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Boosting Translator Training by Comparing Linguistic Aspects

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The work presented in this MA thesis is, to the best of my knowledge and belief, original and my own work, except as acknowledged in the text. The work in this thesis has not been submitted, either in whole or in part, for a degree at this or any other university.

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Abstract

This thesis analyses the ELT panorama in order to optimise how this language is instructed in Spanish Translation faculties. In doing so, a general overview of different methodologies is presented, followed by an analysis of those applied and the input given at the forenamed institutions. Considering this, the dominance of the Communicative approach and a strong tendency to concentrate on enhancing communicative skills can be appreciated. However, since Translation studies use languages not only to communicate, but also to transfer meaning, linguistic comparison might be beneficial in ELT. This methodology would raise students' awareness on the differences of their pairs of languages, improving both their communicative and translation competences. Hence, a pedagogical analysis on contrastive linguistics and on its potential implementation areas is provided, followed by a sample presenting its application in grammar teaching. It is concluded that students would perceive languages individually and chances of negative transfer would be reduced, leading to translations of a superior quality.

Keywords: Methodology, Language teaching, Translation studies, Awareness, Interference, Contrast, Transfer, Contrastive Analysis.

Resumen

Este Trabajo Fin de Máster analiza el panorama de la enseñanza de lengua inglesa en un intento de mejorar su impartición en las facultades de traducción españolas. Para ello, se ofrece un resumen de diferentes metodologías y un análisis de las aplicadas en dichas instituciones, además de los contenidos que en ellas se enseñan. De esta forma, se puede observar el dominio del método comunicativo y una fuerte tendencia hacia la mejora de las habilidades comunicativas. Sin embargo, ya que los estudios en traducción utilizan los idiomas tanto para comunicación como para trasferir significado, la comparación lingüística puede resultar beneficiosa en la enseñanza de lenguas. Esta metodología haría al estudiante consciente de las diferencias entre pares lingüísticos, lo que mejoraría sus competencias comunicativa y traductora. Por consiguiente, se plantea un análisis pedagógico de la lingüística contrastiva y de las potenciales áreas de aplicación, ilustradas mediante un ejemplo de implementación en la enseñanza de gramática. Como conclusión, los estudiantes perciben las lenguas de forma individual, reduciendo las posibilidades de incurrir en transferencias negativas y dando lugar a traducciones de mayor calidad.

Palabras clave: Metodología, Enseñanza de lenguas, Estudios de Traducción, Conciencia, Interferencia, Contraste, Transferencia, Análisis contrastivo.

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It is in adversity when we finally realise who the real heroes of our lives are. This dissertation is dedicated to them.

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1. Introduction

"All translations are made up. Languages are different for a reason. You can't move ideas between them without losing something", states G. Willow Wilson in his fantasy novel *Alif the Unseen*. However, what this quote represents is not fiction, but a universal truth in the translation field instead. Each language unifies a complex network of, not only linguistic, but also cultural features that hinders the translation process and prevents the translator from conveying the same meaning to a different one. Nonetheless, a properly trained translator will strive to create a natural text, transferring the essence of the original to the new reader.

Translator training, however, implies the development of competences such as the translation one, integrated by other sub-competences, an example being the bilingual. The latter puts the fashion in which a language is taught in Translation faculties in the spotlight, since these professionals use them as their working tools. This implies that translators have specific needs regarding language acquisition, nevertheless, the linguistic instruction they receive has not been accommodated to them. Therefore, the following study analyses different language teaching methodologies, while also observing the current panorama in English language teaching in Spanish Translation faculties. Having done so, this dissertation delves into the potential linguistic comparison has when it comes to boosting the forenamed competence among others, concentrating on its pedagogical characteristics and the linguistic areas in which it can be applied in teaching. In an effort to illustrate how contrastive linguistics could improve translator training, a practical example of its implementation in grammar teaching is also provided. Considering this framework, the dissertation herein aims to support the application

of contrastive linguistics in English language teaching (ELT) for translation purposes as a means of addressing the specific needs prospective translators have.

2. Objectives

The study hereby presented analyses the panorama concerning English as a Second Language (ESL) teaching in Spanish Translation faculties in an effort to include contrastive analysis (CA) to improve the students' training. The jobs derived from the Translation and Interpreting field, whether it be translators, interpreters, or even cultural mediators, have the peculiar feature of dealing with two linguistic systems simultaneously. Hence, these professionals are subjected to the possibility of facing interference and negative transfer, specially at their formative stages. In the long run, this kind of mistakes in which the L2 influences the L1, for instance, can lessen the quality of their work, altering the meaning they have to convey.

Taking this into consideration, this dissertation aims to study different methodologies adopted in language teaching, while also analysing the content introduced. With this in mind, the potential usefulness of contrastive analysis is presented as a teaching methodology, looking at how it could be useful from a pedagogical perspective and locating the areas in which it can be applied according to the input students are currently given.

In the light of this, the following research is integrated by two main parts: a theoretical and a practical component. The first one constitutes a brief introduction to linguistic CA and its evolution in time along with the impact it has caused in the teaching field. The educational scene is then observed, looking at other methodologies applied in language teaching and concentrating on those that have special relevance in Spain. Regarding this last aspect, the content instructed is

analysed in order to find a potential area in which the comparison of linguistic systems can be beneficial for language teaching and acquisition. This paper then moves on to how contrastive analysis may have an effect in translator training, studying it from a pedagogical perspective in this teaching context, exploring the main areas of implementation within Translation studies, and its role withing English for Translation and Interpreting.

Once this part is covered, this dissertation moves on to a practical case, the second component, in which the comparison of languages could be applied in ELT in Translation faculties. At this point, grammar patterns have been chosen to illustrate how the introduction of this methodology could help improve the acquisition of grammatical content while dealing with British English and Spanish. With a view to do so, functional grammars and several corpora have been consulted.

Other resources on which this research paper is based are different articles on ELT, English as a Second Language (ESL), or CA, for example. Even though an effort has been made to find recent studies, it was considered necessary to support this research with former articles, as they have been found of special relevance.

3. Justification

Languages have always posed a challenge for both teachers and students. There is an immense variety of teaching approaches and teaching styles that attempt to provide the most beneficial conditions in which learners can acquire knowledge. In fact, vast research has been done regarding the approaches followed in language teaching, whether it be in having a certain tongue as a second language, as a foreign language, or for specific purposes. Concerning the latter, there is a major emphasis on teaching languages for medical or engineering purposes, for instance. However,

it is sensible to wonder about the approach followed in language instruction for those professionals who actually use languages as working tools.

Throughout this Master's Degree, English has been studied from different perspectives, that is, dealing with both linguistic and didactic aspects. Modules such as *Comparative Approaches to English Grammar* or *Methodological and Research Resources for English Language Teaching* ignited the interest to focus this research on teaching methodologies. Furthermore, having done a degree on Translation and Interpreting, different needs were observed in language teaching that could be addressed by applying other methodologies. In fact, the experience gained working as an intern at the Modern Languages, Translation and Interpreting Department at Swansea University (United Kingdom) also allowed me to realise that students usually recur to their L1 despite being encouraged not to do so. Some of the most remarkable examples of this tendency that reflect the use of the L1 affected grammar and lexis, as they used to literally transfer tenses or collocations, for instance. Nevertheless, this phenomenon can also occur in the opposite direction, that is, the L2 influencing the L1, as it is the case of translators.

Having this combination of elements, it was decided to explore the possibility of comparing linguistic aspects to improve translator training based on the knowledge acquired during the master's programme and the experience in both the translation and the teaching fields.

4. Theoretical Framework

In an effort to understand how comparing linguistic aspects may improve translators and interpreters' training, it is necessary to delve into CA and to go back to its roots in first place. This methodology dates back to the 1950s, when its underpinnings were set, having Lado's *Linguistics Across Cultures* as a main

reference work. This author indicated that similarities between a pair of languages could ease the process of acquisition for learners. When it comes to the differences, however, these could turn out to be more problematic, since their degree of difficulty is greater. In order to face these challenges, CA would play a relevant role in locating differences by means of comparing both languages if the L1 of the learner was taken into consideration (Lennon 1).

In CA's early stages, provided the fact that the student tended to replicate the structures appearing in his first language, it was thought that predicting possible problems could help avoid making mistakes. Nevertheless, in the words of Galiñanes (1-3), this theory was temporarily set aside as new approaches emerged, an example being error analysis. It was not until after World War II when scientifically described teaching materials gained ground, since there was a major interest in learning foreign languages. A prolific period in terms of contrastive analysis studies had begun (Fisiak 215-216).

According to Fisiak (407), the study of linguistic systems was then observed not only from a grammar-description perspective, but also from a functionalist point of view, as it was believed that language implied both rules and communicative purposes. The first perspective took a rather Chomskyan approach, since it was based in the existence of a universal grammar. Nevertheless, the functional one reflected on the manner in which language is used in order to express a certain meaning. In fact, this stream is becoming increasingly popular in language teaching, which can be observed in the fact that many students' books are incorporating functional language to their content, for example.

In this line of thought, Rivers (156-157) indicates that the aforementioned functional approach can also be useful to elaborate materials through the creation of

a presentation sequence which suits certain pedagogical purposes. However, CA would not only affect the organisation of the content, but also the content itself. The learner would be able to acquire the foreign language by comparison rather than by merely finding equivalents to his L1.

From a linguistic point of view, the functional stream has been studied by many authors who have contributed to attain an accurate classification of language functions that could later be reflected in the teaching process.

According to Chesterman (64), different taxonomies have been proposed to organise the three main functions of language established by Bühler, who believed that linguistic systems are an organ that allows human beings to communicate ideas. The forenamed functions were representation, self-expression, and influence in the receiver. Following this very same trend, Halliday's taxonomy has gained importance, since it is organised according to the objective with which language is uttered. Consequently, language can be divided into the next three categories: ideational, interpersonal, and textual. This classification has had a high relevance in general language theory and some other areas in which it has been applied, take for example lexicogrammar.

Nevertheless, it is worth highlighting that the idea of functional language has had a significant impact in the elaboration of materials such as grammars, Bondarko's being a remarkable example. This kind of resources blend both a pragmatical and a semantic view of language, relying not only on its rules but also on the context in which it is uttered. In so doing, students can perceive the communicative purpose of language.

Furthermore, CA still plays a significant role not only in the teaching process itself, but also in how materials are designed. The fact that it puts both languages

face to face forces the student to perceive them as individual systems, which could prevent them from using the L1 as a reference.

At the international level, many works concentrating on functional language teaching and linguistic comparison have been published in the last two decades, concentrating on several aspects, take for instance that they boost language awareness (James 1-20), that they have been added to teacher training programmes, and even that many university materials are developed based on them (Gast 2-3).

In the words of Gast (4), this methodology is rapidly gaining importance and becoming tightly linked to other disciplines such as corpus linguistics, with which it has been bonded for a few years in order to observe language performance through quantitative data.

Regarding the national panorama, vast research has been done among pairs of languages and within different fields to study specific aspects of each linguistic system, having Carrasco and Navarro (255-268) as relevant researchers in English language teaching for translation and interpreting purposes. In fact, some of their studies, especially Carrasco's, deal with the development of materials in this sort of language teaching and how to boost linguistic competences in Translation professionals by means of CA.

4.1 Existing Methodologies in Language Teaching for Translator Training

Language teaching has been a rough sea for many years. An immense range of streams arose in an attempt to provide the best conditions in which a learner can acquire a new linguistic system. In fact, these streams are constantly evolving, including and setting aside aspects in an effort to boost language learning. Nevertheless, having translation and interpreting as a rather young discipline within university undergraduate programmes, it can be appreciated that language teaching

in this field has not differed much from that applied to a standard learner. In the following lines, some of the most remarkable methodologies are presented in chronological order to observe the evolution of language teaching and the different approaches towards the latter.

Foreign language teaching methods started in the 1940s, having a receptive approach, that is, they focused on allowing the student to be able to understand what was being said. It is in this category in which the Grammar-Translation approach is found, although it is mainly used to teach languages such as Latin and it is nowadays considered to be slightly *démodé*. However, it is occasionally used, generally combined with other methodologies in an effort to take advantage of some of its tasks, translation exercises being an example (Colina 2).

A few years later, language learning theories drifted away to a more communicative aim according to which students were expected to both receive and produce language. As such, other methodologies emerged to meet the linguistic needs of the population while also moving towards a behaviourist basis. In the light of this, language acquisition was seen as a matter of habit formation. Hence, foreign language learning implied rising above the structures of the first language and leaving behind the habits associated to the latter in order to give room to a new linguistic system.

Once this nebula of new methodologies appeared, CA broke into this brand-new scenario, highlighting similarities and differences among languages while putting special emphasis on the effects of transfer and interference. These became notorious concepts to take into consideration in language teaching, for they dealt with the role played by the L1 in the foreign language that was being learnt. In this line of thought, CA as a teaching methodology attempted to raise awareness on linguistic

differences by providing the student with knowledge about the language itself (Colina 4).

Nourishing from CA and behaviourist psychology, other methodologies such as the Audiolingual method arose. The latter was first designed to instruct soldiers during World War II, although it became very popular among teachers all over the United States. This methodology aimed at the development of the four skills, however, there was a significant tendency towards improving listening and speaking first. Students were told not to utter anything they had not come across previously, which set high importance on drilling and memorisation. Such learning approach implied the institution of an automatic version of the language in the student's mindset, not allowing him to utter language naturally, but to produce prefabricated instances of the latter instead (Benseler & Schulz 89). In doing this, the learner would not be able to participate in a natural communicative event, since he had only been taught set structures and any modulations in speech could lead to the interruption of communication.

Despite the limitations derived from this method, Audiolingualism introduced one of the two main kinds of teaching materials nowadays used, that is, the pedagogical one, for it was specifically designed for learning purposes (Xiangdong 4).

After the Audiolingual Method, language teaching faced the rise of many other methodologies, take for example the Direct method, which completely set aside the L1, the Silent Way, which used coloured rods to aid phonetic and lexis teaching, or even Suggestopedia, which focused on creating an adequate environment to boost cognitive processes by means of positive suggestion (Benseler & Schulz 90-91).

Such a long trajectory eventually took teaching to the Communicative approach, which has grown to be one of the most popular methodologies in foreign language teaching. Its focus lied on the so-called communicative competence, that is, in providing the student with the necessary input thus he or she can participate in meaningful communicative events, being able to adapt the speech to the receivers and the context in which it takes place. Having this objective in mind, the L1 is generally rejected from the foreign language class.

Moreover, along with this method came the second kind of teaching materials, the opposite to the pedagogical ones. This type of materials, known as *realia*, supported the use of authentic language, which implied approaching genuine utterances that had been produced during actual communicative events. In doing this, students would be instructed with real language that had not been designed for teaching but simply to communicate (Xiangdong 4).

As a result of this teaching approach, the different competences are developed by using exclusively the new linguistic system while relying on authentic materials that provide a realistic representation of the language (Swan 2-4).

It is due to the emphasis this methodology places on the communicative competence that it has spread among language teachers in translation faculties in the last years, for it provides the varied and realistic input a translator or interpreter will possibly need in order to transfer a message from a given language to another.

There is, however, another trend that actually defends the fact that translators require a specific training in language when it comes to English, that is, English for Translation and Interpreting (ETI). According to this specific approach, the main aim is to develop the translation competence, which is integrated by several sub-competences: bilingual,   instrumental,   strategic,   extra-linguistic,

psychophysiological, and the translation or transfer sub-competence itself. Nevertheless, language teaching has been disregarded in Translation Studies, becoming very similar to the way in which linguistic systems are taught in Philology Faculties, even though they have very different purposes in each of them.

When it comes to this teaching approach, little work has been done in developing ETI materials, however, leading lights in this field, like Berenguer or Nord, point out that these materials should be strongly based on contrastive analysis. Nonetheless, research is still to be done regarding this scope (Carrasco & Navarro 256-258).

4.2 ELT and Input Provided in Spanish Translation Faculties

Taking into consideration that, despite the recent emergence of ETI, the most common methodology applied in English language teaching in Translation faculties is the Communicative approach, the following lines will briefly analyse the content that is being offered within these faculties. In doing so, different English module guides of 19 public faculties of Translation and Interpreting in the country have been observed. Additionally, it is worth mentioning that all of them are integrated by several active researchers and language teachers within the translation field.

When looking at the different guides concerning English as a second language in these faculties, it can be appreciated that one of the content items in which most emphasis is put is grammar, focusing on patterns such as the passive voice or phrasal verbs, as it is the case of the University of Murcia among many others. In addition, other aspects they all pay attention to are lexis, idioms, and collocations. In the light of this, there seems to be a clear interest in teaching the formal aspects of the English language, providing a strong linguistic input, which is the basis of every translation project.

However, it must be pointed out that Translation faculties such as that of the University of País Vasco or the University of Granada also include phonetics and instruction on pronunciation in their programmes, attending to the oral level of speech. Following this line of thought, linguistic varieties also seem to attract the attention of language teachers within these faculties. In an effort to train the prospective translators and interpreters on this field, learners are given audiovisual materials, thus they become familiar with different dialects and accents. The development of these activities can have a significant impact on the student, especially on those interested in working as interpreters, for it is very likely they will have to intervene in situations in which different accents and linguistic backgrounds are involved. Hence, introducing learners to these varieties constitutes a useful choice worth investing time in. This is due to the fact that it raises awareness on differences within a linguistic system and allows them to be slightly more prepared to face interpretations beyond the standard language.

Moreover, functional language is also becoming increasingly popular in English language teaching within Translation faculties, a relevant example of this being the University of País Vasco, in which students are presented the association of linguistic utterances to the purpose with which they were produced. Therefore, language is presented as a means to communicate something in a given context rather than just a group of rules that must be followed. Taking this into consideration, future translators are taught that there are several expressions, for instance, that are likely to be used in a certain situation, which will help them convey meaning in an accurate manner.

Other faculties, such as the University of Valladolid, also devote some time to work on error correction during the lectures, which makes the students aware of common mistakes and, consequently, will help learners avoid making them.

In addition to the study of the syntactic and grammatical levels of language, there seems to be a general tendency towards working on discourse analysis as well. It is the case of the University of Granada or the University of Las Palmas de Gran Canaria, for example, in which texts from different fields and levels of specialty are observed by the students in order to familiarise themselves with extra-linguistic aspects of each kind of discourse. In so doing, they will feel more at ease when working with texts such as financial statements, testaments, or medical reports, as they will be able to recognise features like the format, structure, and style, which will improve the quality of their translations.

Besides the linguistic and extra-linguistic aspects, the majority of this modules also attempt to provide cultural knowledge regarding the countries in which the language under study is spoken. Therefore, the students will also be familiar with the traditions and behaviour of the native speakers.

Furthermore, all the analysed faculties try to boost the four linguistic competences, that is, reading, listening, writing, and speaking, in an effort to provide the students with the receptive and productive skills they need to interact in a communicative event. To do so, they have chosen the Communicative Language Teaching approach as the main methodology to be followed in the English language class. According to the module guides published, teachers seem to lean towards task-based learning, boosting the importance of carrying out different exercises during each session, either individually or in a cooperative fashion. Among this kind of activities, tasks such as guided debates and materials based on authentic language

can be found in these lectures, offering a multimodal and interdisciplinary perspective. As a consequence, it can be assumed that this approach towards language teaching provides the students with the essential skills they require to be able to communicate fluently along with other competences such as the strategic or the problem-solving ones. Notwithstanding the foregoing, the translation competence seems to be slightly left behind, which reinforces Hernández Guerra and Cruz García's (16-17) idea that language teaching in Translation faculties has accommodated to that of Philology undergraduate programmes.

In this framework, CA seems not to have a very representative role if compared to the presence it has in language studies, in which it is widely used and associated to other disciplines. Hence, the potential benefits it can offer to this translation and interpreting purposes are slightly lost. Nevertheless, provided the fact that ETI is still an approach under development, it is likely that CA will soon gain more ground in language teaching in Translation programmes.

The following lines will offer a clearer view on how comparing linguistic aspects and the use of functional language can and should be incorporated in the translation and interpreting field.

5. Contrastive Analysis as a Language Teaching Methodology in Translator Training

Taking the previous information into consideration, it can be observed that contrastive analysis as an ELT methodology has not been very integrated in Translation studies despite the numerous linguistic aspects that are taught. Nevertheless, as it has been already mentioned, the recent emergence of ETI is putting linguistic comparison back on the table. The supremacy of the Communicative approach, however, is still remarkable, although it might not be the

most appropriate one when it comes to translator instruction. Hence, the following lines will be devoted to the study of CA from a pedagogical perspective.

Translation professionals require a linguistic knowledge concentrating on the translation competence, as languages are their working tools. As a consequence, their needs are not comparable to those of a standard learner acquiring a new language for communicative purposes. Translators and interpreters use, not one, but two linguistics systems simultaneously in an effort to convey meaning accurately between both of them, which raises the issues of negative transfer and interlanguage as potential threats to their work. These two concepts, also acknowledged by CA and other language learning theories, imply that one language is likely to influence the other during the translation process. However, as indicated by Perkins and Solomon (4), negative transfer is usually more problematic at the first stages of learning about something new and is eventually overcome with practice.

Nevertheless, looking at the linguistic instruction translators receive and their common mistakes in the translation process, it could be possible to address this negative transfer sooner, that is, when they are starting to acquire the translation competence. In so doing, the use of the L1 Spanish and the L2 English would be imperative in the L2 English class.

There is no wonder that the L1 of any language student is a factor shaping his cognitive processes, therefore, as Mickiewicz (16) states, it cannot be ignored nor eliminated from the L2 learning process. The coexistence of these two elements, however, may lead to the appearance of retroactive inhibition, that is, recently acquired knowledge interfering with already settled information. In the case of prospective translators and interpreters, this phenomenon is visible whenever they

have to transfer information from the L2 into the L1. This idea will be illustrated with the next example:

1. The paper was handed by John.

This statement can be easily recognised by any intermediate English learner, for it simply describes the action of someone handing a document. If a hypothetical L1 Spanish student of English is asked to translate this sentence into Spanish, it is very likely that the outcome will be:

2. *El documento fue entregado por John.* [The paper was handed by John.]

The student will have successfully recognised the passive voice and transferred it into his first language. However, if this very same sentence is translated by a professional translator, it is highly possible that the resulting statement will be the following one:

3. *John entregó el documento*. [John handed the document.]

The resulting translation is different from that of the standard learner because, even though the meaning is the same, the translator has been able to recognise that the passive voice is not frequently used in Spanish and, consequently, has turned it into an active sentence. This decision can be perceived as the outcome of a highly developed translation competence, for it allows the professional to know the differences between both linguistic systems. On this basis, the translator knows that, even though passives are the formal structure in English par excellence, they are not common in Spanish. Hence, a literal translation would not sound natural to the reader, which would imply that the translated text is of poor quality.

This sort of influence, that is, the L2 interfering with the L1, has been observed in translation students when it came to transferring other linguistic aspects as well, the use of gerunds being another example. It would be reasonable to believe that the

cause of this interference lies in the fact that, at their formative stages, students do not see how different linguistic patterns behave in each language and struggle finding the appropriate equivalent. Said difficulty may be due to the use of transferable patterns in L2 grammar teaching, stablishing a set structure in the students' minds that hinders a natural translation of the pattern under study into the L1. Following this line of thought, in his work *English for Translation and Interpreting: A Cognitive and Methodological Framework of Reference for Materials Analysis and Development*, Carrasco (111) suggests using a contrastive basis to avoid calques and improve expression and comprehension regarding specialised texts, for example.

In applying contrastive linguistics to ELT in translator training, it is possible to raise the students' awareness regarding the relations between the L1 and the L2, as Ruzhekova-Rogozherova (175) indicates. Consequently, introducing this methodology would help prospective translators to be more conscious about the differences and similarities among languages, speeding up the pace at which they acquire the translation competence. Furthermore, this awareness would boost the learning process of the foreign language as it would help the student to recognise patterns with ease by simply recalling how they compare to those in the L1. As a result, the quality of the students' translations would be improved and more time could be devoted to polishing other relevant issues in the language course.

In short, taking into consideration that the influence of the L2 is unavoidable to a certain extent, implementing contrastive linguistics in translator training could facilitate the acquisition of the translation competence. Locating common translation mistakes made by students would also boost language learning by the quick identification of linguistic equivalences.

5.1 Potential Areas of Implementation

Following this very same train of ideas, it is necessary to locate the areas in which contrastive linguistics can be applied in ELT. Thus, they can be narrowed down to the ones in which it could be especially useful to present content in translator training. Nevertheless, it is necessary to establish a major division regarding contrastive linguistics first, that is, the theoretical and the applied grounds. As Jaszczolt (111) points out, the theoretical division deals with any linguistic aspect that can be analysed, take for example, pragmatics, syntax, or phonetics. On the other hand, the applied field refers to any discipline in which CA can be integrated, which includes translation or language acquisition.

In mixing both categories, CA could be applied to ELT in translator training in accordance with the contents that are taught. Therefore, there are several aspects that could be covered by using this methodology in ELT for translators, these being the contents mentioned in section 4.2: grammar, pragmatics, discourse, or phonetics, for instance. The integration of CA within these areas will be briefly analysed in the following lines.

When it comes to the didactic application of CA in grammar teaching, it is necessary to understand the structures that appear in both languages, how these linguistic systems make use of them, and the purposes according to which they are uttered (if the materials to be presented follow the functionalist stream). This last point is of special relevance in translation studies, since the translator has to know when and why the language uses a certain structure in an effort to transfer meaning in a natural, yet accurate, fashion. Along with this functional factor, rules and structural descriptions would also be relevant to acquire a high linguistic competence in the L1 Spanish and the L2 English (Stockwell 16).

Another area that stands out in ELT courses in Translation studies is pragmatics. This discipline could also be approached from a contrastive perspective, raising students' awareness on how the cultures associated to the L1 and the L2 behave. In doing this, learners would be able to understand the principles governing communicative events as compared to the ones linked to their own mother tongue. Furthermore, studying pragmatics from an intercultural and contrastive point of view could not only be linked to the applications of functional language, but also boost the translation competence by enhancing the students' cultural knowledge (Pütz & Neff-Aertselaer 9-10).

Discourse being another potential area of implementation, the comparison of texts among languages might also improve both cultural and linguistic knowledge when it comes to produce and receive language. Discourse analysis has become an essential part of language teaching, for it delves into how language is presented in a coherent fashion, following a certain structure depending on the type of text. However, from a didactic point of view, it might be interesting to present it to translation students, showing them comparable texts, so that they are given the chance to analyse and assimilate how the same meaning can be presented in different ways by different cultures (Kramsch 1-3).

Another relevant item that is taught in translation faculties and that could take advantage of contrastive linguistics is phonology. This linguistic component could be taught by comparing the phonemes of a language to those in a different one. In doing this, after a thorough analysis, a major emphasis could be put on the phonemes that differ the most in the L2 from those in the L1, improving receptive and productive skills at the spoken level.

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Considering this, it is clear that the didactic applications of contrastive linguistics reach nearly everything related to the language. Nevertheless, in order to benefit from linguistic comparison in ELT in Translation studies, CA could be combined with other methodologies such as the so-called Communicative approach, in an attempt to provide a balance between the translation and the communicative competence. Hence, the areas in which CA could be most beneficial should be narrowed down, so that it contributes to the elusion of translation mistakes and eases acquisition in an efficient manner. In fact, it is by locating common mistakes derived from interference, defined as the influence of the L1 in the L2, in translation, that the didactic application of contrastive linguistics could concentrate on specific aspects.

As I have observed throughout the past years and as Férriz and Sans (40-41) indicate, some of the most common mistakes made by students regarding their translations from the L2 to their L1 affect grammar and lexis, leading to wrong meaning transfer. Additionally, students sometimes struggle at the pragmatic level as well, for instance, not being able to identify genres.

Taking the previous information into consideration, this section has been devoted to explore some areas in which CA could be applied in translator training. However, having grammar as one of the linguistic components in which negative transfer especially affects students' translations, further research will be carried out in section 6.

5.2 Contrastive Analysis in English for Translation and Interpreting

Before moving on to a specific application that illustrates the use of contrastive linguistics in ELT in translator training, it is worth exploring the role CA could play in the emerging approach of English for Translation and Interpreting. Despite its

youth and the scarce research on the field, this approach could change how English is taught in these faculties, addressing translators' linguistics needs in a more precise fashion. Furthermore, it would focus on the translation competence, while also enhancing the communicative one. ETI, as Carrasco (*English for Translation and Interpreting: A framework of reference* 127) states, would improve the bilingual sub-competence by concentrating on texts, registers, language varieties or functions, for example, of different kinds. Additionally, it would address translation issues and processes along with pragmatical aspects of the language. Moreover, it would provide awareness on contrasting the working pair of languages at all linguistic levels.

Even though these approach towards ELT has been under-researched, many authors have claimed the need for a specific form of linguistic instruction for translators and a few have dug dipper in the role contrastive linguistics would play within this framework. In fact, some, as Carter (64-65), have pointed out that it would be fundamental to make the students reflect about each language and the way they work. For this purpose, comparison with the mother tongue would be necessary.

Implementing CA in ETI in an attempt to teach purely linguistic aspects on the tongue under study would make the students aware of it, limiting the extent to which negative transfer affects their translations. Hence, using CA as a methodology in this approach could offer a strong linguistic input, which would boost the bilingual sub-competence. In combining this with the other items suggested by Carrasco (127), ETI would be providing prospective translators with the skill and knowledge they require to become accurate professionals.

Nevertheless, a significant amount of research should be done in an effort to develop ETI materials, mainly those based on CA, for the analytical stage in which the language is studied would have to be presented in a didactic manner, so that it is comprehensible and not too dense for the student to understand.

By this token, the next section attempts to provide a glimpse of how CA could be implemented in ELT in translator training, even in ETI, by exploring the process grammar would undergo if it were to be taught under this frame.

6. Teaching Grammar in Translation and Interpreting from a Contrastive Perspective

As it has been previously mentioned, grammar is one of the most common linguistic components taught in ELT courses in the Spanish Translation faculties. Further, it is one of the potential areas in which contrastive linguistics could be used to improve translator training, especially since students seem to be sensitive to its transfer and, therefore, make more mistakes due to linguistic interference (García 93). Morphosyntactic errors in students' translations could be addressed by presenting grammar patterns in both languages and providing information about the purpose they serve in each language. Therefore, the implementation of CA to grammar teaching in ELT in translator training will be explained in this section, taking a common mistake as a guide throughout the process. In doing this, the first stage will provide a glimpse of a theoretical analysis of the pattern, moving on to its frequency in realia, and continuing with how it could be presented to students.

Before applying CA to grammar teaching, it is necessary to locate a pattern that is usually problematic and poorly adapted in the target text. In the words of García (97), a frequent mistake is the excessive use of the passive voice in Spanish translations. This is the result of a remarkable influence of the L2 English, used in

the source text, in the L1 Spanish, in which the translation is written, and of a lack of formal knowledge on the mother tongue, as Delisle (231) indicates. Hence, the translation and use of passives have been chosen to illustrate how contrastive grammar may improve translator training.

When it comes to teaching grammar, theoretical aspects must be clearly presented. In order to analyse the grammatical pattern under study, that is, in this case, the passive voice, it would be necessary to rely on grammars from both languages. Regarding L1 Spanish, the *Nueva Gramática de la Lengua Española* (4734-4739), can be a useful resource to abstract an accurate description of the pattern. However, it would be necessary to adapt the information, so that it can be easily understood by the student. Since this situation would be the same with the L2 British English, Quirk's (57-60) functional grammar will support the second language. Table 1 will contrast both languages in a descriptive fashion.

	Passive voice in L1 Spanish	Passive voice in L2 British English
What is it for?	Description of the relationship between subject and object.	Description of the relationship between subject and object.
Formal characteristics	Exclusive use of transitive verbs. Object in active voice becomes subject and agrees with verb in number and person. Different types of	Use of transitive and intransitive verbs. Indirect object becomes subject or direct object becomes subject Different types of

	passives: periphrastic, reflexive, not reflexive impersonal, reflexive impersonal, etc.	passives: semi-passive, central-passive, pseudo-passive.
Structure (They both tend to follow the SVO pattern)	Subject + (*ser/ estar, etc*[conjugated]) + participle) or (pronoun *se* + verb) + the rest of the sentence. Agent phrase introduced by *por*.	Subject + *to be* (conjugated) + past participle + the rest of the sentence Agent phrase introduced by *by*.
When is it used?	Used in literature or written media (formal). Not very common, the active voice is dominant in Spanish.	Used in formal texts, technical and scientific descriptions.
Examples	*Se comieron una manzana cada uno.* [An apple was eaten by each of them.] *El cuadro fue vendido el pasado martes por su propietario.* [The painting was sold last Tuesday by his owner.]	He was considered a pioneer in his field. The speech was given by the queen.

Table 1. Compared passive voice. Theoretical description

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As it can be appreciated, the same pattern in L1 Spanish and L2 British English shows a number of similarities, but also a few differences, such as its frequency of use of its formation among others. Further, devoting some time to study when the pattern, in this case, the passive voice, is used could help prospective translators to convey meaning in a more natural manner, not using it excessively. As a consequence, providing the student with compared input makes him aware about the fact that the same pattern may be formed and behave differently, increasing his formal knowledge on both his L1 and his L2.

Having gone through the theoretical analysis of the forenamed grammatical pattern in both languages, it would be interesting to observe a more natural representation of it by means of corpora. In doing this, the students are given the chance to see in which contexts the passive voice is used and the frequency with which it is uttered. Therefore, corpora of untranslated texts such as the Corpus de Referencia del Español Actual (CREA) or the British National Corpus (BNC) can be consulted introducing a verb in the L2 and its equivalent in the L1, both in passive voice. These provide a reliable representation of the use of the pattern under study in real communicative events. The following table will illustrate the frequency and areas in which passives can be found in British English and Spanish from Spain regarding several verbs and tenses.

Verb	No. of hits in the L1	No. of hits in the L2
Proporcionar (es proporcionado) / To provide (is provided)	6 cases In botany, technology, and literature.	1114 cases In politics, law, and advertising.

	8 cases In music, astronomy, history, and psychology.	38 cases In commerce, prose, politics, and administration.
Adquirir (ha sido adquirido) / To acquire (has been acquired)		
Vender (será vendido)/ To sell (will be sold)	4 cases In social sciences, politics, and health.	163 cases In arts, commerce, science, and engineering.

Table 2. Sample search of passives in L1 and L2

As it can be observed, the previous instances provide an example of the fact that the frequency of the passive voice in Spanish is remarkably lower than in English. The use of different tenses also indicates that it is not a common pattern in the L1, which implies a tendency towards active sentences. Considering this, translation students would become aware that, even though the source text in the L2 uses passives abundantly, the target text in the L1 is likely not to present as many cases, for it would not sound natural. As a consequence, the translation competence would be improved by increasing the bilingual sub-competence, as students would recognise the pattern and transform it into a more natural equivalent.

Nevertheless, the mere presentation of formal aspects of the grammatical pattern and its use as shown by corpora might not be very appealing to the student. Hence, it would be necessary to take a more didactic approach, thus the content can be acquired with ease and in an engaging manner.

There is no wonder that the approach of a specific methodology is a decision to be taken by the teacher; however, if CA is used, he or she must also locate the patterns which are associated to a major negative transfer in the students'

translations. Having done so, exercises could be prepared to teach the pattern in an inductive way, leading to the final presentation of its theoretical aspects to consolidate formal knowledge and raise awareness on the pattern's translation equivalents.

Additionally, the next step, dealing with corpora, could be introduced following a flipped-class perspective. In so doing, the students would make some research before the ELT lecture regarding the functions and frequency of utterance of the pattern, identifying the fields or registers in which it is produced. After a thorough study, they could present the conclusions they have come up with. As such, cooperative learning would take place in a multimodal and interdisciplinary manner.

Taking all this into consideration, the implementation of CA in grammar teaching could be an effective way of enhancing the translation competence and the bilingual sub-competence for the prospective translators and interpreters. Nonetheless, ELT for translator training should not be reduced to the application of contrastive linguistics as a methodology, in fact, combining it with others could benefit the students while boosting other competences such as the communicative one. The blending of methodologies, if applied appropriately to the content to be taught, could create a different learning environment propelling the students' professional and academic development.

7. Conclusions

In view of this study, ELT in Spanish Translation faculties has adopted the manner in which it is taught in Philology, not addressing specific competences, such as the translation one, but sticking to improving communicative skills. Nonetheless, among the vast range of teaching methodologies that have been developed, contrastive linguistics could be especially beneficial in translator training, since it

raises awareness on the different languages the student is dealing with, while also boosting language acquisition and improving both the translation and the communicative competences. There is no wonder that the creation of an optimal learning environment could require the combination of different methodologies, however, with respect to ELT in translator training, CA should be one of them. The benefits it provides from a pedagogical perspective are tightly linked to the academic development of the student in the translation field. Even though, as it has been said, it could be considered dense at some levels by the student, if this methodology is presented in a more dynamic fashion, it can be highly effective in language learning. As it has already been indicated, the variety of areas in which it can be applied within the translation field makes of CA a very versatile methodology ready to propel the students' translation skills.

Furthermore, in pushing forward the horizon of ELT in Translation faculties, CA could become a cornerstone for ETI, setting the underpinnings of the way in which the English language would be taught according to these specific purposes. Nevertheless, research is yet to be done in this respect, not necessarily focusing on the role played by CA in ETI, but also on other fields such as its didactic presentation through new technologies, for example. Language teaching in translator training needs to keep moving forward and, to do so, the didactic applications of contrastive linguistics might be worth exploring.

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