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Corpus-assisted translation of specialised texts into the L2

From the classroom to professional practice

Abstract

In Spain's current translation market, there is a real need for translations of specialised texts into the foreign language. Subsequently, Translation schools have taken over responsibility in training prospect translators to be able to professionally engage in this task. In this contribution, we purport to present and discuss the results of a training initiative based on the use of monolingual, electronic corpora in the translation of specialised texts into English as a second language, considering their usefulness not only as a pedagogical tool but especially as a professional resource that provides the translator with relevant and authentic information (both at the terminological and phraseological levels) for more informed decision-taking, which in turn increases their self-confidence and their self-concept as a professional translator.

1 Translation into English as a second language

English is increasingly being used as today's lingua franca all over the world: Most international meetings are held in English; most international business agreements are drafted in the English language; most scientific publications disseminating research results and progress are published in English; although losing momentum, English is still the most widely used language in the Internet, accounting for roughly 55 % of current online content... To put it simply, today it is taken for granted that at an international level, everybody not only can but to a certain extent must communicate in English. Accordingly, there is an ever increasing need for texts to be written in English, which more often than not were originally drafted in a different language, normally the first language¹ (henceforth, L1) of the author of the text.

This is precisely where translation from this L1 into English as a second language (hereinafter, L2) comes into play, since many times this demand cannot be met exclusively with native English-speaking translators. Nevertheless, translation into the L2 does not hold the same recognition and status as translation into the L1. In fact, this

¹ In this paper, *first language* (L1) is used to refer to what others define as *mother tongue*, *native language* or *language A*, whereas *second language* (or L2) refers to what others define as *first foreign language* or *language B*. Consequently, the term *translation into the L2* is used to define the translation from the L1 into the L2, which others refer to as *inverse translation*, *prose translation* or *thème*.

activity is usually frowned upon both in the translation market and in many sectors of academia:

Translation theory holds that ideally all translations must be done by native speakers of the language of the target culture; accordingly, non-mother tongue translations are commonly regarded to be unacceptable if not inappropriate. [...] In such reasoning native speakers are the only people who fully qualify for translating, everybody else running the risk of being considered unprofessional because of the absence of native-speakers' linguistic and cultural knowledge. (Grosman 2000: 21)

This *reasoning* is based upon two tacit and deeply-rooted assumptions that are seldom challenged. Firstly, fluency and naturalness in the L2 prevails over comprehension of the L1 – however, “the advantage of fluency in the target language that native speakers of the TL [target language] have is often counter-balanced by an insufficient knowledge of the source language and culture, which means that translations by native speakers of English are not automatically ‘superior’” (Pokorn 2000: 71). Secondly, native speakers, simply because they are native speakers, are automatically presumed to have a better command and mastery of the target language – whereas “we all know many native speakers who make mistakes in their L1 in terms of grammar, lexis, syntax, spelling, punctuation and pronunciation that would make any secondary teacher, and even any primary teacher, blush”² (Yuste Frías 2014: 84).

However, the acceptability threshold as regards translation into the L2 differs from one country and tradition to another. Whereas having a translation made by a non-native speaker of the target language seems to be anathema in many English speaking countries (like the United Kingdom), in other countries, like Germany, it is customary for professional translators to engage in translating into their L2 (Wimmer 2011: 27–31). It is not the aim of this contribution to offer a thorough overview of this vast subject, but there seems to be a trend towards a more realistic and open approach to translation into the L2 practice. This can be seen in the shift of focus in institutions as relevant as the Directorate-General for Translation, the European Commission's translation service, which has gradually accepted – and is apparently fostering – translations made into a target language which is not the translator's L1 (Contreras García/Turrión 2013). This change of approach was fundamentally due to the Eastern enlargements in 2004 and 2007, which multiplied the official languages of the European Union and accordingly the language combinations for translation and interpreting in the European institutions, thus prompting the use of English as a relay language (McCluskey 2002: 43) and making apparent the shortage of native English speaking translators to translate from the new languages (Koskinen 2000).

² Our own translation of the Spanish “Todos sabemos muy bien que el «nativo» de turno comete errores gramaticales, lexicales, sintácticos, ortográficos, tipográficos, fonéticos y fonológicos en su L1 que sonrojarían a cualquier profesor de enseñanza secundaria y hasta a un maestro de primaria” (Yuste Frías 2014: 84).

2 Translation into English as L2 in Spanish translation market and universities

Previous studies have showed that translating into the L2 represented about 30 % of the national translation industry turnover in Spain (Optimale 2011: 6). English being the most sought-after language, translating from Spanish into English as L2 is, without question, an activity that is demanded and performed in today's Spanish translation market too. There are several sectors where the task of translating into English by non-native speakers is part and parcel of the job, including tourism (De la Cruz Trainor 2004), foreign trade (Kelly et al. 2003: 46), public services (Valero-Garcés 2014: 161) and sworn translation (Vigier-Moreno 2011), among others. However, having a translation made by a non-native speaker is still widely seen only as a lesser evil than having no translation at all, and is only justified as an exceptional recourse when there are no native translators available or when the translation task is absolutely urgent. In fact, many translation businesses in Spain relentlessly claim that their translations are carried out only by translators who are native in the target language, in clear contradiction with many translation assignments that actually take place (Masseau 2013). On the practitioners' part, subject specialism and extensive professional experience are argued to be key to providing good translations into the L2 (Martorell 2012), as well as the perennial revision by a native speaker.

The consensus is that the success of these assignments involving translating into English as L2 depends on two basic factors: the text type in question and the expected quality of the translation. Firstly, it is normally texts which are mainly informative or operative (say, instruction manuals or business correspondence), where the expressive function is rather limited, that are better translated by non-native speakers (Gallego Hernández 2014: 231); secondly, there are varying degrees of quality in translation, and sometimes (for example, for those translations of internal use only) a perfect translation is not required but "one that transmits the intended message in a language which is clear and sufficiently correct not to contain unintended comic effect or strain the reader's patience unduly" (McAlister 1992: 294). When a completely polished translation in a ready-to-publish format is required, then, in order to ensure the best possible quality, it is highly recommended that the target text be revised or at least proofread by a qualified, native speaker of English (Durán Muñoz 2012: 111).

In view of the aforementioned, Translation schools have taken over responsibility in training prospect translators to be able to professionally engage in translating into their L2 with successful outcomes.³ Hence, English being the most common L2 in Translation degrees in Spain, it is no wonder that the great majority of Translation-related university undergraduate programmes currently offered in Spain include training in

³ The White Paper on the Bachelor's Degree in Translation and Interpreting, one of the most important reference documents for the design and implementation of Translation-related university programmes following the creation of the European Higher Education Area in Spain, suggested that translation into L2 should be part of the minimum training contents of the new degrees (Muñoz Raya 2004: 121).

translation into English, be it as independent modules or within modules that also focus on translation into Spanish (Pérez Macías 2017: 24). Taking into account the already mentioned characteristics of the market as regards translation from Spanish into English as L2, these courses seem to focus on the following aspects: the use of texts relevant to professional reality (currently, informative texts and not literary works or newspaper articles); great emphasis not only on the development of communicative and textual competence in the target language (English) but chiefly on professional instrumental competence (i. e. being aware of and knowing all the resources and tools at the translator's disposal to better complete a translation assignment, including corpora – see Section 3 below); and an insistence on the advantages (if not need) to have the target text polished by a more experienced, native English-speaking professional reviser and/or proofreader.

Previous studies had already revealed that many graduates from Spanish universities were not as satisfied with their university training when it came to translating into English as L2 (Vigier-Moreno 2010: 453) in comparison with their training in translation into Spanish, and consequently complained about the fact that the hours devoted to translation into the L2 were far fewer than those dedicated to translating into the L1 (Pérez Macías 2013: 47). However, paradoxically enough, after the implementation of the European Higher Education Area and the subsequent updating of university degrees to the new university system in Spain, the teaching hours allocated to training students to translate into their L2 have been reduced even further. As argued by Yuste Frías (2014: 79), this decrease in the teaching of translation into the L2 makes it (virtually) impossible to use specialised texts from authentic translation assignments in class due to the trainees' deficient competence, which dangerously leads to mediocre learning outcomes. Given this scenario, what cannot be denied is that now more than ever it is incumbent upon translator trainers to make the most of the limited time they have and prepare trainees for a competitive market as efficiently as possible.

3 Corpora as an aid for translation into the L2

Corpora, which can be roughly defined as collections of texts that represent a sample of the language and are thus selected according to specific criteria, have consolidated as today's most popular tool for research in Translation Studies and been extensively studied and discussed among Translation scholars. As far as translation into the L2 is concerned, corpora are valuable tools for translators, as they provide very useful information on translation-related phenomena. Whereas parallel corpora (i. e. the bilingual assortment of texts comprising both the originals written in one language and their translations into the other language) are chiefly advantageous to translators in search of equivalences, monolingual corpora and comparable corpora (that is, the collection of texts written in one language plus another collection of texts of the same genre originally written in the other language) assist translators in verifying lexical, phraseological and

textual patterns in a systematic way, as argued by many authors (to name but a few, Corpas Pastor 2001; Neunzig 2003; Rodríguez Inés 2008).

When applied to translator training, electronic monolingual corpora, which are made up of texts which are retrieved from the Internet, have proved to be very useful to provide translator trainees with varied information that smooths their process of translating specialised texts on a very specific topic:

Building an *ad hoc* corpus can satisfy specific needs. From a pedagogic perspective, using this type of corpus allows trainee translators to identify phraseology, specific use patterns, terminological variants, frequency of words and cohesive features, among other things.

(Sánchez Ramos 2016: 125)

This corpus-assisted, sophisticated method of analysing parallel texts in the target language helps to-be translators to make more pertinent and justified decisions, which in turn increases their self-confidence and autonomous learning (Ulrych 2000: 77). Contrary to the general trend in research claiming for big corpora that can provide robust and representative information, relatively small corpora, with 20–30 texts, can yield very good results in real-life, professional translation assignments, given the small investment of time needed, provided that the texts that feed the corpus are reliable, of a high quality and subject-specific (Scott 2012: 8; Laursen/Arinas Pellón 2012: 52).

4 Our teaching initiative: Teaching how to use electronic corpora in a translation-into-L2 assignment

In what follows, we describe the teaching initiative that we carried out at the University Pablo de Olavide of Seville (UPO) in order to enhance the learning experience of students enrolled in a module on translation from Spanish into English, this target language being most of students' L2, by raising students' awareness of the benefits of corpora as applied to translation practice. After briefly explaining the rationale for this project, we describe its objectives and implementation, only to lastly present the most prominent results of the initiative.

4.1 Rationale for the project

This project was designed and implemented in an attempt to respond to a series of factors that we have identified in our experience as translator trainers, especially when it comes to translation into the L2 training. In our experience, students very usually view the translation of a text written in their L1 into their L2 as an enormous challenge. Most of them have not had any previous formal training in translating from Spanish into English with a professional approach, which results in this obvious lack of self-confidence. Besides this, many students have not developed the desired communicative and textual competence in English as their L2. It is not only that they may still use incorrect grammar, syntax and spelling, but also that many have had no previous training in producing texts in specialised contexts and therefore do not have an active knowledge

and competence in terms of different registers or textual conventions, let alone (hyper-) specialised discourses.

Another striking aspect is that, even if these courses are normally delivered to final year undergraduate students or master's students, who have already been trained in languages and translation, many of the students still rely almost exclusively on traditional lexicographic resources (fundamentally, bilingual – and to a lesser extent – monolingual dictionaries) to resolve any difficulty or problem they come across in the translating process, when it is a known fact that their scope and usefulness is rather limited, especially in terms of phraseology and language usage. Funnily enough, when they deal with specialised texts, all their attention seems to be directed at elements at the micro-linguistic level (e. g. terminology), neglecting other equally – if not more – important aspects such as naturalness of the target discourse, genre conventions and extra-linguistic factors. In addition, despite the momentum gained by corpus-based and corpus-driven approaches not only in TS but also in translation practice, especially when it comes to specialised translation assignments (Gallego Hernández 2015: 388), many students, surprisingly, claim to have never used corpora before, and the few who have heard of them have the preconception that corpus methodologies are of no use except for research purposes. In fact, much to our surprise as well, we also identified that many of the teachers responsible for the modules on translation into the L2 admit to not including corpora in their teaching and not knowing how they could be used in professional practice.

Taking into account all this, and keeping in mind the positive outcomes of our previous experience in teaching the use of corpora for the translation into the L2 of legal texts (Sánchez Ramos/Vigier-Moreno 2016; Vigier-Moreno 2016), we designed and implemented an activity to enhance our trainees' translator competence by exemplifying the usefulness of corpora in the translation of specialised texts into English as L2. The aim was for trainees to see corpora as a professional resource that provides the translator with relevant and authentic information (both at the terminological and phraseological levels) and subsequently helps to take more justified translation decisions. The underlying philosophy of this initiative is, on the one hand, to shift translation into the L2 training from teacher-centredness and teacher-dependency stances to student-centred, situated and autonomous learning, on the basis that "highly authentic and naturally complex translation situations would allow us to observe the interplay of authenticity, emerging autonomy and developing competence both within groups and individuals" (Kiraly 2005: 1110), and, on the other hand, to assist students in forging their own decision making framework so that they can "become aware of the reasons underlying both their successful and their less successful decisions, thereby allowing them to detect [their own] strengths and weaknesses" (Way 2014: 149).

4.2 Objectives of the project

This project was implemented within a programme for innovative teaching, which was launched and supported by the Vice-Rectorate for Teaching of the UPO for the

academic year 2016–2017 and sought to provide recognition and endorsement of initiatives designed in accordance with and based on new teaching and assessment methodologies. The team⁴ was made up of four teachers in charge of *Técnicas de Traducción Inversa B (Inglés)*, including the author of this contribution, who also coordinated the initiative. This module, which is delivered in the fourth and final year of the Degree in Translation and Interpreting at the UPO and comprises 6 ECTS credits (which amounts to 72 face-to-face, in-class hours), has the aim of introducing undergraduate students to the practice of translation of both general and specialised texts from Spanish into English – which, as previously said, is the L2 for the overwhelming majority of trainees.

The general objective of our project was to familiarise translator trainees with the use of corpora as an aid in professional practice for the translation into English as L2 of specialised texts written in Spanish. This was broken down into the following specific objectives:

- Training both translator trainers and trainees in the functionalities of corpus methodologies in translating from Spanish into English as L2;
- Implementing corpus methodologies in specific translation assignments from Spanish into English as L2 referring to specialised texts;
- Knowing the main advantages and disadvantages identified by students as to the use of corpora in the translation between Spanish and English as L2 following their experience in a specific assignment;
- Improving translator trainees' decision-making skills and hence increase their translator competence for this specific language pair;
- Increasing translator trainees' self-confidence and self-concept as qualified, professional translators;
- Fostering the use of IT technologies in pre-professional translation practice;
- And applying innovative teaching methodological approaches in translation into the L2 training.

4.3 Implementation of the project

The implementation of the project comprised three stages: previous training (for both trainers and trainees), a corpus-driven translation assignment (implementation itself) and assessment. The training stage started with diagnostic evaluation activities to find out both trainers' and trainees' previous knowledge as to the use of corpora in translation into the L2 practice. This included a very short survey among students on their general perceptions regarding translation into the L2 and their previous experience with corpus methodologies and translation. Thanks to this questionnaire, we could confirm that the majority of students held that it is more difficult for them to translate

⁴ Special acknowledgement to our colleagues Dr. Elisa Alonso, Dr. Antonio Chica and Dr. Nieves Jiménez, who altruistically and enthusiastically participated in this project.

into English (their L2) rather than into Spanish, with statements like “Translating into my L2 is more difficult because I don’t know some usages or how a given word or sentence sounds in the target language (formal vs. informal, accuracy of a term in a given text type, etc.)”,⁵ which obviously impacts negatively on students’ self-confidence, making claims such as “[translating into English] makes me feel very insecure... not even when it is into Spanish, which is my first language, do I make perfect translations”.⁶ However, they are aware of how important training in this specific direction may be for their future careers, with statements like “as English is used worldwide in very different sectors (communications, business, etc.), translating into English is something that we will very likely have to do on a daily basis and that’s why it’s very important that we receive training”.⁷ Lastly, we could also attest that most final-year students did not know corpora and the few who did believed that they were only useful for terminological purposes but not as an aid for professional translators.

On the trainers’ part, diagnostic assessment included a focus group with the trainers participating in the project, which made it possible for the following topics to emerge: trainers believe that translating into English as L2 plays a very important role in today’s translation market and therefore it is crucial that the training offered at universities prepares prospect graduates to engage in this activity as successfully as possible and focus on the sectors where there is greater demand for this type of translations; trainers claim that the greatest difficulties in training students in translating into English as L2 include students’ poor language competence in English, the dearth of training hours (clearly insufficient for trainees to develop the necessary skills), and students’ lack of self-confidence and self-criticism; surprisingly, trainers admitted to having limited knowledge of corpus methodologies and only conceiving it as a tool for research, not for training and much less for professional practice (they had not previously used corpora in their translation into the L2 training and really doubted that they could be applied for purely professional purposes).

Before teaching students how to make the most of corpora when translating into English as L2, trainers had to be trained accordingly. Thus, the teachers who participated in this project attended a seminar – specifically organised and designed for this project – on the use of corpora in translation into the L2.⁸ This seminar provided translator trainers not only with a general overview of corpora (definition and typologies) and their application for translation-related aims (corpus-based and corpus-driven), but

⁵ Our translation of “La traducción hacia mi segunda lengua es más complicada [que la traducción a mi primera lengua] porque desconozco ciertos usos ni sé cómo suena una determinada palabra o frase en la lengua meta (formalidad, informalidad, corrección del término en un determinado tipo de texto, etc.)”.

⁶ Our translation of “[traducir al inglés] me hace sentir muy insegura... ni siquiera en español, que es mi primera lengua, hago siempre todo lo bien que debería”.

⁷ Our translation of “como el inglés se utiliza en todo el mundo en campos muy diversos (comunicaciones, negocios, etc.), traducir hacia el inglés es algo que con mucha probabilidad tendremos que hacer diariamente y por ello es importante recibir formación”.

⁸ Special thanks to Dr. Sánchez Ramos (University of Alcalá), who conducted this seminar at the UPO, for her valuable contribution to and involvement in the project.

also with assistance to design – and test the viability of – the translation assignments that they were to use with their students later on.

Once the trainers had been trained, it was time to involve students, the primary target of our project – and obviously training was once again the first step to be taken. Some theoretical and applied sessions were designed and delivered for students to become familiar with corpus methodologies and their applications and functionalities in relation to translation, especially as regards electronic, monolingual corpora and corpus management software. Special attention was paid to AntConc, the software they were to work with, which is described by their own developer as “a freeware corpus analysis toolkit for concordancing and text analysis” (Laurence 2018), and chiefly to its functionalities regarding concordances and collocations. Once they had completed this training, they were assigned to translate in groups (3–4) a semi-specialised text written in Spanish into English, using a corpus as an aid throughout the translation process. For this project, the text to be translated was an excerpt of an informed consent for cataract surgery issued by the Andalusian Regional Health Department (see Appendix 1). To help them to contextualise the assignment (e. g. variety of English required or preferred), we provided them with the following briefing: ‘a British citizen is to undergo a surgical procedure in a public hospital in Andalusia and must sign this informed consent. As it is written in Spanish and the patient does not speak this language, the hospital needs to have it translated into English’.

The choice of this text was not arbitrary, but deliberate. Firstly, informed consent forms are a magnificent specimen of hybrid texts, which “entail two-fold difficulties: on the one hand, they describe scientific procedures and techniques; on the other hand, they must show the reader that they comply with all rules and legislations in force” (Vázquez y del Árbol 2017: 218), and are one of the most frequently translated text types in healthcare settings in Spain (Lázaro Gutiérrez/Tejero González 2017: 105). Secondly, as they are addressed to the patient who is to undergo the surgical procedure, who will very likely be a lay person in terms of the subject matter, informed consents are not expected to be as highly specialised as other genres that reflect expert-to-expert communication (e. g. scientific journal articles). Therefore, we considered that the translation assignment was realistic (it was based on an authentic text, relevant in today’s market and doable for our trainees taking into account their profile).

In order to ensure that our students used the corpus consistently and efficiently, we gave them the following instructions:

- You must compile an electronic, monolingual corpus on the topic of the document (excerpt), using reliable, parallel texts in English or other relevant texts.⁹ The corpus must comprise 30,000–40,000 words.
- You must use not only the tools and resources you most commonly resort to (including dictionaries, Google, Linguee...) but also this corpus as a source for docu-

⁹ Students were given a template to assess the reliability of documents to feed their corpus, including parameters such as authorship, last update or nature of source (institutional or private).

mentation (for example, to verify terminological and phraseological options), with a view to justifying the decisions that are made throughout the translation process.

- You must write a report (4–5 pages) describing the corpus compilation process and providing examples of the usefulness of your corpus for your decision-making, for instance by showing screenshots of the information provided by your corpus that helped you to successfully resolve terminological and phraseological problems. You must also refer to the instances where the corpus was not useful in solving problematic units and specify which other resources or techniques were used to overcome them. Indicate, too, what time was allocated in the different translation stages (corpus compilation, corpus analysis, translation, revision, etc.) and what roles were played by every group member.

4.4 Most prominent results of the project

Assessment included different procedures, in order to examine the outcomes of the project from different perspectives (triangulation). Firstly, the translations carried out by our students (using their monolingual corpus) were assessed by trainers in the same way as assignments are assessed during the module. The result was crystal-clear: according to the trainers involved in this project, the corpus-assisted translations of the informed consent were of a better quality, especially in comparison with previous translations made by the students without the use of corpora.

As above mentioned, students had to submit a report on the usefulness of their corpus along with their translation, which clearly served as a retrospective evaluation tool. In general, most students stated that their electronic, monolingual corpora had been of great help as a resource to solve translation problems both at the terminological and especially the phraseological levels. As shown below in Figure 1, the information provided by their corpora came in very handy to verify phraseological units such as collocates, finding out the most usual collocation (*'under local anaesthesia'*) and avoiding phraseological calques (*'with local anaesthesia'*) to translate the Spanish phrase *"con anestesia local"*. In their report, students also pointed out the fact that their self-confidence had evidently increased because of their better decision-making thanks to the reliable information provided by their corpora. Another positive aspect mentioned by most students was that they had invested less time in compiling the corpus and analysing its information than they would have if they had gone about the translation assignment as they normally do (i. e. *googling* and checking parallel texts manually). Obviously, as otherwise expected, most students stated that their corpus could not have been the only resource to use, as they also had to resort to tools like dictionaries, terminological databases and Internet search engines.

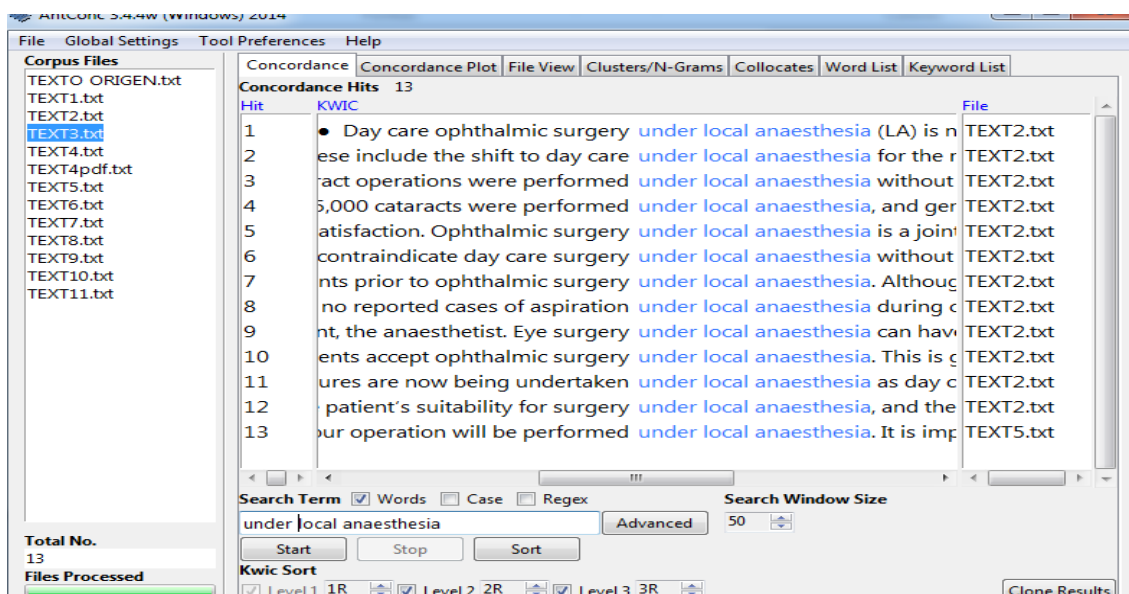


Fig. 1: Screenshot of the AntConc's Concordance functionality provided by students to illustrate the usefulness of corpora to verify phraseological units

After the submission of the assignment, students were also asked to complete a brief questionnaire to assess the activity. The questionnaire comprised two closed-ended questions (yes/no) about their previous use of corpora and the relevance of the activity, 10 closed questions (based on a Likert scale, with 5 answers ranging from strongly agree to strongly disagree) on the usefulness of corpora in translating into English as L2 (as elaborated below) and one open-ended question for suggestions for future editions. For the sake of brevity, we present the results obtained of the survey conducted among the students enrolled in one of the modules involved in the project,¹⁰ based on the 13 answers we obtained out of 18 students actually enrolled, which therefore can be considered representative.

The most prominent results are as follows: 12 respondents had never used corpora before and 11 stated that it has been very relevant to include an activity based on corpora as part of their translation into the L2 training; 12 respondents found corpora really useful as a source of terminological information (4 strongly agreed and 8 agreed) and all respondents found them useful at the phraseological level (8 strongly agreed and 5 agreed); 10 students believed that corpora offer more reliable search results than average Internet search engines (6 strongly agreed and 4 agreed); 10 students found that corpus methodology is more efficient than the *traditional* use of parallel texts (1 strongly agreed and 9 agreed); 12 respondents stated that corpora help translators to make better-justified decisions (7 strongly agreed and 5 agreed); 12 students found that corpora increase translators' self-confidence when translating into their L2; 10

¹⁰ Namely, the students enrolled in the module *Translation into English as L2* in the Joint Degree in Translation and Interpreting and Humanities, academic year 2016–2017.

students stated that the use of corpora enhanced their self-concept as professional translators (2 strongly agreed and 8 agreed); but only 7 thought that corpus methodologies can be used in real professional practice (3 strongly agreed and 4 agreed). The most salient results as to the open-ended question point to more in-depth training in corpora and translation in general, the application of corpus methodologies in more translation assignments, the use of corpora in translating into the L1 and more in-depth training in corpus management software.

5 Conclusions

At least in Spain and many other parts of the world, Translation graduates must be equipped with the necessary skills, attitudes and knowledge to successfully engage in translating into their L2. It is upon trainers to ensure that trainees make the most of their learning experience at university and develop the mechanisms that will help them to practice as professional translators and continue with their autonomous learning. As shown above, electronic corpora provide translators with very valuable information that can assist them in making fit-for-purpose decisions and thus producing better quality translations of specialised texts into their L2, at the terminological level but especially in terms of phraseological verification, specialised discursive patterns and textual features. This obviously has a positive bearing on their self-confidence (which is normally weaker than when they engage in translating into their L1) and their self-concept as professional translators, i. e., “how translators see themselves when translating, how they can perceive their roles and responsibilities as professionals in connection with an actual task” (Hunziker Heeb 2016: 76).

Corpus-assisted translating is more efficient than traditional search of parallel texts (especially, thanks to the reliability of the corpus and the search functionalities of the specific software) and consequently helps translators to make more informed decisions that can be justified on professional, objective grounds and on the basis of authentic linguistic material, thus overcoming the shortcomings of customary translation tools (dictionaries, databases, search engines, etc.). Incorporating corpus-methodologies to translation into the L2 training makes trainees aware of their advantages and functionalities and hence reduces the uncertainty and risk range that they face when conveying one specialised text from their L1 into their L2, fostering their autonomy, self-efficacy and professional self-confidence. Is this not what trainers are meant to achieve in current translation training approaches?

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Appendix 1

[...]

1.1 LO QUE USTED DEBE SABER:

EN QUÉ CONSISTE. PARA QUÉ SIRVE: La intervención a la que usted va a someterse consiste en la extracción del cristalino opacificado y su sustitución, siempre que sea posible por un cristalino artificial (lente intraocular) con una potencia específica y calculada para cada paciente.

CÓMO SE REALIZA: De forma habitual la extracción se realiza utilizando ultrasonidos que rompen la catarata, el material se extrae y se deja una zona para la colocación de la lente intraocular. Se realiza habitualmente con anestesia local (con gotas) o con inyección del anestésico por detrás del ojo. A veces es necesario realizar una anestesia general.

QUÉ EFECTOS LE PRODUCIRÁ: Durante la intervención, notará sensación de deslumbramiento, molestias leves, presión en la zona ocular. Tras la intervención, es normal la sensación de cuerpo extraño, enrojecimiento, lagrimeo, molestias al mover los ojos, visión borrosa... que irán mejorando al pasar los días y al aplicar el tratamiento que esté indicado.

EN QUÉ LE BENEFICIARÁ: Mejorará su calidad de visión, dependiendo de la existencia o no de otra patología implicada en el proceso de visión.

OTRAS ALTERNATIVAS DISPONIBLES EN SU CASO: El único tratamiento para la catarata es la intervención. En la mayoría de los casos no existe peligro si no se opera la catarata. A veces las cataratas muy maduras pueden producir aumentos de la presión intraocular o inflamación importante, que obligará a realizar una intervención urgente.

En su caso:

QUÉ RIESGOS TIENE: Cualquier actuación médica tiene riesgos. La mayor parte de las veces los riesgos no se materializan, y la intervención no produce daños o efectos secundarios indeseables. Pero a veces no es así. Por eso es importante que usted conozca los riesgos que pueden aparecer en este proceso o intervención.

Los derivados de la anestesia loco-regional y poco frecuentes (perforación del globo ocular con hemorragia intraocular, desprendimiento de retina, hemorragia orbitaria retroocular que pudiera hacer suspender la intervención. visión doble postoperatoria temporal o permanente, caída del párpado superior de carácter temporal o permanente).

[...]

[Words: 334]

[Source:

http://www.juntadeandalucia.es/salud/export/sites/csalud/galerias2/documentos/ci2/11_catarata.pdf; 15 February 2018]

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