Current Trends in Translation Teaching and
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Volume 1
Editor: Mikel Garant

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Current Trends in Translation Teaching and Learning in 2014

This is the fifth volume of Current Trends in Translation Teaching and Learning, but the first totally electronic edition. Hence, the new name: Current Trends in Translation Teaching and Learning E. It was decided that producing a free online version is the best way to make the up-to-date articles focusing on translation education available to as many people as possible.

This volume has been in the making for the past year and puts forward articles that focus on many of the current themes in teaching and learning translation. It is hoped that it will reach as wide an audience as possible, so feel free to distribute it either using the link provided or as a pdf file.

The first article in this volume by María Brander de la Iglesia and Jan-Hendrik Opdenhoff from the University of Granada addresses teaching retour interpreting in interpreter education. Second language metaphor translation is dealt with in the interesting article by Dermot Heaney from Università degli Studi di Milano. Designing an undergraduate economic, financial and commercial translation courses is addressed by Kenneth Jordan-Núñez from San Jorge University.

Rudy Loock from Université Lille Nord de France and UMR 8163 du CNRS and Cindy Lefebvre-Scodeller from the Université de Limoges have written an interesting article on refering to the dead in French obituary translation. Anikó Makkos from University of West Hungary and Edina Robin from Eötvös Loránd University contributed an article on explicitation and inplication in back-translation. This edition also includes Wang Shu-huai from Huazhong University of Science and Technology description of translation teaching in China, an area "Westerners" know little about.

After a double blind review process, selected papers were published in this volume. There is also a companion website located at http://www.cttl.org. I would like to express my heartfelt thanks to the following individuals: the writers for submitting their contributions to a blind review process, because without their courage and effort an edited collection like this would not be possible; the members of the editorial review board for their thoughtful and timely reviews.

I would also like to warmly thank Ville-Veikko Jylhämäki from the University of Helsinki for his editorial assistance. His dedication to this project and keen eye have contributed to the high quality of this volume.

I would also like to thank members of the independent specialized translation class who

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I hope the readers will find reading Current Trends in Translation Teaching and Learning E both interesting and rewarding.

Mikel Garant
November 27, 2014

RETOUR INTERPRETING REVISITED: TUNING COMPETENCES IN INTERPRETER EDUCATION

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Abstract

For the past two decades interpreter trainers have been
wondering not whether retour interpreting should be taught,
but *how* it can be taught (Harris, 1990, 1992; Snelling,
1992). The European Higher Education Area (EHEA) offers
new opportunities for the proliferation of networks and
exchanges of didactic materials or methodologies for the
teaching of interpreting into B. First, we critically appraise
the traditional dichotomy between models based on
constructivism and liberalism in interpreter training. We then
present those competences inherent to retour interpreting and
describe the joint edition of a DVD featuring didactic
materials and speeches in its initial phases. We finally discuss
our experience in the use and evaluation of the teaching
materials for the learning and teaching of simultaneous
interpreting into B from Spanish into English and into
German with the aim of fostering those skills.

1. INTRODUCTION

In addition to his ground-breaking notion of 'natural translation' in 1976, one of the first scholars who dared to break the long-held taboo of bi-directionality in the interpreting classroom was Brian Harris (1990, p. 116; 1992). He did so, among other contributions, by describing a two-year postgraduate interpreting course in the University of Ottawa, where the convenience of teaching retour interpreting from and into French and English could hardly be questioned in the professional Canadian market, where it is frequent for speakers to change from one language to another even within the same speech. After Harris, other authors such as Gile (1995, 2005) or Bartłomiejczyk (2006) followed, and many academics, inspired by the literature on the subject, are now eager to prove such theories in their research. When asked about their position regarding the teaching of interpreting into B, interpreters nowadays seem to have accepted the legitimacy of retour interpreting. Out of 2,129 interpreters in 94 countries who participated in an international survey (Opdenhoff, 2011), only 1.7% indicated that retour interpreting should not be offered at all at universities, whereas 26.7% thought that it should be offered in some language combinations, and 36.1% thought that it should be offered in all language combinations. Some

interpreters even agreed that it should be compulsory for students in all (21.9%) or some (13.7%) language combinations. The data has also shown that 81.2% of professionals believe the practice of interpreting into B is totally legitimate, whereas 18% said the practice of interpreting into B is a necessary evil which should be avoided whenever possible, and only 0.8% still believe that the practice of interpreting into B is unacceptable and should be avoided at all costs.

These data undoubtedly call for a reappraisal of the status quo concerning retour interpreter training in many countries across the European Higher Education Area (EHEA), or even worldwide. We will first focus on the State of the Art of interpreter education into B, before exploring the traditional dichotomy between constructivist didactic models and those based on liberalism, comparable to the historical overview of retour interpreting. We then discuss the transversal and specific competences in retour training – from Spanish into English and from Spanish into German – and present the joint edition of a DVD featuring didactic materials and speeches for the learning and teaching of consecutive and simultaneous interpreting into B in its initial phases. Finally, we discuss our experience in the use and evaluation of the teaching materials with the aim of fostering the mentioned skills.

2. INTERPRETING INTO B: HISTORICAL PERSPECTIVE AND CURRENT TRENDS

For many years since the start of modern conference interpreting after WWII, theory and practice in retour interpreting formed a whole. The issue of directionality was not subject to change until the 1980s, probably due to the fact that pioneers at attempting to explain the functioning of interpreting were interpreters who had successfully earned their living as such and who, during the 50s and 60s, were the founding fathers of interpreting schools in several European universities. Many had not received formal training in interpreting, let alone education in research, and lacked the background knowledge to develop theoretical models or an analytical methodology. Their explanations of the interpreting activity were usually based on their personal experience. In this way, personal professional activity became the foundation for the first interpreting theories which prevailed and went unquestioned for several decades, in spite of their lack of scientific thoroughness (Kalina, 1998, p. 32).

Among these theories, the question of whether one should interpret into his or her A or B language was championed by followers of two opposite models which separated theorists and professionals from Western capitalist countries and those from Eastern countries in the Soviet block. While Western

theorists supported interpreting into A as the only practical direction – at least in simultaneous interpreting – those from Eastern countries argued the reverse. The former, headed by the Paris School, based their arguments on what was known as the *théorie du sens*, giving much importance to a particular conception of quality in the target language:

> When listening to actual interpretation, however, the superiority of an "A" language over a "B" is obvious. Few interpreters working into and from widely used languages have a good enough working knowledge of their B languages to be able to perform equally well into both their "B" and "A" languages. When they work both ways, it is easy to note not only that the "B" language is poorer but that it is subservient to the "A" source language and that the efforts made to find corresponding expressions in "B" distracts the mind from constructing sense. (Seleskovitch, 1999, p. 62)

Eastern theorists, on the other hand, focused their interest on comprehension in interpreting:

> To transform a message into the target language and deliver it he [the interpreter] has to understand it in the

source language, otherwise there will be nothing to interpret and deliver. The losses at input cannot be repaired. This can hardly be denied. So understanding the message in the source language or comprehension is the most crucial stage in the Bermuda triangle of the simultaneous interpretation process. […] A full or near full message gotten across even if in a somewhat stiff, less idiomatic or slightly accented language serves the purpose much better than an elegantly-worded and an impeccably pronounced half-message or less. (Denissenko, 1989, p. 157)

Both models constituted the theorization of two different professional, political, social and economic realities. The Western interpreting market was dominated by certain, more common languages, and interpreters had it easier than their Eastern colleagues to travel and to live in other countries in order to improve the knowledge of their B language. Employers had the necessary economic resources at their disposal to organize conferences with various one-way booths, and interpreters in the capitalist market "sold" their services as a high-quality product to their clients. The situation in Eastern countries was completely different; the ideological component was so strong that it was believed only "national" interpreters

could transmit faithfully their positions and messages.

The situation developed following changes in the world of international politics (i.e. the enlargement of the EU and the fall of communist regimes) and the subsequent increase of local freelance markets, not to mention the increasing importance of English as a *lingua franca* (see for example Martin, 2005, p. 88). In smaller countries where different, less popular languages were spoken and in universities where interpreting into B was already part of the academic curriculum, people began to question the reasoning behind predominant directionality paradigms. Snelling (1992) argued it made no sense to debate whether interpreting into B should be taught or not, but that the discussion should be focussed rather on *how* it should be taught, since it was already a reality in the interpreting market. Harris (1990, p. 117) also mentions a number of communicative contexts in which the B to A norm is not practical. From then on, interpreting into B, and directionality in general, became a fertile research line, inspiring two themed conferences, one in 1997 in Ljubljana (Grosman, 2000) and one in Granada (Kelly et al., 2003). This research led to a considerable number of papers which differed from the preceding publications in that they left behind the historical dichotomy in favor of a more empirical approach to describe contexts of varying directionality, including aspects of teaching interpretation into B.

3. THE TEACHING OF RETOUR INTERPRETING IN THE FRAMEWORK OF THE EUROPEAN HIGHER EDUCATION AREA (EHEA)

The creation of the EHEA has brought new challenges to translation and interpreting schools and to all European educational institutions where different teaching models have traditionally coexisted. Translators and interpreters, as many other professionals who work in the context of a specific market (be it local or international) must learn to provide solutions for the needs of their clients, and professional trainers in the field are aware of these issues. Yet translator and interpreter trainers worldwide are now familiar with teaching practices and didactic models such as those inherited from language-learning acquisition models, and are of late trained to become trainers themselves. Many universities include subjects such as Didactics or Training Translators and Interpreters in their postgraduate programmes. One such model is the constructivist approach to translator education, defended by Don Kiraly (2000), among others.

The model based on 'competences' (and 'skills', as we will explain further on) offered by the EHEA allows for at least two fundamental interpretations of the vision conveyed, clashing in certain areas and full of internal contradictions: the first mostly based upon the principles of liberalism, the second

defending the construction of knowledge as the key process in learning. In the case of interpreter education, the former takes into account the needs of the free market, international exchange and globalisation; the latter also looks for participation and dialogue in training as key components of learning, using a constructivist approach. The implications of the adoption of models based on liberalism in interpreter training have been widely explained by authors such as Stévaux (2003). In the specific case of conference interpreting into the student's B language, professional associations of interpreters have at times safeguarded members' market interests above scientific and pedagogical considerations. New paradigms, however, have flourished as of late in Interpreting Studies, fostered by the development of (bilateral) public service interpreter training in certain countries, and the insistence of scholars worldwide on the need to include a more egalitarian model based on social justice and academic proof of cognitive skill acquisition. Among these paradigms, the study of Applied Ethics could also contribute to a change of viewpoint in retour interpreting (see for example Brander de la Iglesia, 2012a, 2012b).

From Kiraly's (2000) constructivist perspective, partly based on Piaget's theory of cognitive development (Piaget, 1955), individuals accommodate and assimilate knowledge from their experience of the external world in order to construct frameworks to bear new knowledge. By

incorporating new experiences to a mental representation of their life experiences, they reframe existing structures when an experience or knowledge is not viable with respect to their needs, or in order to represent reality as they see it. This lack of viability, once recognised as such, leads to learning. Constructivism is not a specific pedagogy. In translator and interpreter education, this theory may help us describe how learning happens by describing a learning model for a given subject matter or practice. Translators and interpreters construct their knowledge for the most part out of their experiences in translation and interpreting, be they in the interpreting lab, in the classroom or in a real-life context, hence the importance of bringing real-life pedagogical materials and tasks into the interpreting lab, as well as during internships which help students develop translation competence (on the competence norm in translation, see for example Rothe-Neves, 2007).

It is perhaps useful here to distinguish between the concepts of competence, skill, and aptitude. Competence is a term used especially in human resources management – reminding us again of the liberal model – to describe a combination of the latter two, together with knowledge or understanding, and behaviour or attitude. Professional competence in an interpreting student, for example, could be defined as the standardized requirement for him or her to interpret successfully, first according to the lecturer's given expectations,

then to the clients' or audiences'. That is, that (s)he has the ability to adequately carry out an interpreting assignment (including non-skill-related aspects such as using the booth, and attitude-related requirements such as dealing with the clients). The skills, aptitudes, knowledge and attitudes needed to be an adequate interpreter – very much linked to the concept of user expectations of quality in interpreting defined by Collados Aís (2000) – are all part of what we can call professional competence. We should bear in mind, as well, that different modalities and/or techniques of interpreting require on some occasions different skills, a skill being defined as "the ability to use one's knowledge effectively and readily in execution or performance", and "a learned power of doing something competently: a developed aptitude or ability" (Merriam-Webster, 2014). A skill can therefore be learned or encouraged. An aptitude, on the other hand, is a natural ability or talent that can also be mitigated. It would be interesting, for example, to study Harris' unpublished *Taxonomy of Interpreting* according to the skills to be developed for each modality (Pöchhacker, 2011).

Hence, the didactic model introduced by the Bologna Process is a methodology based on competences, as described by each White Book for the different undergraduate degrees offered in European countries, using comparable definitions of learning results, competences, abilities, skills and dexterity. It constitutes a framework of

reference to help fine-tune teaching and learning structures throughout Europe, and competences encompass not only the knowledge, skills and abilities learned in a given subject, but also the values needed to perform adequately as a professional and a citizen. For an account on how it can be possible to measure the acquisition of ethical awareness in the classroom by means of a case study featuring the questionable use of retour interpreting, among other ethical issues, see Brander de la Iglesia (2012a).

Competences can be further divided into two practical classifications: the specific competences to be learned for each area of knowledge (in our case: translation and interpreting) and transversal competences that can be found in other programmes, such as Languages, Law, Librarianship, or even Engineering (including critical awareness of ethical dilemmas – see Brander and García, 2014). Within those specific competences inherent to our field of study, we can in turn find some which are shared by both translation and interpreting (Moro Cabero and Torres del Rey, 2008), and others shared by all interpreting subjects (for a detailed list, see Brander de la Iglesia, 2008), regardless of directionality, modality, or language combination. On this occasion, we will focus on those competences intrinsic to interpreting into B language according to our experience as interpreter trainers into second language(s).

General or transversal competences in the process underlying the learning and teaching of interpreting into B include: 1) cognitive abilities, such as understanding, analysing and synthesizing; 2) methodological abilities, such as having acquired basic knowledge of the profession; 3) technological dexterity, including information management skills allowing the student to analyse and search for information coming form different sources; 4) linguistic skills, such as excellence in aural communication in their B language or knowledge of their own culture and the target language's culture; 5) interpersonal skills, such as the capacity to be self-critical, understanding of one's own feelings and the dexterity to manage them in times of stress, or the capacity to work in an international context; and 6) systemic competences, which will help the student gain a global perspective in order to manage his or her performance adequately, including the ability to put theoretical knowledge into practice, applying knowledge about foreign traditions or being motivated by challenges. Among other more specific competences in the learning and teaching of interpreting, one could mention specialised knowledge in one or more subject matters (e.g. medical terminology), competences needed in particular modalities (liaison interpreting, conference interpreting, public service interpreting etc.) and, of particular interest to us, competences in the learning and teaching of interpreting into B for a specific language combination. Along the lines of Padilla's cognitive

approach, if we dissect the process and take the efforts one by one:

> Comprehension during simultaneous interpretation is a very complex task that can make the interpreter sensitive to small specific differences in each language, which may have no relevance in monolingual situations. These differences may include [...] sociolinguistic aspects of language [...] syntactic structures [...] grammatical redundancy [...] and differences in the perception of words. (Padilla Benítez, 2005, p. 50)

Linked to constructivism in translator and interpreter training, and paramount to any specialised interpreting student, is the capacity to reflect upon his or her own performance in a given task (Kiraly, 2000, p. 32). In addition, we will mention two threadbare yet essential competences of unequivocal interest to the learning and teaching of interpreting in the language combinations object of the present contribution, namely analysing and synthesizing skills, as well as linguistic proficiency in oral English or German as second languages. All these basic skills can be undoubtedly learned, preferably in a separate manner, before being put together when acquiring interpreting competence by means of skill-specific exercises and interpreting of speeches. This requires using state-

of-the-art audiovisual teaching materials taken from real-life contexts and distinguished in order of difficulty.

4. TWO TEACHING AND LEARNING INNOVATION PROJECTS IN INTERPRETING

Even at early stages in the learning process of interpreting and regardless of the directionality, the use of digitised speeches recorded in professional situations and ordered in various levels of difficulty helps to foster not only many of the competences mentioned in this paper, but also most of the transversal competences that have not been explored. The availability of audiovisual materials organised in order of difficulty can encourage students to work autonomously and empower them to become responsible professionals in charge of improving and controlling the quality of the performance they offer their future clients, and of improving and controlling their contribution to society in general. In the context of the EHEA, where lecturing is divided into practical tutoring and self-study hours, the general availability of real-life speeches with their transcriptions, be they from the Internet, the speech repository of the SCIC, or from other sources, has become an empowering tool both for students and lecturers. Among other fundamental advantages of the two Teaching and Learning Innovation projects in interpreting which we will describe below, is the

possibility to include various speeches from the same communicative context or *hypertext* (Pöchhacker, 1994, p. 47), thus closing the gap between professional practice and the interpreting lab, while motivating students to become familiar with specialised terminology and knowledge in a given subject matter.

The materials created by a group of lecturers in the research group GRETI (Interpreting and the Challenges of Globalisation) and, specifically, in two innovative teaching and learning projects, are relevant within the framework of the EHEA, as these materials include a transcript of every speech to allow for the grading of the level of difficulty of each speech (speed of the speaker, density of information and syntax). The presence of transcriptions improves the didactic potential of teaching materials for interpreting, as they constitute a fundamental tool for correction, as well as offering the possibility to highlight specialised terms and add footnotes explaining certain concepts. Audiovisual material is used in interpreter training to fulfil the three following objectives: 1) the use of original material is the most efficient way to approximate interpreter training to the professional interpreting reality; 2) the use of videos contributes to improve the dynamics in the classroom: the study of the recordings by the teacher allows him or her to classify the material according to its usefulness with regard to the different interpreting modalities

(bilateral, consecutive, simultaneous) and the different learning phases (beginner, intermediate, advanced). Also, the teacher can concentrate better on the student's performance since (s)he is not engaged in reading the speech; and 3) it facilitates self-study for students outside the classroom, to which the EHEA attaches great importance. This is particularly relevant in interpreting training where, due to the nature of the activity and the need to have a speaker at hand, self-study is more complicated than in other areas (including translation), since the number of teaching hours is hardly sufficient in many training institutions.

The first project entitled "Creation of Didactic Multimedia Materials for the Teaching of Interpreting" was carried out between 2002 and 2004, with the aim of developing real-life teaching materials from professional contexts in English, Spanish and French (De Manuel, 2007). One DVD with speeches and transcriptions made by students and lecturers was compiled for each of the three languages mentioned and a database was created at the University of Granada to store descriptions of the materials. At first, the database consisted of VHS recordings of the Europe by Satellite TV channel, which meant there were minor quality problems as the tapes deteriorated. Afterwards, other contexts were included and multilingual events at the University of Granada, as well as Social Forums, were recorded and digitised. Once the material was transcribed, it was included in the

database, where the information is ordered according to various fields, among which are language, accent, subject matter, length, speed, parallel texts, links, contextual autonomy from other speeches in the same communicative event, grade of obsolescence, recommended modalities, level of specialisation and learning phase (e.g. advanced consecutive or beginner's simultaneous). The second phase of the project, entitled "Virtualisation of Multimedia Didactic Materials from Real-life Professional Contexts for Interpreter Training (2005-2007)", was designed with the purpose of increasing threefold the teaching materials available for each language. Finally, the materials were and continue to be evaluated in various universities by means of a questionnaire also created within the same research group, as well as action research discussion groups, thus encouraging the students to reflect upon the interpreting task and the role of the interpreter in a specific communicative context, while helping the lecturer rank the materials according to their difficulty.

5. RETOUR SIMULTANEOUS INTERPRETING FROM SPANISH

Our participation in the transcription and the subsequent creation of teaching materials in the form of real-life speeches resulted in the edition of three DVDs in our specific language combinations: 1) "Beginner's simultaneous interpreting from

Spanish" (Opdenhoff & Brander de la Iglesia, 2009); 2) "Consecutive Interpreting from Spanish" (Opdenhoff, 2009); and 3) "Consecutive interpreting from English" (Padilla Benítez & Brander de la Iglesia, 2009). In this section, we will develop our teaching experiences at the University of Heriot-Watt, the University of Salamanca and the University of Granada, specifically with respect to the use of the DVD we transcribed and edited jointly for the teaching of retour simultaneous interpreting from Spanish.

5.1 Retour simultaneous interpreting into English: a case study

Unlike the case of language combinations for which the traditional attitude has been to interpret both ways (as for the English-Russian pair), simultaneous interpreting from English into Spanish, and vice versa, has followed the usual pattern of the first languages to be incorporated into institutional settings for the purpose of being translated or interpreted. English was one of the founding languages of the UN (1945) and a working language from the start of the EFTA; the UK was first part of the "outer seven", and then of the European Community by 1973. Spain entered the EU in 1986 and Spanish has also been a working language in the UN from the start, together with French, Mandarin and Russian. Thus, in the institutional work market, interpreting into B from Spanish into English or English into Spanish

was not, and is still not, customary official practice. In addition, interpreters themselves insisted that clients, be they within institutions or in the private market, obey the directionality norm in order to work in the best possible conditions, despite the fact that pioneer simultaneous interpreters had, at first, worked into a variety of non-native languages (Baigorri, 2000; Stévaux, 2003). As a consequence, whereas two-way liaison interpreting was usually included in the curricula of Spanish and British universities, interpreter training into B for the English/Spanish language combination in simultaneous interpreting was nonexistent for years. This has changed as of late due to local market requirements, including public service interpreting, as well as the influence of empirical research results on the rule of directionality (Stévaux, 2003, p. 334).

Among other areas of research in the field of interpreting studies, members of GRETI have undertaken the evaluation of the abovementioned teaching materials by means of questionnaires conceived for this specific purpose. Following an initial study from French into Spanish at the University of Granada (De Manuel, 2006), these questionnaires have been used in the University of Heriot-Watt (Edinburgh) and the University of Salamanca, in different classes of simultaneous interpreting from English into Spanish or Spanish into English. The study includes results from two groups of students from Heriot-Watt interpreting
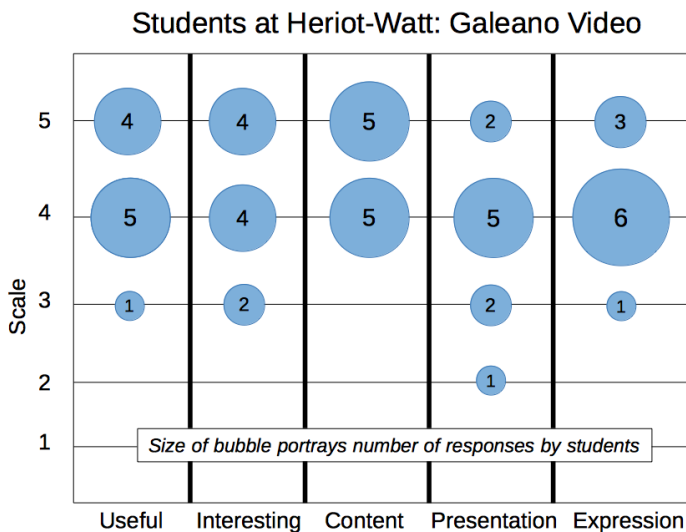
from English into B-language Spanish (and vice versa), as well as three groups in Salamanca interpreting into B-language English (and from English into their mother tongue). The students were all in their fourth year of undergraduate studies, except for one of the groups in Edinburgh, composed of MSc students, who were therefore doing the equivalent of a fifth year. Those in Edinburgh were mostly native speakers of English (except for one Spanish student), and the students in Salamanca were all native speakers of Spanish. Due to time constraints in the training programmes the students interpreted and evaluated most of the videos, but not all. At the end of every academic year the students were also monitored and participated in discussion groups and interviews with open questions (Waters-Adams, 2006).

For this specific case study, only the results of the questionnaires for a given video have been used. The video of Eduardo Galeano's speech in the 2003 World Social Forum was selected because the students rated it as one of the most interesting, but also one of the most challenging, as the degree of formality in Galeano's speeches is usually very high, in spite of the fact that on this occasion he talks about a general subject that the students had treated previously. The main objective of this case study is to understand and improve teaching and learning practices in the training of retour simultaneous interpreting from Spanish into English by means of the use and evaluation of

teaching materials taken from real-life situations. After interpreting a video and before communicating with each other or receiving feedback from the teacher, each student filled in a questionnaire, rating the exercise they had just accomplished from 1 to 5 according to the following variables: usefulness, interest, difficulty of content, presentation and expression.

The following charts represent the results obtained from the questionnaires filled in by two groups of students after having interpreted the same video into English:

Students at Heriot-Watt: Galeano Video

Scale	Useful	Interesting	Content	Presentation	Expression
5	4	4	5	2	3
4	5	4	5	5	6
3	1	2		2	1
2				1	
1					

Size of bubble portrays number of responses by students

Students at USAL: Galeano Video
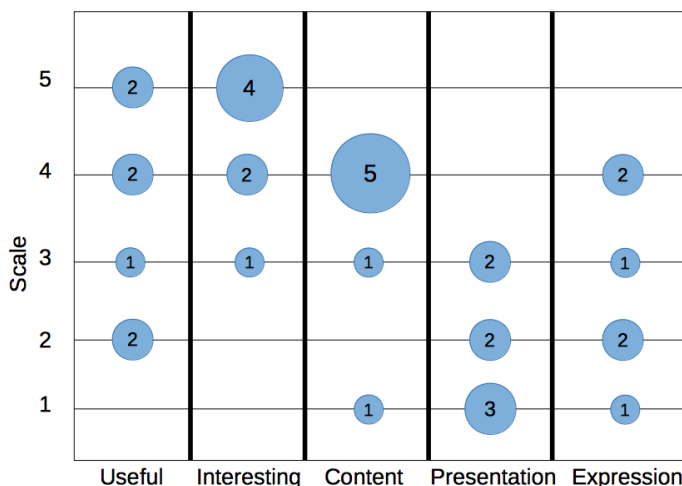
We will now compare the evaluations of the same video interpreted by two groups of students, native and non-native. The first chart suggests that the ten Heriot-Watt students participating in the experience mostly found the video very interesting and useful, but also very difficult to interpret into their own mother tongue. Among the reasons quoted for this are the fact that Galeano's Uruguayan accent posed a problem to the students, as they were not used to listening to different accents in their regular interpreting classes. The students found the speech motivating because it differed from the usual themes used in interpreting classes. Galeano's flowery prose was the subject of much discussion in the answers, and the fact that students were not aware of Daniel Gile's contributions to the issue of interpreting elegant speeches in retour (Gile, 2005, p. 17) may also be of didactic interest. There are no

significant differences between the answers of the only Spanish student in the class, who had been in Edinburgh for many months, and the native speakers of English, even when they found it "hard to follow" as it was one of the first real-life videos they interpreted.

The second chart shows that the seven Spanish students who interpreted the video into B-language English had varying experiences with the video they interpreted. Broadly speaking, we could say that students' reactions to the video in retour are unequal when compared to the less disparate results obtained from the ten students of Heriot-Watt University interpreting the video into their own mother tongue. Examining the open explanations given by USAL students, it could be argued as well that the main reason for the inequalities was that the students in Salamanca had very little experience interpreting from real-life videos at the time: for example, when reflecting upon the usefulness of the video, the two students who did not think the video to be useful graded it a 2 out of 5, arguing that "while learning retour might be useful for the interpreting market, it is not useful for this subject, which is into A", and that "what would be useful would be to introduce a specific subject for retour in the programme". It would perhaps be interesting to compare these charts with those created from questionnaires of videos interpreted a) in retour from English into Spanish in both universities and b) in later academic years, now that interpreting

into B has become part of the curriculum in Salamanca. Further research might suggest that the context and previous misconceptions about the difficulty of retour affects motivation, along the lines of research undertaken by Von Glasersfeld (1989).

The aim of this case study was not to prove or disprove the virtues of retour interpreting, but to improve the teaching and learning process in the courses taught, to go a step further when exploring *how* retour interpreting could be taught. Extrapolation from results from one case study concerning two different groups of 10 and 7 students, although their B-language level was similar, is unadvisable. Yet together with additional results, it may give us an idea of what worked in those specific classes, and the problems encountered by the students in the open answers they gave. Although the results are not statistically significant, they are of pedagogical value and indeed served their purpose of improving the trainer's practice as well as the learning and teaching process by opening up a means of anonymous communication between the actors of said process and by helping with the general objective of putting the videos into order of perceived difficulty.

5.2 Retour simultaneous interpreting into German: teaching experiences

Unlike English and Spanish, which both enjoy the status of working languages in several international organizations, the role of German as a vehicle for international communication is rather insignificant. If one considers that only 11.2% of the enormous Spanish-speaking community (estimated population 352 million worldwide) live in Europe, but that 96% of the clearly smaller German-speaking community (101 million speakers worldwide) are from this continent (Haarmann, 2002, p. 33), it is not surprising that the importance of the German language in institutional settings is limited to European organizations. As of late, Spanish and German have come in contact with the integration of Spain in these organisations and institutions. This is the case of the OSCE since the entry of Spain in 1973, as well as in the Council of Europe (where neither Spanish nor German are official languages, but where both are used as working languages in the Parliamentary Assembly since the entry of Germany in 1950 and Spain in 1977). It is also the case in the different institutions of the European Union since Spain became a member in 1986. Moreover, the Spanish/German language combination has achieved a certain relevance in the local interpreting markets in Spain and in German-speaking countries, in particular after the opening of Spain with its transition to democracy. In spite of the comparatively European

institutional structures and the fact that in the abovementioned institutions interpreting into B has never been an accepted practice, the Spanish/German combination (including interpreting into Spanish B) constitutes an inherent part of university interpreting training in Germany since this type of training was first taught. Thus, the University of Heidelberg, which was the first to have a programme in Translation and Interpreting Studies, has offered courses into Spanish B since it first opened. The first two Spanish universities to offer Translation and Interpretation Studies, the Universidad Autónoma of Barcelona and the University of Granada, also included German in their curriculum from the first year on, in 1973 and 1974 respectively, and later added retour interpreting. From today's perspective, this approach has been vindicated, since it might be very difficult to succeed in the local private market without a strong B language, both in German-speaking countries and in Spain.

In this section we seek to report our observations and personal experiences in teaching conference interpreting from Spanish into German at the University of Granada (see Opdenhoff 2012 and 2013 for specific studies on directionality and working memory in interpreting students, as well as on quality in retour interpreting from the perspective of the professionals). Beforehand we would like to stress the fact that on the basis of this experience, we generally support the perception

that specific language directions affect the cognitive processes, the demands on memory and attention resources and, thus, the training in conference interpreting (Padilla Benítez, 2005, p. 48). Therefore we assume that the Spanish/German combination (into B and into A) as well has its specific implications for performance and training. To illustrate this, we wish to point out three specific characteristics of the Spanish-German combination which can affect comprehension, as well as production processes involved in simultaneous interpreting.

As stated earlier, traditional approaches in interpreting training are somewhat lacking realism, since the speeches, which usually are oral manifestations of written texts, don't necessarily have the same characteristics as spontaneous oral language. In the case of Spanish, spontaneous oral speeches (especially those using non-specialised language) frequently differ greatly from the written language norm. This might lead to difficulties in interpreting from Spanish into German (but also into other Germanic target languages) where the differences between written and oral language norms are not so pronounced. Typical features of spontaneous Spanish speeches might not constitute a problem if the message is received in a monolingual communicative situation, or in a consecutive setting where the listener (or the interpreter) does not have to render the message in another language at the same time. Yet these can

create great difficulties in simultaneous interpreting settings where a high degree of redundancy can be encountered. In addition, many Spanish speakers present their message in a way that requires more time than German speakers to "get to the point" and usually have a high degree of emotional perception of reality – as opposed to the descriptive perception in Germanic languages (Padilla Benítez, 2005, p. 55). In this context, working with the abovementioned materials is highly advantageous, since it allows practice with realistic material consisting of spontaneous oral speeches and it offers the possibility to acquire, on the basis of participation and dialogue, a very important strategy for this concrete language combination and others:. This strategy is the establishment of a certain distance regarding the original speech, which has to be grasped on a macro-level and – if necessary – the rendering of neutral or meaningless statements until the speaker comes to the point. According to our teaching experience in a mixed classroom with students from both Spanish-speaking and German-speaking countries, these kinds of speeches are not only difficult for the latter but also for the former. This suggests that the problem is not only due to a certain sociolinguistic or cultural gap between the two languages, but that the way to express information in the source language (Spanish) can simply lead to a time management problem in interpreting, irrespective of the language direction.

The second characteristic is related to morphosyntactic differences between Spanish and German. Due to their structural dissimilarity, interpreting between these languages normally requires a greater time lag. The position of the verb plays an important role in this sense, especially the fact that in German one part of the verb (or the whole verb in subordinate clauses) can be put at the end of the sentence. This fact is normally mentioned when speaking about interpreting from German into Spanish (or other Romance languages), which needs the verb in the second position. But it is also a challenge when interpreting into German, since the interpreter has to store the verb until the end of the sentence, and this can constitute a considerable memory effort, especially when the sentence preceding the verb is very long. Generally, German is a more rigid language regarding its morphosyntactic structures. This implies that one of the important strategies in simultaneous interpreting – the election of open structures in the message-rendering phase – can be more difficult in German than Spanish. Special exercises could be carried out to practice this strategy. Finally, we should mention differences between Spanish and German on the lexical-semantic level, which are clearly greater than those between Spanish and English. This could imply a larger processing load (especially an increased memory and attention effort).

6. CONCLUDING REMARKS

Among the most important pedagogical conclusions derived from the use of the materials in the teaching of retour interpreting is the fact that the videos of the DVD we edited can, and probably should, be used as well – but not only – for pre-interpreting exercises such as clozing, in all phases of the learning process (e.g. comprehension exercises can be created with real-life speeches whenever the students in question have not had access to such training in previous years). To give but one example, students could be asked to produce a summarised simultaneous rendition after having watched and worked on the vocabulary and structures earlier. If specific skills can be activated by means of different pre-interpreting exercises (Padilla Benítez, 2005, p. 59), interpreting competence should perhaps receive a similar treatment. In this respect, future research could explore teaching models that include specific pre-interpreting exercises to develop not only certain skills, but competences and subcompetences, along the lines of research undertaken in translation studies from a constructivist perspective. The not-so-universally-acknowledged truth that a speech written and oralised by a student or trainer is unequal in too many ways to a speech written and oralised by a real-life speaker could be the object of an entire critical article in itself, as would the question of whether directionality and difficulty are related, if such theory can indeed be proven

empirically, since difficulty is a subjective variable, whereas cognitive overload is "possibly the most important factor determining directionality differences in performance" (Gile, 2005, p. 12).

The use of different paradigms and the inclusion of diverse approaches and methodologies in interpreting studies enriches our field of study and contributes towards the end of an era where personal experience, interests or myths about interpreting prevailed. Working with researchers from different schools of thought is desirable in the continuous education of an interpreting lecturer; critical perspectives can inspire corroboration by empirical data, and vice versa. One of the disadvantages of the use of audiovisual materials taken from real-life professional situations is that one cannot use the same materials for more than a few years before they become obsolete, and although YouTube and the SCIC speech repository have done much for interpreting lecturers, depending on the language combination and target markets of their trainees, it would be desirable to start shaping networks between universities in an all-inclusive fashion and on a horizontal basis. For this, it would be necessary for public institutions, be they schools or other entities, to create open materials in the spirit of free software (Himanen, 2001, p. 73) that everyone can both benefit from and contribute to as best they can (Brander, 2010).

In this article, based on a joint conference given at the International Symposium on Interpreting Studies in Honour of Brian Harris (Universitat Jaume I, Castelló), we have tried to portray a global perspective of the state of the art in retour interpreting training in the frame of reference provided by the EHEA. The new challenges posed by liberal interpretations of the Bologna Process do not necessarily have to clash with the idea of action and empowerment of the student. In spite of the fact that for more than half a century the opinions and commercial interests of a few professionals prevailed, the market itself now calls for the teaching of retour interpreting, and applying a constructivist approach in interpreter education into B seemed to us a step forward. By presenting the DVD we jointly edited, together with our experience in the use and evaluation of the teaching materials, we hope to have explored the key elements for this positive evolution.

Harris (1990, p. 116) once said that when a norm ceases to be practical in some cases and under certain circumstances, it ceases to be a norm. We hope to have conveyed a vision of teaching retour interpreting as the training of high-quality professionals, compatible with values in the education of interpreters as citizens. Such practical endeavour will be paramount to the improvement of society, not as an exception, but as the revisited norm.

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