work with English as their first and main foreign language, have fairly diverse levels of active ability in English, although on the whole they are almost all capable of producing relatively correct and easily revisable texts in the language, which can be seen as being the minimum level necessary for undertaking a module in translation into a foreign language designed, in combination with others, to train future professionals.¹

A brief parenthesis is perhaps necessary here to mention that it is my own firm belief, coinciding with authors such as McAlester (1992, 1997), Sánchez