Spanish↔English Translation Studies: An Adaptable Curricular Model

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Abstract

The University of North Carolina at Charlotte has long offered undergraduate and graduate programs in Spanish↔English Translating and Translation Studies (TTS). The curriculum is based on a systematic articulation of history, theory, and method for all course work in different translation modes and content domains, and on continuously relating this foundational knowledge to praxis and vice versa. History, theory, method, and praxis are intertwined with the learner outcome goals of developing research skills, resources, and technology-based tools upon which to continue building in order to become effective translators for the long term. The program and curriculum provide an adaptable model for meeting this objective.

Key words: *translating, translation studies, translation history, translation theory and method, translation curriculum development, translation curricular model*

Curricular vision and implementation must always keep a finger on the pulse of the times in order to best prepare students for the world they will encounter upon graduation and in order for academic programs to retain and strengthen their relevance and centrality.

(Doyle, 2010, p. 84)

Background

The University of North Carolina at Charlotte has long offered undergraduate and graduate programs in Spanish↔English Translating and Translation Studies (TTS) as core options within its Spanish for the Professions and Specific Purposes (SPSP) curricular portfolio. This article provides an overview of the creation and evolution of the undergraduate and graduate TTS curricula, based on the importance of laying a multifaceted foundation in history, theory, and method for all related course work in different translation modes and content domains such as film subtitling, political speeches, and business, among others. The goal of the article is to share an adaptable curricular model based on sustained best practices in university-level Spanish↔English TTS. The key outcome anticipated is that this should be of interest for institutions contemplating similar curricular development, or adjustments to an

existing curriculum, whether for the Spanish↔English language pair or additional language pairs, as has also been done at UNC Charlotte. The article proceeds from general to specific considerations, moving from an overview of program architecture to theoretical and methodological foundations, and then to representative examples of recent graduate courses.

Curricular Overview of Spanish↔English Translation Studies at UNC Charlotte

In 1979, three professors in the Department of Foreign Languages at UNC Charlotte had the collaborative foresight to imagine and implement a tripartite undergraduate certificate in translating (CT).[1] Today, nearly four decades later, the department, renamed the Department of Languages and Culture Studies (LCS) in 1999, has built upon those forward-looking architectural foundations to offer a rich array of programming in translating (praxis) and translation studies (a theory-based scholarly field of inquiry), consisting of:

- An undergraduate Certificate in Translating (CT in French-English, German-English, Russian-English, or Spanish↔English), which has awarded 204 certificates since the year 2000;[2]

- Undergraduate majors in French, German, and Spanish that include substantial course work in translating;

- A Graduate Certificate in Translating and Translation Studies (GCTTS: Spanish ↔English);

- A Master of Arts in Spanish with the option of a full Concentration in Spanish↔English Translating and Translation Studies.

In addition, the following curricular proposals have recently been approved on campus:[3]

- Add Japanese↔English to the undergraduate CT, increasing the total number of language pairs to five.

- Add French↔English, German↔English, Japanese↔English and Russian↔ English options to the Graduate Certificate portfolio, also bringing its language pair total to five.

- Change the undergraduate CT rubric to Certificate in Languages and Culture Studies (CLCS): X, in which the part preceding the colon symbolizes the broadly inclusive department name itself—thereby strengthening the name recognition and brand of the Department of Languages and Culture Studies— while the part following the colon, represented here by an X for illustration, names a specific purpose such as Certificate in Languages and Culture Studies (CLCS): Spanish↔English Translation (adaptable for other language pairs such as Japanese↔English Translation, or even multilingual combinations such as French↔German↔English Translation, etc.). Such a rubric provides the flexibility to adjust the specific purposes of X as warranted, pivoting across an evolving range of possibilities.

- Replace the existing GCTTS: English↔Spanish by folding it into a new Graduate Certificate in Languages and Culture Studies (GCLCS): Translating (options in French↔English, German↔English, Japanese↔English, Russian↔English,

and Spanish↔English), further reinforcing departmental name recognition and branding while also positioning the proposed new certificate to add other major world language pairs over time, e.g., Chinese↔English, Arabic↔English, etc.

These graduate certificates may serve as end products in themselves. They may also constitute the components for a stackable 30-credit hour M.A. in Language for Specific Purposes (LSP), whereby different GCLSPs (which may include different X content domains such as translating or business language) may be stacked together or combined to meet the bulk of the new M.A. credit hour requirements (24 credit hours + 6 more credit hours). This may be achieved by:

- Stacking or combining *within* the same language concentration (e.g., French, German, Japanese or Spanish) a minimum of two different 12-credit hour graduate certificates (= 24 credit hours) in X-LSP content domains, e.g., translating + business language; or by

- Stacking or combining two 12-credit hour graduate certificates (= 24 credit hours) coherently *across* different language concentrations, such as Spanish + French, or French + Japanese, or German + Spanish.

The ongoing evolution of the TTS curriculum at UNC Charlotte, particularly in Spanish, the non-English language of largest national enrollment in the U.S. for many decades now, represents "ongoing efforts to create and maintain a timely, responsive, and integrative Spanish curriculum at UNC Charlotte" (Doyle, 2010, p. 83). The TTS program and course offerings have been a curricular response to learner needs and enrollment demand driven by the legitimate needs of society, long considered a most fundamental educational raison d'être (Bok, 1990; Gilley, 1991). They also continue to respond to compelling calls for curricular transformation such as "Foreign Languages and Higher Education: New Structures for a Changed World," issued by the Modern Language Association of America in 2007 to " '[d]evelop programs in translation and interpretation' because '[t]here is a great unmet demand for educated translators and interpreters, and translation is an ideal context for developing translingual and transcultural abilities as an organizing principle of the language curriculum' " (Doyle, 2010, p. 81).

Such demand is fully supported by the *Occupational Outlook Handbook, 2016-17 Edition* forecast, consistent with and even surpassing its own compelling trends from preceding years:[4]

> Employment of interpreters and translators is *projected to grow 29 percent from 2014 to 2024, much faster than the average for all occupations*. Employment growth will be driven by increasing globalization and by large increases in the number of non-English-speaking people in the United States (...). The median annual wage for interpreters and translators was $43,590 in May 2014 [$20.96 per hour]. (Emphasis added.) (United States Department of Labor, 2015).

The *Handbook* also reported that "Job prospects should be best for those who have at least a bachelor's degree and for those who have professional certification. Those with a master's degree in interpreting and/or translation also should have an advantage" (United States Department of Labor, 2015). Further, "interpreters and translators of Spanish should have good job prospects because of expected increases

in the population of Spanish speakers in the United States" (United States Department of Labor, 2015). All of the above points to learner-centered concerns such as:

> [H]ow do we enhance our preparation of today's students of Spanish for fuller participation in the global village and economy into which they will graduate? How might they become better prepared to put their study of other languages and cultures to use, which increasingly factors in *their* real-world needs and inclinations, once they begin to seek gainful employment? (Doyle, 2010, p. 80).

Of course, the highly marketable skills in translating and interpreting extend beyond the dedicated education and training of qualified translators and interpreters to include critical-thinking skills such as intercultural communication per se, editing, quality assurance, and cross-cultural localization (i.e., cultural adaptation).

Particulars of the Spanish↔English TTS programs at UNC Charlotte are the following:

- The undergraduate Certificate in Translating, which has awarded 86 certificates since 2000, is earned by completing 12 credit hours of the following course work:

  ○ TRAN 3401 - Introduction to Translation Studies. Credit Hours: (3) History, theory, pragmatics, and procedures of the field of translation. Introduction to text typology, terminology, and issues such as register, audience, editing, and computer-assisted translating. Conducted in English.

  ○ TRAN 4402S - Practicum in Translating I - Spanish. Credit Hours: (3) May count as coursework for the Spanish major. Understanding audience, text typologies, register, and regionalisms. Continues with theory of translation. Conducted in English and Spanish.

  ○ TRAN 4403S - Practicum in Translating II - Spanish. Credit Hours: (3) Emphasizes commercial, financial, legal, political, medical, and scientific translation. Continues with history and theory of translation. Conducted in English and Spanish. May be taken concurrently with TRAN 4404S and may also count as coursework for the Spanish major.

  ○ TRAN 4404S - Practicum in Translating III - Spanish. Credit Hours: (3) Emphasizes literary, cultural, and consumer-level translation. Conducted in English and Spanish. May be taken concurrently with TRAN 4403S and may also count as coursework for the Spanish major. (See UNC Charlotte Catalog in References)

- The 31-credit hour undergraduate BA in Spanish may include up to nine TTS credit hours in its Concentration in Applied Spanish (which accounts for 75% of the enrollment in the Spanish major) as follows: TRAN 4402S, TRAN 4403S and TRAN 4404S (UNC Charlotte Planning Sheet). It may include up to three TTS credit hours in its Concentration in Literature and Culture (either TRAN 4402S, TRAN 4403S or TRAN 4404S). (See UNC Charlotte Planning Sheet in References).

The Graduate Certificate in Translating and Translation Studies (GCTTS: Spanish↔English) is designed for post-baccalaureate, graduate, and post-graduate students who study the history, theory, and profession of translation; work intensively

in the analysis and translation of different types of discourse, including non-literary and literary texts; become familiar with computer-assisted translation; and develop project management and advanced post-editing skills. Graduate-level coursework may also include special topics courses in translation and up to three credit hours of professional internship in translating. Twenty-eight graduate certificates have been awarded since the program's implementation in 2004. It is earned by completing 18 credit hours of course work (See Appendix A).

The 30-credit hour Master of Arts in Spanish: Concentration in Spanish ↔English Translating and Translation Studies consists of six credit hours in Spanish course work plus 24 specialized TTS credit hours that draw from course work in the history, theory, and method of translation; the analysis and translation of different types of texts and discourse: business, technical, medical, legal, scholarly, and literary; and linguistics for translators, computer-assisted translating, and translation project management. It may also include special topics courses in Spanish↔English translation, up to 3 hours of professional internship in translating, and a translation thesis (equivalent to 6 hours). 65 of the 103 M.A. in Spanish degrees awarded since 2004 (63% of total) have been in the TTS concentration. (See Appendix B for M.A. TTS concentration courses.)

In sum, the TTS programs in Spanish↔English at UNC Charlotte currently offer a total of 15 courses: 4 undergraduate and 11 graduate. Overall, factoring in French, German, Russian and Spanish, the Department of Languages and Culture Studies offers a total of 13 undergraduate TTS courses, which will grow to 16 when Japanese is added. The number of graduate courses will increase from 11 to 21 with the addition of four new languages to the graduate certificate. Throughout the TTS curriculum

> The teaching of translation involves mentoring in methodology, which presupposes theory, interwoven diachronically and synchronically, that ranges from descriptive to prescriptive to speculative; all are important considerations for the practicing or would-be translator who benefits from being theoretically informed and therefore more self-critically and confidently engaged in the act of translation (Doyle, 2012, p. 44).

Furthermore, there exists a shared conviction that it is "theory-based translation pedagogy that helps anchor translation studies firmly in the humanities" (Doyle, 2012, p. 47), such that broad foundational considerations in history, theory, and method permeate the curriculum.

Foundations in History, Theory, and Method: TRAN 3401 (Undergraduate) and TRAN 6001 (Graduate)

As a student described it at the end of the Fall 2015 semester, TRAN 3401 has the dubious distinction of being considered one of the most difficult courses that can be taken at UNC Charlotte. Paradoxically, the course has become increasingly popular and it regularly enrolls 60 to 80 students per semester, up dramatically from the 10-15 a decade ago when it was first taught. TRAN 3401 does not count for the Spanish major because it is taught in English but it is a required core course for the Undergraduate Certificate in Translation. The course syllabus specifies that TRAN 3401 could also be called "Becoming a Translator" since this is the main objective of

the readings and projects that students engage in throughout the very intense semester. The course quickly dispels many myths about translation. It highlights that while translation consists of nitty-gritty tasks, the work can be very exhilarating. Through a series of theoretical and practical readings, practice exercises, projects and presentations, students who successfully complete all the tasks should be able to develop foundational research skills, resources and the tools upon which to build in order to become effective translators. TRAN 3401 is a course that can be taken by students from any language taught in the Department of Languages and Culture Studies, whether for credit toward their respective Translation Certificate or as part of the foreign language majors other than Spanish. It is also a course that can count toward the recently established interdisciplinary minor in linguistics, offered by the Department of English. Thus, TRAN 3401 is geared toward a highly diverse population, which is why students are not asked to complete translation tasks; instead the course focuses on how a translator prepares, thinks, works and accomplishes the daunting task of conveying information in another language. Students' different backgrounds require that the class concentrate mostly on the *process* instead of the *product*, the *how* instead of the *what*, which is emphasized in subsequent courses. Moreover, students are expected to develop their own methods to better suit their particular needs and objectives because, as Robinson (2003) has written, "good translators are always in the process of 'becoming' translators—which is to say, learning to translate better, learning more about language and culture and translation" (p. 56).

The undergraduate TRAN 3401 course is structured in three parts. First, students are introduced to the basics of translation: from understanding the difference between translation and interpretation to familiarizing themselves with the website of the American Translators Association and the ATA "Code of Ethics and Professional Practice" that they are expected to follow. During this initial stage, the importance of literacy proficiency in both the source and target languages is also discussed. Any committed translator will attest to the need of being obsessed with language and this is one of the main objectives for the course. The course emphasizes to students that being bilingual, or spending a year abroad is not enough. It is important that they recognize that their language skills must be constantly refined and improved if they are to become successful translators. It is, for most students, a harsh realization. The aim of TRAN 3401 is to have students come out of the course with a fuller understanding of the inherent difficulty that the profession entails; that is, a commitment to languages and to deepening one's knowledge about them. Robinson (2003) summarizes this process:

> Translators and interpreters are voracious and omnivorous readers, people who are typically in the middle of four books at once, in several languages, fiction and nonfiction, technical and humanistic subjects, anything and everything. They are hungry for real-world experience as well, through travel, living abroad for extended periods, learning foreign languages and cultures, and above all paying attention to how people use language all around them: the plumber, the kids' teachers, the convenience store clerk, the doctor, the bartender, friends and colleagues from this or that region or social class, and so on. (p. 23)

The group exercises during the initial phase of the course have to do with how

quickly languages change, now more than ever, and how meanings shift. There are exercises that show the students how well prepared they need to be, in two languages, before starting to translate. One of the most well received exercises is the comparison of two English translations of the opening paragraphs of *À la recherche du temps perdu* by French novelist Marcel Proust (1871-1922). The first translation is Moncrieff's from 1922, which was subsequently revised seventy years later by Kilmartin and Enright in 1992; the other is by the noted American writer Lydia Davis whose new version of the novel appeared in 2004. In the future, the activity will incorporate articles dealing with the Oregon Shakespeare Festival decision to translate Shakespeare's language into modern language since the original text is often too difficult for today's audiences to understand.[5]

The goal of these exercises is two-fold: initially, students need to understand how pliable language can be depending on its purpose. Also, once students realize how playful and provisional translation can be, they will soon move beyond the idea that since they speak two languages, they are ready to translate. The readings are intended to show that translation is radically different from a simple transference of words into two languages, rather it is actually a highly complicated and arduous transformational process. Tangentially, these readings reveal to students that their reading and writing skills in the target language (mostly English) need to be improved greatly. As Dryden wrote in 1693 (as cited in Mitford, 1836, vol. 2):

> The qualification of a translator worth reading must be a mastery of the language he translates out of, and that he translates into; but if a deficiency be allowed in either, it is in the original… It is impossible to render all those little ornaments of speech in any two languages; and if he have a mastery in the sense and spirit of his author, and in his own language have a style and happiness of expression, he will easily supply all that is lost by that defect. (p. 425)

Achieving a high proficiency level in the target language so that students can "easily supply all that is lost" in the translation process should become apparent to the learners during the first part of the course.

The second part of TRAN 3401 deals with the history of the academic discipline known as translation studies. Here students are moved away from any ethnocentric tradition and begin with an overview of the earliest translations recorded, such as the *Rigveda* in Sanskrit (1500-1200 BC) or the earliest definitions of the translation process in China around the 11th century BC. Centuries later, in 379, Dao An creates the Chang'an School of translation and the debates about literal and free translation, a core issue in translation studies, begin. Considerations then move to the House of Wisdom (*Bayt al-Hikma*) where scholars and translators undertook the translation into Arabic of all the texts from the ancient world that had survived, followed by a discussion of the works of Hunayn ibn Ishaq (808-873) who translated Plato and Aristotle and the most important treatises of medicine published until then. The vast output of the House of Wisdom and its many translators will constitute the "original" works that the "Toledo School of Translators" (approximately 11th-13th centuries AD) will later translate into Latin following the cross-translation method carried out by three translators from the different cultures who lived in Toledo at the time: Arabic, Jewish and Catholic.

TRAN 3401 proceeds chronologically with the study of major translation theo-

rists and the different debates around topics such as: word for word vs. sense for sense or literal vs. free translation, and students routinely discuss issues of equivalence, untranslatability, accuracy, faithfulness, adequacy, identity, correspondence, loss and gain, and, of course, the translation of religious texts and its significance. Jeremy Munday's *Introducing Translation Studies. Theories and Applications* is the text for this section. Students become acquainted with the historical significance in the field of translation studies of Cicero (106 BC-43 BC); St. Jerome (340-420) and the Vulgate; Martin Luther (1483-1546) and his "Circular Letter on Translating" from 1530; Etienne Dolet (1509-1546); John Dryden (1631-1700) and his foundational definitions of paraphrase, metaphrase and imitation; and A. F. Tytler (1747-1813). The work of Friedrich Schleiermacher (1768-1834) in the field of hermeneutics is of particular interest for the course given his impact on future translation studies, especially his notions of translation as a process where there are but two choices: either the original author is brought to the reader (naturalization) or the reader is taken to the author (alienation).

At this point, the course focuses on Roman Jakobson (1896-1982) and his seminal "On Linguistic Aspects of Translation" (1959) and, specifically, his discussions of linguistic meaning and equivalence. Students examine the equivalence effect and how translators address problems when no immediate equivalent is found. Jakobson's argument helps Eugene Nida (1914-2011) formulate his model of dynamic vs. formal equivalence. For both Jakobson and Nida, there was always an equivalent to be found; it might not be an exact equivalent but there were resources that translators could use so the translation would convey a very similar meaning to the target reader. Other key linguistic theorists studied in the course are Noam Chomsky, Katharina Reiss, Peter Newmark, Hans Vermeer's Skopos theory, and Even-Zohar's polysystems theory, which serves as a linchpin for the last group of theorists and is closely related to what has been called "the cultural turn" in translation studies.

After the linguistic and structuralist approaches to translation, a major shift takes place during the 1980's put forth by André Lefevere (1945-1996) and Susan Bassnett (b. 1945). For Lefevere (2004), "Translation needs to be studied in connection with power and patronage, ideology and poetics, with emphasis on the various attempts to shore up or undermine an existing ideology or an existing poetics" (p. 10). He moves the field of translation studies from notions of equivalence and translatability to an analysis of the "intercultural transaction" (Bassnett, 2014, p. 83) of discourses that occurs during the translation process. Students consider the key role that translation plays in the dissemination and the censoring of ideas and the fact that some of the foundational texts of Western society are a product of one or sometimes multiple translations. Since students have already analyzed how challenging and perilous translating can be, the cultural turn allows them to examine how some texts have prevailed over others. Moreover, and perhaps most importantly, it opens doors for them to ask why. The cultural turn was heavily influenced by the postmodernist academic discourses, mainly on gender and postcolonial studies led by the work of Jacques Derrida (1930-2004) on deconstruction, Gayatri Chakravorty Spivak, and Homi Bhabha, theorists who have worked directly with the issues of translation and who always make us question what society chooses as its discourse. This section of TRAN 3401 concludes with the work of Lawrence Venuti (2004) and

his critique of the invisibility of the figure of the translator in the U.S.

The final part of the course is devoted to reading Mona Baker's *In Other Words. A Coursework on Translation*. Since the students come not only from different backgrounds but also will be working with different target languages and will be taking the different practica courses that the Department of Languages and Culture Studies offers, all the examples are in English. Mona Baker offers a systematic approach to the translator's task. She begins with translation problems of equivalence at word level before moving to equivalence beyond the word level. In both cases, she offers examples of non-equivalence and strategies to solve the problems in a systematic manner. Through the use of semantic sets and lexical fields, students are given tools for the complex task of translation. Baker also explains the importance of both pragmatics and implicature in the translation process and ends by developing her notions of coherence and cohesion in translation. Coherence and cohesion, two difficult concepts for many students, are addressed recurrently so that they may acquire a full comprehension of these concepts by the end of the course. Coherence deals with the understanding of the text and translating it so that it is fully understood by the target audience. Cohesion is the process of finessing the five elements that Mona Baker groups under this second step: reference, ellipsis, substitution, conjunction and lexical cohesion. Once students understand what the coherence-cohesion interplay entails, they are better positioned to begin translating.

Throughout this demanding undergraduate course, students are introduced to a significant number of translation theories and a variety of methods. The course guides them through the theory and the practice in order for them to develop their own strategies in their respective target languages. Robinson (2003) considers the translator to be "at once a *professional* for whom complex mental processes have become second nature (and thus subliminal), and a *learner* who must constantly face and solve new problems in conscious analytical ways" (p. 84). The effort that students put forth to understand foundational theories and translation issues prepares them for the practica that follow. At the beginning of the semester, students may think that translation would be a relatively easy and simple transfer of meanings; but they soon discover that the question posed by Venuti (2004), "Can a translation ever communicate to its readers the understanding of the foreign text that the foreign readers have?" (p. 487), demands a methodological process that is far more daunting than they expected it to be.

For the M.A. in Spanish: Concentration in Spanish↔English Translating and the Graduate Certificate in Translating and Translation Studies, the theory course is TRAN 6001S. It is required for both the M.A. and the Graduate Certificate because of a shared belief by the faculty that graduate students need to have knowledge of the translation process supported by a solid academic understanding of its history, theories, methods, and evolution. Graduate students are required to read the source texts of representative thinkers and translators, which will provide them with a deep understanding of the critical issues in translation theory and translation studies. Most importantly, graduate students are expected to develop their own theory-based framework for discussing issues related to the course. The required core readings are Susan Bassnett's *Translation Studies*, André Lefevere's *Translation/ History/ Culture: A Sourcebook*, and the Lawrence Venuti edited collection *The Translation Stud-*

ies Reader, which contains many of the key theory figures in the 20th Century, very similar to the authors that are read in the undergraduate course, allowing learners to trace the recent evolution of translation studies. M.A. graduate students are also expected to complete the Graduate Reading List for the Translating and Translation Studies (TTS) concentration (see in References). As Venuti (2012) writes in the introduction to the edited volume that is used in the course:

> The map of translation studies drawn here, its centers and peripheries, admissions and exclusions, reflects the current fragmentation of the field into subspecialties, some empirically oriented, some hermeneutic and literary, and some influenced by various forms of linguistics and cultural studies which have resulted in productive syntheses. (p. 2)

Given the interdisciplinary nature of translation studies, students are encouraged to apply the readings to other academic specialties where they can combine their particular background knowledge to that particular field. Other disciplines such as gender studies, history, philosophy or art, which might seem distant to the world of translation are, in actuality, always present and, in the cultural turn, students are invited to explore and deconstruct the once-ignored figure of the translator. The last part of the readings is expected to challenge graduate students to think critically about the processes and products of translation while also challenging antiquated notions of what translation means in our contemporary world.

Curricular Innovation: Examples of Graduate Course Translation Modes, Content Domains, and Methods

As has been shown, the Department of Languages and Culture Studies has been adopting forward-looking curricular revision strategies that build on the foundations of the past and look at the present and future in order to make the curriculum relevant in a variety of ways. The innovations that have been introduced throughout the history of UNC Charlotte's Translation Studies Program reflect needs assessment in the areas of student language proficiency, student learning outcomes, student interests, infrastructures where translations are developed, research on translators' competencies, and market demand for translation services. The most recent example of this type of needs assessment leading to curricular innovation in the department is a survey of students enrolled in foreign languages, distributed from March 15-18, 2016 to gauge interest in "adding INTERPRETING (spoken, oral translation) to its longstanding programs in TRANSLATING (written translation)." The survey instrument explained the following, along with possible outcomes:[6]

> Interpreting between languages often is used by intercultural communication facilitators in areas such as Business, Medical and Health Care, Criminal Justice, Conference Interpreting, and Community Interpreting. We are interested in hearing back about your level of interest in adding INTERPRETING to our courses and programs (the certificates in translating, minor and majors). The Certificate in Translation might then evolve into a CERTIFICATE IN TRANSLATING AND INTERPRETING.

There were 141 respondents with 117 (83%) indicating that "If INTERPRETING

were added to the curriculum, I would enroll in a class." 55 of the 141 respondents took the time to provide comments explaining their support. The result is that in the fall semester of 2016, the department offered its first-ever, upper-level undergraduate course in Spanish↔English interpreting, taught by a specialist in medical interpreting with an M.D. degree along with a UNC Charlotte Master of Arts in Spanish: Concentration in Spanish↔English Translating and Translation Studies. Interpreting is now being added to the graduate offerings as well.

The profile of both undergraduate and graduate student-translators at UNC Charlotte is similar to that of students in other programs with regard to the types of texts they prefer to translate when they first begin the program and what they imagine being a translator is all about. At the beginning of their program, student preferences are usually driven by the type of translation that the market demands, along the lines of what Lung and Yan (2004, p. 5-7) report in reference to student translators at the University of Hong Kong. In their study, they found that undergraduate students who were in the second year of their translation major were more interested in translating non-literary texts. In contrast, those who had recently graduated expressed appreciation toward translating literary texts. In fact, the very notion of *literary text* evolves as learners progress through the program and begin to see that the neatly Manichaean conceptualization of *non-literary texts* versus *literary texts* as the only two camps where text types exist gradually becomes more textured. They realize that the two super-abstractions encapsulated in the labels *literary texts* and *non-literary texts* mask a complex canvas of texts where scientific texts can be literary and literary may read as technical. The discovery of this complex canvas is no less trivial than the awe moment students experience when they realize that generic terms such as *language, Spanish,* and *English*, to name just a few, obscure a complex reality of dialects, idiolects, sociolects, regionalects, registers, and a countless number of nuances that become invisible when we use these generic terms. Discovering the complexities of a natural language as a communication tool and weaving the resulting knowledge into the translation task constitutes the specialized body of knowledge that characterizes the practitioner and the professional, it is the type of knowledge that Cordero (1994) cites as the "most distinguishing factor of a profession" (p. 177).

UNC Charlotte's translation program is designed so that students experience the act of translation as a multifaceted intellectual endeavor that requires competencies that go well beyond bilingual proficiency. At the same time, the design of the courses reflects the curricular philosophy of the program architects, who from the outset realized that, exception made of a couple of courses, the program had to offer courses that provided a substantial amount of actual translation experience inside and outside the classroom. The pedagogical principle that there is no substitute for theory-based, hands-on translation to develop expertise has been the foundation for both the current selection of courses, and the teaching and learning dynamics that characterize each of them.

The undergraduate translation certificate includes four courses, three of which are designated as *practicum*, focusing mainly on hands-on translation, and one (the TRAN 3401 presented earlier) focusing on the foundational history, theory, and method of translation. The practica are language-specific and they are offered in French, German, Russian, and Spanish. The Japanese program has recently added its

first practicum and is in the process of adding the remaining two, in alignment with the general structure of the undergraduate certificate. Each practicum is organized so that students are exposed to a rich sampler of varied sets of translation challenges that they need to resolve as student-translators. The first practicum places an emphasis on reflecting on how different audiences may affect the way the final translation product is shaped. The second has students zoom into the hands-on translation of financial, legal, medical, and scientific texts. Finally, the third has students reflect on texts that are characterized by the use of metaphor and the elaboration of ideas that stimulate the imagination. What sets apart this course from the traditional literary translation course is that the course provides a framework by which students can detect the hard-to-translate literary features not only in fiction and poetry but in other texts that are usually excluded from the literature canon, such as commercial advertising texts and political speeches.

All three practicum courses are designed so that students have translation experience with both a corpus of texts that all the students translate and are discussed in class, and a text chosen by each student as an individual semester-long 1500-2000-word translation project. Because in the translation industry translators usually translate into their strongest language, students may choose the language direction of their translations based on the language in which they are most proficient. However, some students realize the potential of translating into the language they are still developing as an opportunity to improve language proficiency and they will undertake the challenge of translating into their developing language. A key feature to the semester-long translation project is that students have to demonstrate awareness of their translation decisions and begin to develop expertise in heuristic decision making. Throughout their translation project student-translators have to document a selection of translation decisions by footnoting the nature of problems they encounter in specific segments of the source text, how they go about finding a translation solution (their methodology), and how this solution is informed by translation theory.

The undergraduate practica are taught with the aim of providing students with opportunities to gain awareness of translation decisions, decision-making strategies, and research strategies that they can apply later in their careers as they may specialize in the translation of specific text types and topics. In this respect, the pedagogy of the practicum courses is in line with the approach of other translation programs (Vermeer, 1998, p. 63).

Among the graduate courses, two reflect how professional translation works from the point of view of business dynamics. One is a course that has student-translators experience translation as assisted by different types of software. While machine-translation is often looked upon by professional translators as unreliable, the fact is that computer-assisted translation software, such as TRADOS and Déjà Vu, is increasingly used, or even required, by translation firms. These software vendors have even woven Google Translate into their systems (Killman, 2014, p. 86). The other graduate course, whose objective is to prepare students so that they may understand how a translation job is handled in the real world, is on translation project management. This course exposes students to the project manager role in the life cycle of a translation project, from inception to completion, including the role of the

translation project manager on the level of satisfaction of translators involved in the completion of a project (Rodríguez-Castro, 2013, p. 44).

There are two other graduate courses that have grown out of the realization that student-translators must be given opportunities to observe how fluid the notion of text type is and how important it is to be aware of this fluidity to understand how communication in natural languages works and, by extension, how the translation process should work. One of these courses is "Pragmatics, Politics, and Translation," which focuses on how natural language communication can be deceiving for naïve translators who approach the translation task with the assumption that every information unit is neatly hard-coded in either lexical, morphological or syntactic units. The course emphasizes the notion that the art of suggestion, hinting or insinuation, typically associated with literary texts, is a core element in political speeches that aim at persuading the masses. The semester-long 2500-3000-word translation project consists of translating a political speech. This project can be completed by one or two authors. The reflective footnotes on the translation process of this project have to demonstrate that the student-translators have identified areas of the message that are not explicitly coded, but rather suggested or hinted. Once these areas are identified, the students explain in a footnote the rationale behind the translation solution by drawing on theoretical concepts covered in the class or in other classes. In this course students have translated political speeches by General Francisco Franco, Salvador Allende, Fidel Castro, and Hugo Chávez.

Another course that gives students the opportunity to observe the text-type continuum and therefore the fluid notion of text type is the course on Audiovisual Subtitling. The semester-long 2500-3000-word project consists of two options, namely, subtitling a film, show, series, or documentary, or writing a critique on a subtitled audiovisual piece, including videogames. The in-class dynamics include discussion of the notion of metaphor and the theory of metaphor, identification of metaphors in different language domains (everyday language use, fiction, poetry, and audiovisual material), and the translation of such metaphors. In-class activities also include translations of film titles, which elicit critical thinking and insightful discussions on how the ultimate task is not to render a language into another language, but rather a message into another message that fits the target-culture audience.

Conclusion: Developing Effective Translators for the Long Term

For nearly forty years UNC Charlotte has been developing a successful curriculum that offers a rich array of programming in translating (praxis) and translation studies (a theory-based scholarly field of inquiry). This curricular architecture reflects ongoing needs assessment in the areas of student language proficiency, student learning outcomes, student interests, infrastructures where translations are developed, research on translators' competencies, and market demand for translation services. It is built upon a vibrant complementarity between history-theory-method-praxis. These four elements are intertwined with the learner outcome goal of developing critical-thinking and problem-solving strategies, research skills, resources, and the technology-based tools, such as computer-assisted translation and translation memory software programs, upon which to continue building in order to become more effective translators and interpreters over the long term. Learners are

expected to evolve their own methods to better suit their particular needs and objectives, mapping their ongoing development as intercultural communicators. This of course engages students in life-long learning because, as Robinson (2003) reminds us, "good translators are always in the process of 'becoming' translators" (p. 56). After many years of existence, the TTS programs at UNC Charlotte continue to evolve to meet the intercultural communication needs of today's learners and society, and can serve as an adaptable curricular model, or features thereof, for other institutions of higher learning contemplating similar curricular development.

Endnotes

[1] The three faculty members who pioneered the undergraduate certificate in translating were Dr. Judith Suther in French-English, Dr. William (Bill) Park in German-English, and Dr. Ralph McLeod in Spanish-English. The first certificate courses were offered in 1979, although the inaugural Concentration in Translating (CT) is not listed formally until the *UNC Charlotte Undergraduate & Graduate Catalog: 1981-1982* edition, as follows:

> Successful completion of FL 371, 372, 471, and 472 entitles the student to a Certificate in Translating. The Certificate is not equivalent to a major in a foreign language, but represents a skill developed at the level of a baccalaureate degree. The Certificate in Translating may be taken in conjunction with a major in any field. NOTE: All courses in the Certificate sequence involve translating into English from the source language (p. 143).

The four original CT courses were: FL 371 - Introduction to Translating; FL 372 - Elementary Translating; FL 471 - Intermediate Translation; and FL 472 - Advanced Translation. Course descriptions can be accessed at http://tinyurl.com/zft283s.

The 204 CTs awarded since 2000 are distributed as follows: Spanish↔English: 86; French-English: 33; German-English: 67; and Russian-English: 18.

[2] The ↔ symbol, as in Spanish↔English, indicates that the translating is done bi-directionally, both from English to Spanish and from Spanish to English. The hyphen, as in German-English, indicates that the primary directionality is into English.

[3] These are included because they may also be of interest for institutions contemplating broader or additional curricular development for TTS within LSP.

[4] In 2010, Doyle reported in "A Responsive, Integrative Spanish Curriculum" (81) that:

> In its 2008–2009 edition of the *Occupational Outlook Handbook,* the U.S. Department of Labor published the following forecast, consistent with its favorable estimates in preceding years:
>
> > Employment of interpreters and translators is projected to increase 24 percent over the 2006–16 decade, much faster than the average for all occupations. . . . [H]igher demand for interpreters and translators results directly from the broadening of international ties and the increase in the number of foreign language speakers in the United States. Both of these trends are expected to continue.

[5] Consult James Shapiro (2015) for more information about the translation of Shakespeare into an easier-to-understand English.

[6] The department periodically conducts learner needs surveys among its students to gauge their interest in possible curricular modifications. The limitations of such surveys are that they are typically one-time survey instruments for a specific curricular purpose. Yet their results have proven to be very useful in explaining to various stakeholders (such as faculty and administrators) the benefits perceived by the learners.

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Appendix A

Graduate Certificate in Translating and Translation Studies (GCTTS: Spanish↔English) Earned by Completing 18 Credit Hours of Course Work

- Core Courses (12 credit hours)
    TRAN 6001S - History, Theory, and Method of Translation (3)

    TRAN 6472S - Workshop on Non-Literary Topics I (Business, Legal, Governmental) (3)

    TRAN 6474S - Workshop on Non-Literary Topics II (Medical and Technical) (3)

    TRAN 6476S - Workshop on Literary and Cultural Topics (3)

- Elective Courses (6 credit hours). Select from the following:
    SPAN 6001 - Advanced Studies in Spanish Language (3) (especially recommended)

    TRAN 6002 - Linguistics for Translators (3)

    TRAN 6003S - Computer-Assisted Translating (3)

    TRAN 6004S - Translation Project Management (3)

    TRAN 6480S - Translation Internship (1-6)

    TRAN 6900S - Special Topics in Spanish↔English Translation Studies (3)*

    TRAN 6901S - Advanced Project in Spanish↔English Translating (1-3)*

*May substitute for a course listed under Certificate Requirements above.

Students enrolled in the Language, Literature and Culture (LLC) concentration (LLC) of the M.A. in Spanish program can earn the GCTTS by completing 12 credit hours of Certificate Requirements as indicated (see http://tinyurl.com/holx3cq and http://tinyurl.com/zy2uk9n).

Appendix B

M.A. TTS Concentration Courses

TRAN 6001S - History, Theory, and Method of Translation (3 credit hours)

TRAN 6002 - Linguistics for Translators (3)

TRAN 6003S - Computer-Assisted Translating (3)

TRAN 6004S - Translation Project Management (3)

TRAN 6472S - Workshop on Non-Literary Topics I (Business, Legal, Governmental) (3)

TRAN 6474S - Workshop on Non-Literary Topics II (Medical and Technical) (3)

TRAN 6476S - Workshop on Literary and Cultural Topics (3)

TRAN 6480S - Translation Internship (3)

TRAN 6481S - Translation Cooperative Education (3)

TRAN 6900S - Special Topics in Spanish↔English Translation Studies (3)

TRAN 6901S - Advanced Project in Spanish↔English Translating (3)

TRAN 6902S - Thesis