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SANTIAGO DE GUAYAQUIL

FACULTY OF ARTS AND HUMANITIES
SCHOOL OF ENGLISH LANGUAGE

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Proposal of a Continuing Education Program for Graduate Translators
aiming to work in the Interpretation Field
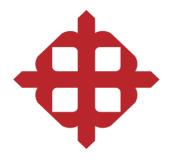
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KARINA ALEJANDRA VERA ZAMBRANO

SUBMITTED IN REQUIREMENT FOR OBTAINING THE BACHELOR OF
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GUAYAQUIL, ECUADOR

20th day of March of 2017

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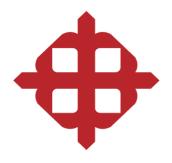SCHOOL OF ENGLISH LANGUAGE

CERTIFICATION

We certify that this research project was presented by **Karina Alejandra Vera Zambrano** as a partial fulfillment for the requirements for a **Bachelor Degree in English Language with a Minor in Translation.**

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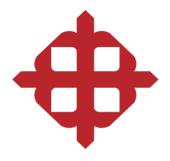
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Karina Alejandra Vera Zambrano

URKUND REPORT

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I would like to thank all the people that I have met during my life. Each experience and all the knowledge I have obtained and shared have made me grown as a person and now I am proud of what I have accomplished so far.

I am very grateful to my parents because they are the reason why I am here today. Especially my mother, without her encouragement, support and love I would not have been able to come this far. She has always supported me and all the decisions I have made.

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Thank you all for contributing in what I have become so far and what I will become later in life. Thank you for joining me in this academic journey within the classrooms of the Catholic University of Santiago de Guayaquil.
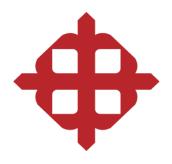
Karina Vera Zambrano

DEDICATION

I want to dedicate this project to my mother because she has always believed in me no matter what.

I also want to dedicate this work to all the teachers and friends I have had the opportunity to meet and share class with. Thanks to them, I have learnt that you can always learn a new thing and even the smallest thing will contribute to your personal growth.

Cheers for all of those who have been there in many ways, showing me that "giving up" will never be an option.
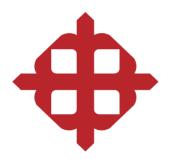
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Abstract

This research is an attempt to elaborate and provide a proposal of a continuing education program for graduate translators aiming to work in the interpretation field, available for students that have completed the minor in translation at the school of English Language of the Catholic University of Santiago de Guayaquil.

The extensive variety of skills among interpreting students, and in addition, the range of success rates among translation students who do not possess similar cognitive, linguistic and technical knowledge as interpreting students, offers cause to explore the reasons behind such contrasts.

The objective of this paper is to present a theoretical framework of foundational cognitive, linguistic, and technical attributes that serve as an understructure to learnt and acquired interpreting abilities.

This graduate profile includes a detailed description of all the different skills that a translator requires to work efficiently in the interpretation field. It seeks to help translators to obtain the skills and knowledge interpreters must have in order to work in that field proficiently.

The School of English Language of UCSG will be able to create an academic curriculum based on this graduate profile and open a continuing education program that covers all the appropriate knowledge and training required by a translator seeking to work in this field.

Keywords: Proposal, Continuing Education Program, Translation, Interpretation, Linguistic Knowledge, Technical Knowledge.

1. Introduction

1.1 Topic and Justification

One common occurrence in the interpretation field is that graduated students without adequate interpreting ability can be placed in circumstances where life-altering communication emerge quite frequently.

Based on the quandary that there is a lack of knowledge regarding what foundational abilities are vital to learn interpreting skills, these are some areas in which we can rely to discover more data about "interpreting abilities": spoken language interpreter processing; second language acquisition; and cognition, information and language processing, decision-making, critical thinking, multitasking, skill acquisition, expertise, and human performance.

Interpreting might at times incite uneasiness and other heightened emotional states for several reasons. Increased anxiety can happen when interpreting a medical appointment, imparting an overwhelming finding or from inner elements, e.g., encountering performance pressure when feeling evaluated by others. Apprehension, anxiety, and tension devour attentional assets lessening intellectual capacity for information processing. As a result, the individual facing the negative emotion often experiences clouded judgment, paralyzed thinking, inaccurate encoding, and poor planning, problem solving, and multitasking (Goleman, 2005; Moser-Mercer as cited in Luccarelli, 2000).

Interpreting students experience issues reasoning based on context clues especially in moments that cause additional stress, for example, when they are being evaluated. The capacity to regulate one's own particular feelings regains attentional control needed for information processing, language production, and performance monitoring. A person who is inclined to stressing will frequently encounter performance trouble when interpreting.

According to Mikkelson and Jourdenais (2015), considering what has been mentioned above and since interpreting is an activity that has been practiced since time immemorial, but only recently has it been viewed as a field of academic study in and of itself, a developing enthusiasm for interpreting studies, driven by national and international needs for qualified interpreters in all domains: from international

organizations, to private sectors enterprises, and to public service organizations is quite noticeable. Thus, there is consciousness of the imperative need to prepare interpreters well for some of the specialized sectors in which they will be employed. The need for qualified interpreters spans all domains: legal, medical, business, educational, political, governmental, academic, to mention a few. What is more, each of these domains has nuances specific to it, regardless of whether it is the language-combination needs of the international organizations, the growing ethical concerns in the public service sectors, the challenge of integrating new technologies into the field, or the need for cost-effective interpreting – which happens to cross all domains. A program that would acquaint students with the numerous areas of professional work in the field, and to the specific needs and difficulties of each, as well as, to newly developing areas in which interpreters work, would be of extraordinary significance.

Due to the fact that the translation and interpretation industry in Ecuador is currently growing, there is a need of specialized professionals in the field of interpretation, and this makes it a great opportunity for students to obtain access to training for this field of specialization that offers them a basic-intermediate set of skills for interpreting. There is no interpretation specialization available in Ecuador so it is necessary to design a model profile that will prepare the translators to be able to cope with the different challenges within the process of interpreting.

2. Problem

2.1 Statement of the Problem

Most people do not know the difference between a translator and an interpreter. Therefore, they usually believe that a translator can interpret and that an interpreter can translate. What is the difference between a translator and an interpreter? Although they perform similar tasks, they do this in different settings. "While an interpreter converts any spoken material from one language (the source language) into a different language (the target language), a translator converts written material in the same manner." Wake Forest University (17/11/2016). Interpreting for the community: What is the difference between a translator and an interpreter?

Now, why is it that people give more importance to translation and not quite the same to interpretation? This could be because the tools to teach translation are more easily accessed than the ones that are used in the interpretation field. According to Chan (2004) there are nine types of translation tools: (1) data-capture tools; (2) inputting tools; (3) dictionary tools; (4) terminology tools; (5) dictation tools; (6) source-analysis tools; (7) web translation tools; (8) translation memory tools; and (9) automatic translation systems. (Cassar, 1990: 29-38; Hutchins, 1996: 6-9; 1999: 1-16). But according to Gerver (2013), interpreting students need different kinds of tools in order for them to be effective: (1) be sensitized to the communication process within the cultural and interpersonal communication scope; (2) be familiarized with the concepts and principles which are gleaned from different disciplines and serve as tools and techniques in the actual interpretation situation; (3) be provided with guided application of the theoretical principles and techniques learned; and (4) be able to integrate theory and practice under simulated interpretation situations.

Also, the lack of interpretation teachers causes this to be a problem when offering classes. There is certainly a demand for interpreters in Ecuador, due to the continuing growth of different areas like tourism, the judicial area and the sign language area to mention some settings, which are key for international relations and the development of the country. When developing international relations, having a skilled interpreter is key to facilitate communication between academics, professors,

etc. Tourism is another area that is continuously growing in the country and interpreters are needed greatly.

Another area is the judicial system. According to the Constitution of the Republic of Ecuador (2008), every person must be judged in his/her mother tongue. This means that the person must understand the charges and the consequences of their negligence. Without a skilled interpreter, many mistakes could be made, leading to the misunderstanding of statements or decisions.

In conclusion, the necessity of skilled interpreters is growing in Ecuador due to development of the country, so a continuing education program could help graduate translators to obtain the mentioned skills to work in the interpretation field.

2.2 Research Questions

What does a proposal of a continuing education program for graduate translators aiming to work in the interpretation field must contain?

What specific skills do interpreters have (that translators lack) for working in the interpretation field?

How is the importance of developing interpreting skills perceived among future translators?

What are the characteristics of a continuing education program in the field of interpreting according to future interpretation students?

2.3 General and Specific Objectives

2.3.1 General Objective

Design a proposal of a continuing education program for graduate translators aiming to work in the interpretation field.

2.3.2 Specific Objectives

- Analyze the requirements for a translator to work in the interpretation field.
- Explore the specific skills that interpreters have (and translators lack) to work in the interpretation field.
- Define what specific knowledge is required by translators in order to work as efficient interpreters.
- Define what specific courses are to be offered in a continuing education program for graduate translators.
- Analyze advantages and disadvantages for the development of a specialized training program within the current interpretation need.
- List the challenges a translator (without interpreter's skills) working in this area faces.

2.4 Conceptual Framework

Language developed to strengthen social ties amongst our ancestors. A study of macaque monkeys supports the idea that languages may have evolved to replace grooming as a better way of forging interpersonal bonds. But another theory is that our ancestors began to develop language by imitating natural sounds, like bird calls and animal noises. And another theory is that human communication may have started with the emanation of involuntary sounds: distress sounds from pain or surprise, or wails of sadness, or cheers of joy or triumph. Bustance (27/10/2015). 12 Interesting Facts About Languages.

2.4.1 Model of Graduate Profile

The term profile alludes to the set of abilities and characteristics the student is expected to obtain throughout the entire program. In order to create a learning program, the model of the profile must be elaborated first and then the theoretical and praxis concepts will be determined depending on it.

2.4.2 Continuing Education, Lifelong learning

According to Jarvis (2006), lifelong learning is a complex concept, used in different ways and has a convoluted history within the field of education. For instance, this author mentions that we can follow the improvement of the term through two unmistakably noteworthy routes: an educational one and a learning one.

Educationally, Jarvis states that the term was conceived from the idea of adult education as early as the beginning of the twentieth century. Yet, by the mid-1980s, the term adult education conveyed too narrow a connotation, making it impossible to depict precisely the advancements that were occurring as the knowledge economy appeared in Western society. As an outcome, three different terms emerged: the education of adults, continuing education and recurrent education.

The first was likely excessively near to the term adult education and the third was overemphasized, and neither got a lot of consideration. Thus, the term continuing education came first to the list. It could either mean education that proceeded after one achieved school leaving age or it could mean the education that proceeded after initial education was finished at whatever age that may be. Nevertheless, the goal of continuing education was that it had no predefined consummation thus it was lifelong.

Jarvis (2006) also mentions that "lifelong" had been something of an archetype for adult educationists, an archetype alluded to in the celebrated 1919 report; Basil Yeaxlee, one of the Committee that developed the Report, wrote the first book on lifelong education in 1929. Still, the concept of lifelong education got its official approval when UNESCO embraced it in the 1970s. Withal the idea of education conveyed with it a few issues, conceptual or otherwise, which made it an improper term to use for every type of education for adults that were starting to emerge. By the mid-1990s in Europe and elsewhere the expression "learning" was starting to supplant "education" – and lifelong learning was starting to be utilized instead of lifelong education as opposed to being compatible with it, as it was in the USA.

By 1995, the European Community had embraced the term, be that as it may, fundamentally, in spite of the reception of the term and the foundation of a division in charge of it, it has never been utilized frequently by the EC. It could be said, it has

constantly utilized the term rather like the utilization of "education for adults" since it still has different divisions responsible for adult education (Grundtvig), initial education and training, and higher education.

Jarvis (2006) also suggests that from the point of view of learning, different speculations have arisen. These were about both children's learning and adults' learning and since learning is a human process, it is not astonishing that learning hypothesis has assumed something of a lifelong viewpoint. However, he mentions, there are few reviews that have looked to compare children's learning with adult learning or with third age learning.

There are additionally few that have tried to analyze learning processes in formal settings, similar to classrooms with casual circumstances like social living. Maybe we ought not to hope to discover a learning hypothesis that is lifelong however there is surely a need for a comparative approach to deal with learning hypothesis examining children's, adults' and other adult learning procedures and drawing meticulous contrasts.

Yet, from the point of view of lifelong learning, there is a sense in which "learning" has been utilized as a human procedure and it has ended up either an adjective or a representation to portray communities, regions and associations: learning societies, and so on. Nevertheless, the inconvenience is that bodies, for example societies, towns and associations do not and cannot learn, although they can change, regularly thus of some compelling individuals from the association or town learning and bringing changes into the techniques of their institutions. In this sense, learning has turned out to be synonymous with adaptability, and adaptable and responsive associations and towns have turned out to be known as learning associations, cities, etc.

Lifelong learning, then, according to Jarvis is a convoluted and cryptic term and any book that tries to look at the ideas and settings connected with it needs to consolidate some of these points of view. This implies such studies are essentially wide.

To conclude, clearly, we have much to learn. From one perspective, we are constrained by our capacity for growth. On the other, there are no restrictions to how

far we can develop as individuals and societies. Theories of improvement show that many individuals do not reach a zenith of growth, not to mention accomplishing their potential.

The same can be said for societies. Perhaps the word would be much better off if that were not the situation. Despite this barriers and limitations, human beings keep on evolving. They add to basic knowledge. They create new items, products and services. They learn about and integrate their cultural backgrounds. Their potential for development, technologically and culturally, makes lifelong learning unavoidable. Lifelong learning opens the promise for a future of expansive opportunities (London, 2011).

2.4.3 Higher Education vs Further Education

At the present time, while accepting that the age at which further education and higher education start is obscured by various national, institutional and, most particularly, individual practices, we additionally need to recognize the motley national utilization of the terms further and higher.

Here we may compare England and Wales with the United States. In the early 1970s, the Carnegie Commission on Higher Education (1973: 3) in the United States characterized further and higher education, seen together as the parts of post-secondary education, in the subsequent terms: Higher education as oriented toward scholastic degrees or broad occupational certificates. It happens on college or university grounds or through grounds-substitute establishments, for example, the "open college" with its "external degrees".

Further education as oriented toward more particular occupational or life abilities, as opposed to scholarly degrees. It happens in numerous non-campus environments-industry, trade unions, the military, proprietary vocational schools, among others.

The contrast made here is constructed not with respect to age, but rather on the nature and institutional area of the studies undertaken. There is also a tacit recommendation of a distinction in matters of level (and perhaps status) and breadth of commitment. Thus higher education might be seen as working at a "higher" level, requesting a lengthier time of study, and including more conceptual and hypothetical learning. This distinction also epitomize components of the vocational/liberal split

talked about somewhere else, with further education depicted as the more unequivocally vocational type of provision.

However, in institutional terms, as already proposed, the contrast in provision and roles is not obvious.

Some universities and colleges offer, as a feature of their overall provision, types of instruction and training that fit the Carnegie interpretation of further education.

2.4.4 Interpreting Academic Programs Availability

Among academic programs of universities in Ecuador, currently, there is none for specialized training in the interpreting field and only one for translation: The English Language School with a Minor in Translation of the Catholic University of Santiago de Guayaquil.

There are other academic programs but those are specialized in linguistics. For example: The English Language School with a Minor in Teaching of the Catholic University of Santiago de Guayaquil and the Bachelor's Degree in English Language with a Minor in Teaching and Administration of Educational Systems in TEFL of Universidad Laica Vicente Rocafuerte.

That is the reason why the execution of this particular educational program will help translators among the Ecuadorian society step into enhancing their capacities and acquiring more expertise. In this case, translators will receive knowledge in the field of interpreting, which will include background knowledge concerning translation and interpreting differences, interpreting programs offered abroad, continuing education programs information and comparing translation and interpretation methods.

2.4.5 Ecuadorian Interpreting Activity

Despite the fact that interpreting has become more than necessary these days, there has been almost no interest in this field and that could be due to the fact that to start with, not a lot of people know the difference between a translator and an interpreter.

According to Sager (1994), many individuals confound translation and interpreting by extending the definition of translation to cover additionally the intervention of spoken messages. While the ultimate reason of conquering a language barrier is the same,

the conditions of intercession and the techniques used in translating and interpreting are indeed different.

Amongst translating and interpreting there are, nevertheless, various combined activities, e.g. on-sight translation and conference interpreting, which combine written and spoken forms as source and target languages. Translation has nothing to do with the way toward transferring natural language texts to fabricated codes, for example, semaphore or Morse, which is now and then referred as translation.

Some translators in Ecuador have faced challenges of working as interpreters with little or no knowledge about what it takes to work in this field, interpreting methods, equipment used by interpreters, among other capacities that interpreters must have in order to work as efficient professionals.

Currently, there are some companies that offer translation and interpreting services like "Inlingua" and "STOES" in Quito and Guayaquil. Inlingua is an organization that helps companies overcome barriers in a foreign language. The translation and interpreting services are rendered in several areas and languages: Mines and oil, Legal, Medicine, Finance, Services, etc. While STOES specializes in providing integrated interpreting and audiovisual solutions for corporate events and high-level meetings of national and international organizations. And also perform transcriptions, subtitling and dubbing of audio and video files.

In Ecuador it is very important to have interpreters for example in judicial proceedings to name one setting. In recent years, there have been important changes in the Judicial Function that prove the political and demographic transformation, and in that period, Ecuador has not only become a nation sending emigrants but has also become a state that welcomes immigrants.

The statistics of the Ministry of Justice (2013) confirm this: in the 36 centers of social rehabilitation of the country there are a total of 2,200 foreigners deprived of freedom, of which 381 come from countries whose official language is not Spanish. However, the access that prisoners have to the services of a certified interpreter during legal proceedings and, above all, in legal hearings, is not fully assumed as a universal right within the judicial system, and in addition, depending on the language , setbacks may occur.

Another setting where professional interpreters are needed is in sign language. According to data retrieved from the Ministry of Public Health (2014), in Ecuador there are approximately 16 million people and out of those, there are about 400,000 people with disabilities. Of these, 48 thousand assume profound or total hearing impairment (0.3% of the country's population) and 5510 (0.03%) have language disabilities. In this group would be people who could require sign language to access news content on television.

As we can see, the need for interpreters can be found in different settings in Ecuador and it most likely will continue to grow with the years.

2.4.6 Interpreting: The Process

Being bilingual presents advantages just in the event that one is genuinely bilingual; that is, completely familiar with both languages, sensitive to the contrasts amongst them, and apt to use both similarly well as a medium of expression. Few individuals are truly bilingual. Early exposure to two or more languages is useful because it prepares the ear to perceive the sounds of both languages, to grasp difficult accents and to recognize nuances and idiomatic expressions. However, without additional study and training, it is generally not plentiful to enable a translator or interpreter to use both languages effectively at an expert level (Nolan, 2012). For this reason studies in interpreting provide the tools to cope with the challenges associated to an expert use of more than one language.

Interpreting is the mechanism of an oral exchange of discourse or text from one language into another based on hierarchy of invariance requisites relying upon the sort of discourse or text to be interpreted and the setting in which interpreting happens; and in addition the outcome of this procedure as long as the result of such exchange is thought to be an interpretation by the target audience (Dukāte, 2009).

According to Nolan (2012), a translator studies written information in one language (the 'source language') and recreates it in written form in another language (the 'target language'). An interpreter listens to a spoken message in the source language and renders it verbally, consecutively or simultaneously in the target language. Both the translator and interpreter must have an intensive dominance of the target language, as well as a very good passive comprehension of the source language or

languages with which they work. For most interpreters, the target language will be his or her mother tongue.

The translator relies primarily on intensive research with background materials and dictionaries in order to deliver the most exact and meaningful written translation conceivable. The interpreter depends principally on the capacity to get the essence of the message across to the target audience in the spot. No translation is ever 'flawless' because cultures and languages are different. Nonetheless, in practice, the translator is generally held to a higher standard of precision and completeness (including the capacity to recreate the style of the original), while the interpreter is required to convey the essence of the message instantly.

A good translator will invest much time looking for the right specialized term or the correct selection of words, however a good interpreter must instantly think of an adequate paraphrase or a rough equivalent if *le mot juste* does not come to mind, in order not to keep the audience waiting. A few people can do both translation and interpretation. Others notice that, for reasons of demeanor and personality, they can only do one of them.

2.4.7 Interpreting Throughout History

The spoken word is evanescent. Therein lies the paradoxical nature of understanding orality, leading to the "minoritization" of interpreting, or interpretation studies (Cronin 2002:46).

Interpreting has existed for quite a while. Whenever individuals met who had no common dialect, they needed to use sign language or find somebody who could convey both dialects. A few people experienced growing up in a bilingual environment, since they lived in a border area or on the grounds that their parents spoke diverse dialects. Others moved from one region into a different one and learnt another language.

According to Phelan (2001), occasionally, groups of scholars have shared a similar language across borders. A prime case is Latin, which was the dialect of the Catholic Church and was additionally utilized by researchers, writers and diplomats. At the point when Europeans started to move outside their own particular regions, they had no information of the dialects of the people groups of America, Africa or

Asia. During the time of colonization of new territories, language was vital. The indigenous people surpassed the colonizers and communication was the way to power and control.

In a chapter named Interpreters and the Making of History which appeared in Translators Through History (1995), the authors provide a vast account of interpreters down through the time. One nice example is Christopher Columbus who took six native Indians back to Spain with him so they could learn to speak Spanish and then be used as interpreters once they returned to America. Other colonizers such as the French in Canada did the same thing. Subsequently, the colonizers forced their own language on the natives, hence decreasing the requirement for interpreters. A few Europeans got to be distinctly proficient in the native Indian languages after being shipwrecked or apprehended. Missionary clerics who intended to spread the Catholic faith, built up glossaries and dictionaries of the native languages.

French was the universal language of diplomacy until the peace talks that occurred in 1919 after the First World War. These were defining moments in light of the fact that for the first time English was utilized as a working language. According to historian David Thomson, most of the great powers were represented by their Prime Ministers and Foreign Ministers rather than by kings and queens. President Woodrow Wilson of the United States of America and Prime Minister Lloyd George of the United Kingdom did not speak French. This was the beginning of conference interpreting. Consecutive interpreting was the order of the day with a few interpreters showing an astonishing capacity to remember discourses that could last up to fifty minutes.

Margareta Bowen *et al.* relate how in the 1920s another breakthrough was accomplished with the creation of equipment for simultaneous interpreting by Edward Filene, a businessman, Gordon Finlay, an electrical engineer and Thomas Watson, the president of IBM. Simultaneous interpreting was initially utilized at the International Labour Organization Conference in Geneva in 1927. However technical difficulties implied that almost twenty years would have to pass before simultaneous interpreting was given in English, French, German and Russian at the Nuremberg Trials, which endured from November 1945 to October 1946. A few of the interpreters at the Trials went onto work as conference interpreters at the United

Nations. In his article, *How Conference Interpretation Grew*, Jean Herbert related how, progressively, simultaneous interpreting started to be utilized in the United Nations specifically, first in French and English and later in the other official languages UN languages, Arabic, Chinese, Russian and Spanish. The evolution of simultaneous interpreting was to facilitate the development of international organizations after the Second World War. The interpreter's role also converted as the interpreter moved from an extremely, prominent position as consecutive interpreter to being a voice from a booth at the back of the scene (Phelan, 2001).

According to Pöchhacker (2015), after the Second World War, the field of activity for interpreters broadened, owing specifically to the creation by the United Nations of special agencies for example the ICAO, which established its headquarters in Montreal. Given that the ICAO's working languages were English, Spanish and French, the requirement for a group of interpreters was evident from the beginning.

The first interpreters built up their knowledge of aboriginal languages and ways of thinking to make it available to fur traders, explorers, scientists, missionaries, government officials, and law-enforcement officers. Thanks to their diplomatic aptitudes, they play a strategic, vital and peace-making role, despite the fact that huge numbers of them were illiterate. The fact that their endeavors to look for peace and compromise prevented conflict on many occasions is among their noteworthy accomplishments.

From their booths, the first conference interpreters and the pioneers in parliamentary interpreting contributed to obtain visibility and recognition for the profession. The profession has since been developing, diversifying and broadening according to the changing needs of society, including interpreting services in court, healthcare institutions, aboriginal communities, and provincial legislatures, as well as sign language interpreting, the utilization of new technologies, training programs and professional certification (Pöchhacker, 2015).

2.5 Methodological Approach

According to Twomey Fosnot (2005), constructivism is a theory about knowledge and learning; it portrays both what "knowing" is and how one person "comes to know."

Based on work in psychology, philosophy, science and biology, the theory depicts information not as truths to be transmitted or found, but rather as new, formative, nonobjective, viable constructed clarifications by people occupied in meaning-making in cultural and social communities of discourse.

A constructivist perspective of doing research proposes a way to search for concrete, relevantly important experience that leads to examples; bringing up questions; and demonstrating, interpreting, and defending ideas. The main idea that separates constructivism from other theories of cognition was presented around 60 years back by Jean Piaget. It was the concept that what we call knowledge does not and cannot have the intent behind creating representations of an autonomous reality, yet rather has a versatile function. This changed appraisal of cognitive activity involves an unalterable break with the generally accepted epistemological tradition of Western civilization, according to which the knower must endeavor to achieve a picture of this present reality. While the upheavals in the physical sciences in this century have prompted to the acknowledgment that such a picture appears to be impossible even according to physical theory, most philosophers cling to the conviction that the progress of science will some way or another prompt to an approximation of a definitive truth (Von Glasersfeld, 1995).

Taking the latter into account, constructivism has been selected as a framework for this project. Due to the fact that constructivism deals with how the world is interpreted by our own experience, it is the best tool to be chosen. Therefore, the approach used will be mostly qualitative, although some quantitative data will be found as well. Now, a differentiation between qualitative and quantitative approaches must be made too.

The use of social theory is often seen as the main difference between qualitative and quantitative research (Bryman, 2008). In quantitative research a deductive procedure is used, which implies that theory is the beginning stage for formulating hypotheses that will be tried in research. The result of this procedure, obviously, says something in regards to the theory that was tried. In qualitative research inductive thinking is

predominant, which implies that a social phenomenon is analyzed in order to find empirical patterns that can work as the start of a theory.

Quantitative research can be adopted to explore scientific domains and apply an inductive approach also, while in qualitative research existing theory can be used more deductively as a foundation to see whether it applies to dissimilar settings or situations (Boeije, 2010).

2.6 Research Instruments

Even though it focuses on a single concept or phenomenon, being this the specific knowledge or skills required by translators in order for them to work as efficient interpreters, the method to be used also uses numeric data and that is why quantitative data will be also found. And in order to achieve that, a combination between survey and comparative research will be the instruments used. While surveys can help us to get the point of view from translators and interpreters, comparative research will add the interesting topic of academic offers imparted abroad and within the country.

Surveys were chosen in order to collect the information needed to answer our research questions.

According to Fink (2003), a survey is a method for gathering data from or about individuals to define, contrast or justify their knowledge, posture and conduct. The survey scheme consists of seven activities. These involve setting objectives for data compilation, outlining the study, setting up a reliable and substantial survey instrument, administering the survey, managing and analyzing survey information, and detailing the outcomes. The survey scheme ought to work in an ethical manner and have adequate resources to accomplish its objectives.

Surveys were chosen for this project because to start with, surveys are inexpensive and the quantity of potential answers can be thousands, also, surveys are useful in portraying the characteristics of a huge populace. No other research technique can give this expansive capability, which guarantees a more exact example to gather targeted results in which to make inferences and also imperative choices.

Now, as mentioned before, surveys will be combined with comparative research which according to Hantrais (2009), in the social sciences and humanities, 'comparative research' is the term generally used to depict studies of societies, nations, cultures, systems, institutions, social structures and change over time and space, when they are performed with the aim of utilizing similar research instruments to compare systematically the manifestations of phenomena in more than one temporal or spatial sociocultural setting.

Social researchers in general concur that global comparative studies require people or groups to think about particular issues or phenomena in two or more countries, societies or cultures, without explicitly barring the likelihood of comparison over time. More particularly, in their definitions of comparative studies, political researchers have a tendency to stick to what has turned out to be of conventional usage in their discipline, to be specific that correlation ought to be between nations or cross-national, therefore widely discounting intra-country comparisons and the transitory dimension as characterizing properties (Mackie and Marsh, 1995: 173). And so, that is the reason why combining surveys with comparative research, will be an appropriate methodology for explaining the purpose and aim of this project.

2.7 Conclusions and Recommendations

A continuing education program for graduate translators aiming to work in the interpretation field must contain core subjects like introduction to interpreting that will emphasize the unique role of an interpreter, models and modes of interpreting, among others. Also, consecutive interpreting that will develop skills such as vocabulary research/storage and simultaneous interpreting that will enable students to acquire the concentration necessary for listening and speaking at the same time. We recommend implementing an interpreting specialization and intensifying the quality level of students that take the program so they can work as proficient interpreters.

When it comes to interpreting there are some specific skills that interpreters need to have, such as the ability to perceive and understand the message which includes phonological aspects, lexical aspects, grammatical aspects and communicative aspects that deal with the ability to switch from one language to another, also, the

memory factor has great influence for an interpreter since he/she must be able to store in memory key words of the interpretation and this also allows him/her to anticipate and have an automatic reaction to render a good interpretation. It is recommendable to provide the specific 'practice' training to students, not only theoretical knowledge, because students need to develop their skills by actually practicing since interpreting works with oral material.

The need of an academic training program for interpreting in Ecuador is perceived to be very important by the majority of the students surveyed, because there are many opportunities to work as interpreters nowadays, and that means increasing incomes and obtaining more experience to develop excellent competences in the field. We suggest offering a specialized program for translators aiming to work in the interpretation field and emphasizing the difference between a translator and an interpreter to potential employers.

The characteristics of an ideal continuing education program would be that it can give them the option to choose between receiving classes from Monday until Friday or receiving classes only at the weekends (Saturday and Sunday) and that the program price would not exceed $800.
It is suggested that students should be given the option to choose the schedule that suits them better in order for them to be able to take the program.

3. Description of the Product

- ### Content of a Continuing Program in the Interpretation Field

In the 21st century, the role of translation and interpreting in globalization, internationalization, and intercultural communication is unquestionable. What was to a great extent a self-taught profession in earlier centuries has nowadays turned into the central component of academic curricula. Not long ago, language studies rarely boasted translation tracks, rather focusing on literary and linguistic tuition; these days, language studies scarcely even work without translation matters (Bogucki & Deckert, 2012).

A survey was conducted among translation students. From the 15 students who participated in the survey, only one considered that a continuing education program for the interpreting field was not necessary. Likewise, almost all the students surveyed agreed that interpreters are required to have a different set of skills and competences that translators lack.

The population surveyed also agrees that a translator with basic translation knowledge will not be successful in the interpreting industry and that basic translation training is not enough to work in the interpreting industry and most of them agreed that is due to the fact that although both fields are connected, each one requires certain training since translators' work is mainly written while interpreters' have to deal with oral work. Skills and techniques such as good memory, good accent, intonation, diction and body language are some of the ones that were mentioned by the surveyed students, who considered these are particularly related to interpreting.

According to Hung (2002), there is general understanding that an expert graduate interpreting course must build on a solid academic education and linguistic capability with a skill-training approach. Moreover, it is perceived that interpreting ought to be taught by expert interpreters, as somebody who does not have the abilities and aptitude to interpret cannot teach interpreting viably.

Comparing several programs related to the interpreting field that are offered abroad, they all include in their plans academic components like Introduction to Interpretation, Simultaneous Interpreting, Consecutive Interpreting. These components are core for

people who are interested in the interpreting field, some of them also include training in rephrasing and memory exercises which are really helpful when it comes to developing skills and techniques that are key for interpreting to deliver a good work.

Universities such as Macquarie University in Australia, Heriot Watt University in the UK and Humber College in Canada, among others, offer programs that include the following subjects: Introduction to Interpreting, Consecutive Interpreting, Simultaneous Interpreting and also, as specialized subjects we can find Interpreting in Health Care Settings, Interpreting in Legal Settings and Conference Interpreting. Consequently, these courses can be used in a Continuing Education program as the one proposed on this project, in order for translators who wish to acquire special training to work in the interpreting industry.

Unmistakably, the kind of training given to interpreting students ought to be suited to the realities of the job market. A university department or school that wants to guarantee that its educational modules or curriculum suits to the requests of an undeniably complex world cannot just sit back and watch such developments happen. Instead, it must do all that it can to match supply (by the university) and demand (by employers). It is required from students to research challenging technical subjects. It is only fair, notwithstanding, to give them a chance to apply the knowledge acquired from their tedious investigation of voluminous documentation in several of their classes, thus permitting them to experience progress and a feeling of accomplishment (Hung, 2002).

Through a comprehensive reading of the literature review, the results of the surveys and a comparative analysis of different related programs offered abroad, we can conclude that a continuing education program of Interpreting must have a specific content.

• **Content of the Subjects**

Some of the content that was found and could be implemented in the offer proposed for the Continuing Education Program at Universidad Católica de Santiago de Guayaquil may include:

Introduction to Interpreting: A practical and theoretical introduction to interpreting in community settings (health care, human services, and legal settings). The course emphasizes the unique role of the interpreter, current models and modes of interpreting, ethical issues and ethical decision making, professional standards of practice, and developing pre-interpreting skills. Classes are taught in English with some bilingual activities.

Consecutive Interpreting: This is a practical bilingual course, aimed at developing interpreting proficiency for health care, human services, education, and legal settings. Topics covered include consecutive interpreting and sight translation skills, vocabulary research/storage, intercultural issues, situational ethics, analysis of the interpreting process, and assessment of interpreting performance.

Simultaneous Interpreting: In simultaneous interpreting, students are introduced to basic strategies of interpreting in this mode. The course begins with a general introduction and follows up with a series of preparatory exercises helping students to develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the target language with correct grammar, diction, and style.

And for the specialized subjects:

Interpreting in Health Care Settings: This bilingual capstone course builds on the skills and knowledge acquired in Consecutive Interpreting. The focus of this course is practice in interpreting simulated clinical encounters. Students will improve the accuracy of their consecutive and simultaneous interpreting as well as sight translation. Ethical considerations and terminology research are also discussed.

Interpreting in Legal Settings: This bilingual capstone course focuses on the principles and practice of interpreting in legal settings. The majority of class time is spent on increasing accuracy in the simultaneous and consecutive modes as well as practicing typical courtroom sight translation tasks. The challenge of maintaining the appropriate register in both languages is emphasized. Other topics include ethical considerations, courtroom conduct, and observation of actual court proceedings.

Conference Interpreting: The aim of the course is to impart to students all the simultaneous and consecutive interpreting skills they require to work as professional conference interpreters for international organizations such as the EU, UNO or ECB, or as freelancers operating at multinational events like political conventions, academic conferences, etc. Professional interpreters need a sound academic grounding and a good working command of these techniques.

As we can see, this content can enable a student who is interested in the Continuing Education Program proposed in this project to receive a certificate that allows him or her to perform as a professional interpreter.

• **Skills Required for the Interpreting Field**

When it comes to interpreting there are a few skills that an interpreter must have in order to perform with accuracy.

According to Naumenko and Gordyeyeva (2011) there are some specific skills required for interpreting such the ability to perceive and understand the message, which includes: phonological aspects, lexical aspects, grammatical aspects, communicative aspects that deal with the ability to switch from one language to another, also, the memory factor has great influence for an interpreter since he/she must be able to keep in memory key words of the interpretation and this also allows him/her to anticipate and have an automatic reaction to render a good interpretation. Another required skill is the ability to work under mental, moral pressure and physical stress and also to relax and ensure personal physical and mental health in order to be able to construct a coherent message in the target language (TL).

Taking the results of the surveys into consideration, most of the students surveyed agreed that some of the skills that a good interpreter needs include: memory skills, terminology, accents, diction. The following quote was taken from one of the surveys that was conducted for this project: "Because interpreting requires other skills such as memory, quickness of mind, accents, intonation, diction, etc. which need to be taught to interpreters" (female, undergraduate, 26).

Analyzing the programs offered abroad, most of their curriculum includes courses that help the students develop abilities associated to interpreting. Courses like, Introduction to Interpreting, Simultaneous and Consecutive Interpreting, Sight

Interpreting, and some of them even offer, specialization courses like Community Interpreting, Conference Interpreting, Health or Medical Interpreting, Legal or Judicial Interpreting, Sign Language Interpreting, Trilingual Interpreting, as well as others.

Among some other of the main requirements an interpreter must have, and referring to certain scenarios, if the interpretation is performed before the audience, an interpreter must be able to read the text and concentrate his/her attention on the major focuses of meaning, also, the interpreter must be able to retain key words of the previously read text in memory. If the interpretation is performed for the speaker and one or two other participants, the interpreter must be able to perform a double function of being at the same time a receiver and a sender of information. And if the interpretation is performed in an isolated booth with the help of some special equipment, the interpreter must have two major qualities: ability to anticipate further utterances and ability to render automatically 'pat phrases' (Naumenko, Gordyeyeva, 2011).

Taking into account all the ideas expressed above and also the analysis of the surveys and the comparative analysis of the programs offered by universities abroad, we can conclude that a Continuing Education Program in the Interpretation Field would be ideal for students that want to improve their skills and also work as proficient interpreters. As we can see, an interpreter needs certain skills and techniques that basic translation training cannot provide. And certainly the fact that one speaks a second language does not imply possessing the tools to perform neither as a translator, nor as an interpreter.

- **Perception of the importance of Interpreting Skills**

Considering the answers received by the participants of the survey, most of them agree that it is necessary to have an academic specialized program for translators aiming to work as interpreters. In the Interpreting Field sometimes translators have more job opportunities, so it would be a very good idea to have excellent competence in both areas. This means more money and more experience, also, because by studying only what is related to translation, this person is not going to acquire the necessary skills in order to render a quality performance while interpreting since this field requires the learner to attain certain abilities related for example to memory. The

following quote was taken from one of the surveys that was conducted for this project: "Yes, many translators are confused, sometimes they have more opportunities as interpreters, so it would be a great idea to have an excellent competence in both markets, which means more money and experience." (Female, undergraduate, 24).

The students surveyed agreed on that there is an obvious need to have more translators specialized in the field of interpreting. Additionally, that there is also a need to have an academic training program for interpreting in Ecuador. They strongly consider that interpreting is a profitable field for translators because there are many opportunities to work as interpreters nowadays, especially since this market is growing everyday due to globalization.

- **Characteristics of a Continuing Education Program**

The typical focus in evaluating adult and continuing education is on the educational program and its interaction among content, learners and teacher. The program is the setting for appraisal of such aspects as needs, staff, materials, and results (Knox, 2002).

Program characteristics akin to evaluation are objectives, scope, content, learners, teachers, techniques, and assets for decision making. Concerning this characteristics, developmental evaluation for program planning and improvement is particularly germane (Deshler, 1984; Kiernan and Brown, 1992). Evaluation of an educational program for adults reflects endeavors to guarantee that the program qualities fit together (Worthen and Sanders, 1987). For instance, evaluation conclusions can be utilized to make certain that preparation and training for enterprise members is well designed and evaluated. This may involve selecting program goals, content, teachers, and material that fits enterprise and learning expectations, within resource limitations (Curry, Wergin, and Associates, 1993).

The evaluation of the surveys issue the following data: 46.66% of the population surveyed agreed that the course should last 5 days, 13.33% agreed that two days per week would be preferable and 40% agreed that classes would be more efficient at the weekends (Saturdays and Sundays). Now, regarding how much they would be willing to pay for a program specialized in the Interpretation Field, 53.33% agreed

that $400 - $600 would be appropriate for this kind of program, 33.33% concur that a price ranking between $601 - $800 would fit their budget and the remaining 6.66% would pay $1001 – more.

To conclude and taking into account the answers of the individuals surveyed, it can be stated that an ideal program considering how much time and how much money the interested prospect students would be willing to spend in a Continuing Education Program such as the one proposed in this project, could be a Monday through Friday program as a first option and as a second option, an only weekend (Saturday and Sunday) program and the ideal rank of prices that they may be willing to pay would be between $400 - $600. But considering that the majority of the individuals surveyed want a five-day program, and also that the length of the program would be 3 months, it would be more appropriate to considering charging them $601 - $800.

• **Presentation of the program**

The Continuing Education Program for Graduate Translators aiming to work in the Interpretation Field is intended to address the needs of qualified bilinguals who intend to work as professional interpreters. Students will develop the abilities and knowledge required to perform interpreting in a range of institutional settings common to community and commercial interpreting practice in Ecuador and abroad.

• **Suitability**

This program is suitable if the individual is a translator interested in obtaining a certificate that allows him/her to work as a professional interpreter.

• **Admission requirements**

According to the Ecuadorian system the scoring system is 10 out of 10. In primary, secondary and university, the highest score is 10 and the lowest is 1. To meet the minimum grade to pass is 7, depending on how the institutions are organized. Some establishments maintain supplementary examination for those with grades lower than 7, but if the grade obtained is lower than 5, the students are automatically disqualified.

For this project, and considering what was mentioned above the following requirements can be considered as appropriate for this specialized continuing education program.

- Bachelor's qualification or recognized equivalent in a language or communication related field including translation studies, translating and interpreting, linguistics, speech and hearing sciences, speech-language pathology, language or literary studies, comparative literature or creative writing.
- GPA of 7.50 (out of 10.00)
- Proficiency in both languages (Spanish and English)

- **English language requirements**

All applicants for the Continuing Education Program for Graduate Translators aiming to work in the Interpretation Field at UCSG are required to provide evidence of proficiency in English/Spanish.

The students can provide the following certificates as proof of meeting Standard English language requirements:

- IELTS Academic English: 6.5
- P-TOEFL (paper based): 570
- I-TOEFL (internet based): 83
- Cambridge English: CAE (Cambridge English: Advanced) Grade C or minimum overall grade of 176 with no score lower than 169 in each section; CPE (Cambridge English: Proficiency) with minimum overall grade of 176 with no score lower than 169 in each section.
- Domestic English Test: Grade B or above for all components (Listening, Reading, Writing, Speaking).

- **Course Duration**

The course is projected to have 330 hours and has 7 modules included.

- Option 1: Saturdays and Sundays from 9:00 – 18:00
- Option 2: Mondays through Fridays from 15:00 – 18:00

- **Content of the modules**

- Module 1 - Introduction to Interpreting: The objective of this course is to introduce students to the interpreting field. Competences: Integrate knowledge and skills to interpret, ethical issues, professional issues, etc. The course

emphasizes the unique role of the interpreter, current models and modes of interpreting, ethical issues and ethical decision making, professional standards of practice, and developing pre-interpreting skills. Methodology: Lectures, Practical activities, Debates, Listening to lectures and speeches of interest in all working languages.

- Module 2 – Consecutive Interpreting: The objectives of this course aim to initiate students in the techniques, skills and fundamental knowledge to do consecutive interpretation: Concentration, Analytical listening, Working memory, Taking notes, Stress management, Control and voice projection. Competences: Demonstrate knowledge of professional ethics, with particular emphasis on rigor, fidelity to the original speech and confidentiality, Prove memory skills, analysis and synthesis of oral speeches. Topics covered include consecutive interpreting and sight translation skills, vocabulary research/storage, intercultural issues, situational ethics, analysis of the interpreting process, and assessment of interpreting performance. Methodology: Lectures, Practical activities, Oral presentations, Discussions, Listening to lectures and speeches of interest in all working languages.

- Module 3 - Simultaneous Interpreting: This subject aims to initiate the student in the fundamental techniques and knowledge for simultaneous interpretation. Competences: Integrate knowledge and skills to interpret in the simultaneous modality, Using instruments of specialized documentation. This course begins with a general introduction and follows up with a series of preparatory exercises helping students to develop the concentration necessary for listening and speaking at the same time, mastering voice management, and acquiring smooth delivery techniques. Students learn to analyze discourse for meaning while rendering a coherent version in the target language with correct grammar, diction, and style. Methodology: Lectures, Practical activities, Debates, Listening to lectures and speeches of interest in all working languages.

- Module 4 - Interpreting in Health Care Settings: The main objective of this course is to provide the student with specialized information about the Health system in Ecuador and abroad. Specialized terminology will be studied as well. Competences: Integrate knowledge and skills to interpret in the health care setting modality, Learning terminology of specialized health care settings. The focus of this course is practice in interpreting simulated clinical encounters. Students will improve the accuracy of their consecutive and simultaneous interpreting as well as sight translation. Ethical considerations and terminology research are also discussed. Methodology: Lectures, Practical activities, Debates, Listening to lectures and speeches of interest in all working languages.

- Module 5 - Interpreting in Legal Settings: The main objective of this course is to provide the student with specialized information about the Legal system in Ecuador and abroad. Specialized legal terminology will be studied and practiced as well. Competences: Integrate knowledge and skills to interpret in the legal setting modality, Learning terminology of specialized legal settings. The majority of class time is spent on increasing accuracy in the simultaneous and consecutive modes as well as practicing typical courtroom sight translation tasks. The challenge of maintaining the appropriate register in both languages is emphasized. Other topics include ethical considerations, courtroom conduct, and observation of actual court proceedings. Methodology: Lectures, Practical activities, Debates, Listening to lectures and speeches of interest in all working languages.

- Module 6 - Conference Interpreting: The objective of this course is to introduce students to conference interpreting and enabling them to render a message from one language into another, naturally and fluently, adopting the delivery, tone and convictions of the speaker and speaking in the first person. Competences: Integrate knowledge and skills to render a message from one language into another, naturally and fluently, ethical issues, cultural issues, etc. The aim of the course is to impart to students all the simultaneous and consecutive interpreting skills they require to work as professional conference interpreters for international organizations such as the EU, UNO or ECB, or as freelancers operating at multinational events like political conventions, academic conferences, etc. Methodology: Lectures, Practical activities, Debates, Listening to lectures and speeches of interest in all working languages.

- Module 7 - Thesis/Project: The objective of the module is to acquire knowledge and skills to carry out an end-of-course research work in the field of interpretation. Competences: Arguing their own ideas from a scientific perspective, Design, plan and prepare an academic or professional work in the field of interpretation. Methodology: The work will be done autonomously and the student will need to interpret at a special event hosted by the University.

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5. Appendix

Age:

Gender:

Current educational level: Undergraduate ( ) - Graduate ( )

Date:

The following survey answered by the students of the School of English Language of the Catholic University of Santiago de Guayaquil will help determine whether or not a translator needs to have a different set of skills and competences to work in the interpreting field.

Choose the option (s) that best suits you.

1. **Do you think a translator should acquire special training to work in the interpreting industry?**
   Yes ( ) - No ( )
2. **Do you think that interpreters are required to have a different set of skills and competences than a translator?**
   Yes ( ) - No ( )
3. **Do you think that basic translation training is enough to work in the interpreting industry? Why?**
   Yes ( ) - No ( )

4. **Do you think that a translator with basic translation knowledge will be successful in the interpreting industry?**
   Yes ( ) - No ( )
5. **Do you think an academic specialized program for translators aiming to work in the interpreting field is necessary? Why?**
   Yes ( ) - No ( )

6. **Do you think there is a need to have more translators specialized in the field of interpreting?**
   Yes ( ) - No ( )
7. **Do you think there is a need to have an academic training program for interpreting in Ecuador?**
   Yes ( ) - No ( )

8. **Do you think interpreting is a profitable field for translators?**
   Yes (   ) -   No (   )
9. **Would you be interested in pursuing an interpreting program if it were offered by the School of English Language of the Catholic University of Santiago de Guayaquil?**
   Yes (   ) -   No (   )
10. **How much time would you be able to assign for a program like this?**
    * 2 days a week
    * 5 days a week
    * Only weekends (Saturday and Sunday)
11. **How much money would you spend in an Interpreting Certificate course covering the main aspects of this field? (depending on the length of the program)**
    * $400 to $600
    * $601 to $800
    * $801 to $1000
    *$1001 or more
12. **In what field would you apply your interpreting skills?**
    * Community Interpreting
    * Conference Interpreting
    * Health or medical Interpreting
    * Liaison or escort Interpreting
    * Legal or judicial Interpreting
    * Sign language Interpreting
    * Trilingual Interpreting

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Vera Zambrano**, **Karina Alejandra**, con C.C: # **0920332079** autor/a del trabajo de titulación: **Proposal of a Continuing Education Program for Graduate Translators aiming to work in the Interpretation Field** previo a la obtención del título de **Licenciada en Lengua Inglesa con Mención en Traducción** en la Universidad Católica de Santiago de Guayaquil.

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f. _____

Nombre: **Vera Zambrano, Karina Alejandra**

C.C: **0920332079**

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PALABRAS CLAVES/ KEYWORDS:	**Proposal, Continuing Education Program, Translation, Interpretation, Linguistic Knowledge, Technical Knowledge, Lifelong Learning, Higher Education**

RESUMEN/ABSTRACT: This research is an attempt to elaborate and provide a proposal of a continuing education program for graduate translators aiming to work in the interpretation field, available for students that have completed the minor in translation in the school of English Language of the Catholic University of Santiago de Guayaquil.

The extensive variety of skills among interpreting students, and in addition, the range of success rates among translation students who do not possess the same cognitive, linguistic and technical knowledge as interpreting students, offers cause to explore the reasons behind such contrasts.

The objective of this paper is to present a theoretical framework of foundational cognitive, linguistic and technical attributes that serve as an understructure to learnt and acquired interpreting abilities.

This graduate profile includes a detailed description of all the different skills that a translator requires to work efficiently in the interpretation field. It seeks to help translators to obtain the skills and knowledge

interpreters must have in order to work in that field proficiently.

The School of English Language of UCSG will be able to create an academic curriculum based on this graduate profile and open a continuing education program that covers all the appropriate knowledge and training required for a translator interested in working in this field.

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