



The Changing Scene in World Languages

AMERICAN TRANSLATORS ASSOCIATION
SCHOLARLY MONOGRAPH *Series*

Volume IX 1997

OFFPRINT

Implications of Multilingualism in the European Union for Translator Training in Spain

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Introduction

This paper will deal with the implications for translator training in Spanish universities for multi-language situations. In order to situate the reader, we will first refer to the political circumstances of the European Union, its linguistic policy, the academic cooperation activities it has promoted, and to the situation of translator training in Spain. The practical experience we will base our comments on is from our teaching at the University of Granada in the School of Translating and Interpreting. We should perhaps mention at this point that Granada is in the monolingual Castilian-speaking region of Andalusia, and that our experience will for this reason differ slightly from that of those translator training departments and schools situated in bilingual parts of Spain such as Catalonia, Valencia, Galicia or the Basque Country, where courses usually include the possibility of working with two "A" languages or mother tongues.

The European Union¹

The European Union (EU, previously European Community and European Economic Community) currently uses, for its 15 member states, 11 official languages

This is an offprint from:

Marian B. Labrum (ed.)

The Changing Scene in World Languages

John Benjamins Publishing Company

Amsterdam/Philadelphia

1997

(Published as Vol. IX of the American Translators Association Scholarly Monograph Series)

ISSN 0890-4111 / ISBN 90 272 3184 2 (Eur) / 1-55619-628-8 (USA)

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(Danish, English, Finnish, Flemish, French, German, Greek, Italian, Portuguese, Spanish, and Swedish), which give rise to 110 different linguistic combinations, as well as non-official languages such as Catalan, Irish and Letzeburgesch. Within distances which may be covered in a single day by car, in Europe we can come across up to five different languages, whereas in other continents it is possible to travel for more than a week using only one language. The opening of the EU to the countries of the ex-eastern bloc after the end of the Cold War may mean that, by the year 2005, countries such as Hungary, Poland, the Czech Republic, Slovakia, Slovenia, Bulgaria, Romania and perhaps also the Baltic States of Lithuania, Estonia and Latvia will join the Union. This would lead to around twenty official and working languages, amongst them some with non-Latin alphabets. If we further take into account the particularly close relations between the EU and its neighboring states (some of which have indicated possible interest in joining), such as Morocco, Turkey, Israel or Malta, the multi-language context in which we are situated becomes even more complex.

The organizational needs which such a multi-language situation poses are tremendous. The EU has some 2500 translators and some 900 interpreters. One of its main bodies, the Commission, has, on its own, the largest translation service in the world. But although this Multilingualism is costly from a financial point of view, it is an unquestionable asset. Citizens, firms and states have the right to address the EU's institutions and receive replies in the language of their choice. EU law directly affects citizens' lives to a great extent, and must therefore be written in all the official languages. From a political point of view, any reduction in the number of official languages would make some citizens "freer" than others and would render the institutions less representative. From an economic point of view, firms would not have equal opportunities, as a reduction in the number of official languages would oblige the firms affected to take on extra language service costs. From an ideological point of view, the principles of pluralism, democracy and equality which govern the life of the EU would be seriously damaged without this Multilingualism. The EU would not have reached the levels of integration of its member states had it attempted to become a traditional hegemonic superstate imposing a single language, and shown less respect for the different cultural identities which coexist within it. The alternatives of armed conflict, or the assimilation of a single imposed language, foreign for most of those forced to speak it, even if it is already used as a *lingua franca* in certain circles, would clearly be much more costly than the maintenance of Europe's multilingualism.

Consequences at the National Level in Spain

Translation is in fashion in Spain. The number of translation services available has multiplied, as has the demand for professionals.

Translation Services Available

Trade relations, the growing presence of EU citizens in our country, the revolution in communications and the need to cover the language services of the EU institutions are all factors which have substantially increased the need to translate and interpret in Spain in recent years. Alongside these factors, over the past few years Spain has also received citizens from non-EU countries (especially from North Africa, but also from China, Pakistan and eastern Europe) who have settled in our country, giving rise to other needs for translating and interpreting services. This situation has led to the appearance of professional categories which did not exist previously, such as the community interpreter: some of our students and graduates offer this service on work placements in hospitals and at police stations.

The Professional Market

The translating and interpreting professions in Spain have two basic challenges to meet:

1. freedom of movement within the EU;
2. the arrival on the market of graduates from the new four-year university courses in Translating and Interpreting.

Freedom of movement

Neither translating nor interpreting is a regulated profession in Spain, and anyone is free to practice the profession without any prior requirement. The few exceptions to this rule are sworn translation, public administration posts (with entry requirements depending on their administrative characteristics), and finally jobs such as those in international organizations which require a specific academic qualification, occasionally a degree in Translating and Interpreting.

Free movement of workers within the EU implies that professional translators and interpreters from other member states have gradually become part of the Spanish market. Any public job is now open to nationals of any EU state, in

accordance with EU law. Thus the new regulations governing the activity of sworn translating and interpreting, published in 1996, allow nationals of all states belonging to the European Economic Area (the EU plus the members of European Free Trade Association, EFTA, which have not joined the EU) to have access to official appointment by the Ministry of Foreign Affairs. Colleagues from other countries may offer very different professional profiles to Spaniards', particularly regarding the number of foreign languages which they work with. In Spanish secondary education only one foreign language is compulsory, and others are on occasion not even available as options. Bilingualism where it exists in Spain is usually Castilian Spanish with other languages spoken within the Spanish state (Catalan, Basque, Galician), rather than with foreign languages. In general, we could say that the market (which is not always well informed) tends to assume that these colleagues are more competent because they work with more than one foreign language, even when it comes to translating into what is for them a non-primary language, i.e. Spanish.

Translation into the translator's non-primary language

Attitudes towards this different type of translation vary from one country to another, depending on several factors, such as the translation culture existing in the country, the level of mastery of foreign languages, the presence in the country of speakers of the foreign language in question, and so on. Thus, we find countries where translators are trained to work in both directions (into and out of their native or primary language); examples are Denmark, Argentina or Russia. At the other extreme, we find countries where never translating into a non-primary language is no longer a question of practicality, but rather a question of professional ethics; an example is the United Kingdom.

In Spain, the norm has always been the recommendation for the translator to work only into the mother tongue, but the real market situation and its evolution in recent years have meant that in certain fields the volume of translation work into languages other than Spain's own is now considerable. One field where this is particularly the case is tourism, where professionals traditionally intervened very little and consequently the quality of translation was traditionally in general poor; the increasing (and very desirable) professionalization of the market in this sector has naturally led to a larger volume of work into the languages of Spain's major tourist markets (mainly English, German and French). A second field where a similar situation arises is that of scientific texts, especially those produced by Spanish researchers, who are increasingly obliged to publish in foreign languages, mainly English, if they wish to make their findings known. This tendency is so

strong, in fact, that in recent years even specialized journals published in Spain have begun to require all papers to be written entirely in English for publication.

This increase in the demand for translation out of Spain's languages has, as we have already indicated, coincided in part with the arrival on the Spanish market of professionals from other parts of the EU with a variety of mother tongues, who are well trained to meet these needs. Our experience is, however, that not all combinations are met all over Spain, meaning that Spain's own professionals are still often required to work out of their mother tongue.

Some professionals feel, indeed, that this increasing presence of professionals with other mother tongues and the fact that the single European market has reduced the fifteen national markets of the EU into one single European market are both factors which are tending slowly towards the disappearance of the distinction we have discussed above between translation into and out of the translator's non-primary language, thus questioning also the approach that training courses currently apply in this respect. The current assumption that training courses are providing professionals for a national market, or for a market with a clearly defined primary language, is thus called into question. This may indeed be the case to a certain extent, and particularly in certain sectors of the market, but it is also true that any move in this direction is likely to meet fairly strong resistance from professionals themselves, most obviously in countries where working out of their mother tongue is considered ethically unacceptable to translators.

Translator Training in Spanish Universities

In 1972 the first university training course in translation was set up in what is today the School of Translating and Interpreting of the Universidad Autónoma de Barcelona; in 1979, the University of Granada began its first course; in 1988, the University of Las Palmas followed suit, as did the University of Málaga in 1990. Since then courses have begun in the universities of Alfonso X el Sabio (Madrid), Alicante, Castellón, Comillas (Madrid), European University of Madrid, Pompeu Fabra (Barcelona), Salamanca, the Soria campus of the University of Valladolid, Vic and Vigo. And the list may grow further. Given the population of the country, and the relatively short history of translation courses in the country, Spain has proportionally a very high number of universities offering these courses. Although there is, as yet, no shortage of student demand to fill places on them, the number of graduates who are beginning to leave them is excessive for today's professional market.

Translation courses have also attained over the past few years a very high academic status: there are full undergraduate degree courses and also postgraduate courses and doctoral degrees in the field; universities have departments specializing in teaching and research in translating and interpreting, and there are also schools which exclusively run courses in translating and interpreting.

As to the content and objectives of these courses, they have (in differing ways and to differing degrees) attempted to adapt their content to the market and the secondary education system as we have described them. That is, the need for an ability to translate into the first non-primary language is recognized in the national core curriculum established by the Spanish central authorities. Similarly, the need for the professional to have at least passive knowledge of a second non-primary language is also recognized, although in this case, the objectives to be attained are passive, that is, only translation from this language is required as a compulsory part of the core curriculum.

The longer-standing courses have for some time now established clear differences between translation into and out of the students' non-primary language(s), differentiating the objectives to be attained in each case, and applying different methodological approaches to each. In particular, it has been general policy to ensure that staff have been able to specialize in one or the other, and to aim at staff teaching only translation into their own mother tongue. This has been possible thanks to some extent to the relative ease with which the courses found staff trained in translating and interpreting in other countries available to work in Spain.

Until very few years ago, then, Spanish translation courses received students specializing basically in one foreign language. Where this was English, this language was normally a foreign language for the vast majority of students. In the case of French and German, there was a significant number of students who were bilingual and bicultural in differing degrees, due to the very substantial emigration from Spain to French- and German-speaking countries. This tendency has fallen off more recently, along with the return of emigrant workers in general in Spanish society. Amongst those taking French as their first foreign language, at least in the University of Granada, there was always a group of students from the North of Africa, mostly from Morocco. Over the past few years, there has also been a small group of students from French-speaking Sub-Saharan Africa. Currently, approximately 10% of students registering as full-time undergraduates at Granada's School of Translating and Interpreting is made up of foreign students (although EU nationals are no longer administratively considered to be foreign). There are currently, for example, students from Australia, Belgium, Burundi, Cape Verde, Colombia, Dominican Republic, Eyre, Finland, France,

Gabon, Germany, Guinea, Iran, Italy, Ivory Coast, Mali, Mauritius, Mexico, Morocco, Peru, Poland, the Sahara, Senegal, Sweden, Switzerland, Tanzania, United Kingdom, United States and Vietnam.

To these students, we should add those attending courses for a semester or a full year on academic exchanges with foreign universities. These programs have always existed, very particularly with British universities, although in the first few years of Spain's experience in translator training at university, numbers were low. Granada, for example, received (and sent) approximately twenty students each academic year. The current situation constitutes a considerable change as student (and staff) mobility programmed have received substantial support from the EU since the mid-1980s.

The European Union's Academic Cooperation Programme

Since the mid-1980s, the EU has set up a considerable number of programmes to favor closer relations among the different education systems with a longer-term view to attaining some degree of integration of the very different systems existing in member states, on the one hand, and of furthering cooperation with other regions of the world, on the other. The following are the main programmes:

1. ERASMUS came into operation in 1987, after a brief pilot period which also involved the financing of academic cooperation schemes. This program, which comes to an end this academic year, although its activities will continue in a different organizational form under the SOCRATES program, promotes student and staff mobility within the EU, as well as joint curricular development schemes, and the organization of multinational intensive programmes, all of these in all academic disciplines. Within ERASMUS, a pilot scheme for credit transfer within the EU, the EUROPEAN CREDIT TRANSFER SYSTEM (ECTS) ran and is considered to have been so successful that it has been recommended as the basis for all future academic recognition under SOCRATES.

2. LINGUA came into operation in 1990. The aim of this program is to promote knowledge of other EU languages amongst the citizens of the Union, with special emphasis on the training of language teachers and the promotion of the least-spoken languages of the Union. For universities, its activities operated basically as ERASMUS, and also continue under SOCRATES.

3. COMETT was a vocational training program, which has been replaced by LEONARDO, in which universities participate mainly in the form of work placement programmed in collaboration with industry.

4. TEMPUS now exists in two forms: TEMPUS/PHARE, set up in 1990 in order to promote academic cooperation with and aid for the countries of central and eastern Europe. TEMPUS/TACIS was set up in 1993 to assist in the economic reform and recovery of the new countries arising from the disintegration of the Soviet Union.

5. MED-CAMPUS is a program designed to promote and support economic and social reform through knowledge transfer to the countries of the Mediterranean region (Turkey, Lebanon, Syria, Jordan, Israel and the Occupied Territories, Egypt, Tunisia, Algeria, Morocco, Cyprus and Malta).

6. ALFA is a program that commenced in 1994 and aims at promoting the scientific and technological capacity of Latin American countries through training and exchange of knowledge and experience in the context mainly of post-graduate education.

Other programmes open to EU staff or students in recent years have been:

1. INTERCAMPUS, which is a program run by the Spanish government for cooperation with Latin America.

2. PEACE is a program for cooperation with Palestine which commenced in 1994 under the auspices of the UNESCO.

3. The EU-USA COOPERATION PROGRAM centers its activities around studies on the EU, studies on the USA, or studies of the relations existing between the two; environmental studies, economics and business administration with foreign languages; natural sciences and history.

4. The CANADA COOPERATION PROGRAM aims at promoting academic links between Canadian and European universities.

Of all these programmes, the one which has had most repercussions due to its tremendous success has been ERASMUS, including the university action of LINGUA, all now under the umbrella of the new EU program SOCRATES. In order to give an idea of the size of this program, in recent years the University of Granada has sent each year some 500 students abroad, and received a similar number for stays averaging seven months. The School of Translating and Interpreting alone exchanges approximately 150 students per year with some 35 EU universities. The students' stays abroad vary from three to twelve months and are subsidized by the EU with grants aimed at covering the costs caused by travel and the difference in cost of living. Universities participating in these programmed commit themselves to giving full academic recognition to courses taken abroad, to charging foreign students on the programmed no registration fees, and to putting these students on regular courses run for local students (with the exception of language courses designed to facilitate their integration).

Student mobility, as we have commented, is not the only activity of these programmed, which also promote and subsidize staff mobility for teaching missions in other European universities for periods of one week minimum. Staff and student mobility also occurs on the joint intensive programmed which are financed by ERASMUS, and now by SOCRATES. Recent concerns have been the integration of students with disabilities, the use of open and distance learning techniques, and a European dimension for non-mobile students at each university. Joint curricular development programmed have permitted the design and operation of programmed such as Granada's Applied Languages Europe, whereby students take first and four year at their home university, second and third year at two successive partner institutions, following an agreed common course structure, which allows students to obtain on successful completion of the course the degrees of the three universities in which they have studied.

As a result of all these programmed, together with the University of Granada's own individual exchange agreements with universities mainly in the USA, we now receive students from the majority of EU states (Austria, Belgium, Denmark, Eyre, Finland, France, Germany, Italy, Netherlands, Portugal, United Kingdom), as well as Canada, the Czech Republic, Poland, Russia, Slovakia, Switzerland, the Ukraine, and the United States.

All of this implies that if we take into account our own full-time students plus all those participating in academic exchanges, we can find up to thirty different nationalities in our School. It is not infrequent nowadays for the majority of students attending classes to be of non-Spanish origin, and for there to be a dozen different nationalities in any one classroom at the same time.

Implications for Training

For Students

Let us begin by saying that this type of exchange activity has, not without resistance, now become another part of university education in those institutions which have decided to commit themselves to introducing a European dimension to their courses. It is likely to be here to stay, and indeed to grow, as it is probable that "virtual mobility" will complement the physical mobility we have become so familiar with. To center the discussion on our discipline, it is extremely positive that for the first time Spanish translation students have been able to study abroad, irrespective of their financial background, thus promoting the intercul-

tural understanding we believe to be essential for the profession, furthering their language ability in the European languages they study, thus facilitating their possible integration in the professional market in the country or countries which they have the opportunity to study in. Our experience has indeed been that this is often the case, and in this sense the EU can be considered to have been successful to some extent in its main objective of educating for the Europe of the future. Home students also benefit from the exchange programmed even if they are not actually mobile, in that they have much easier access to people from the cultures and speaking the languages they are studying.

For Methodology

As we have just seen in the case of the University of Granada, a typical translation class at a Spanish university has become a "multi-purpose" class. The same class and the same teaching material now receive different uses. The original curricular design, which established clearly whether the class was for translation into or out of the students' primary language is no longer valid for the whole class, and often not even for the majority of the class. A class designed, for example, to illustrate the specific translation difficulties of a particular text type from English into Spanish can no longer be assumed to be a class in which Spanish is necessarily the students' primary language. (Let us mention in passing that even a group of Spanish native speakers may present numerous different varieties, most notably those of Latin American Spanish, the need for a knowledge of which already complicates the teacher's task.) It is true that there have always been exceptions to the rule, but since these students were a small minority, their presence in the classroom did not pose any but minor methodological considerations on the part of the teaching staff. The only real difficulties came up when assessing these students' performances with regard to the native Spanish speakers'.

Let us begin by enumerating some of the main difficulties which the new circumstances pose:

1. The assumption that any students who do not have Spanish as their mother tongue will have the foreign language used as a source/target language in class (English in the example above) is no longer valid; it is frequent to find students whose language combination includes neither the source nor the target language as their A language. These students are, in effect, working from B to C, or C to B, an exercise very rarely carried out on the professional market, with the exception of consecutive interpreting (where it actually forms part of the entrance examinations for interpreters in some of the EU's bodies).

2. The level of Spanish of these non-native students varies greatly. Some of them actually use the class as a language class, and frequently have difficulty even in understanding general texts in Spanish used as source texts.

3. The text types used to introduce and illustrate translation difficulties and possible solutions vary considerably depending on whether the target language is the students' native language or not. Expressive (literary) texts are, for example, used often to illustrate various aspects of translation into the students' mother tongue, whereas their presence in a class teaching translation into a non-primary language is practically impossible.

4. The participation of the non-native speaker in classes in which Spanish is the target language is problematic, as it tends to be a fairly low quality compared to that of native speakers (especially for certain text types), and therefore tends to slow the class down. Comments on this work will often involve aspects of language of little or no interest to the native speakers in the class, who have the impression they are wasting their time. As a consequence, staff tend to avoid requiring active participation of non-natives in class; this may give these students a feeling of inferiority, contributing in turn to a reticence to participate in the class.

5. On the other hand, the opposite phenomena can appear in classes where the source language is Spanish. In these classes, we have observed a tendency amongst our own students to consider that native speakers of the target language are bound not to have any difficulty with the class work - a strange conclusion indeed, when they are aware of the difficulties they themselves encounter in translation into Spanish. There also exists a tendency on the part of the native speakers of the target language to go further in their discussion of often minor points of target language style which are beyond the language capacity of the non-native speakers in the class.

6. Some members of the staff feel that they are not properly prepared to teach translation into, or indeed out of, the non-primary language, as they have specialized in teaching translation in one direction only: we commented above that we consider this to have been one of the successes of our translation courses in Spain. This is further complicated by the fact that they are often required by non-native students to act as teachers of Spanish as a foreign language, a role which many feel they are not trained to play, and with which they feel uncomfortable.

For Staff

Staff reactions to the new teaching situation and to these new and very varied demands on them have, of course, been varied. Let us examine briefly some of the most common:

1. Some members of the staff believe that exchange students should attend separate classes, so as to prevent the difficulties listed above.
2. Some members of staff believe that if exchange students want to attend class, then they must fit it with the class as it is, i.e. that no concessions should be made either regarding standards required in assessments, or in class content or methodology.
3. Other members of staff believe that any attempt to adapt to the situation, particularly with regard to standards and assessment, constitutes discrimination and is negative for the home students who are required to meet the standards established whatever their circumstances.
4. Some members of the staff believe that not only is this process irreversible, but also positive, as the coexistence in the same classroom of students from very different backgrounds allows intercultural exchanges of experience and attitudes, as well as enriching approaches to texts, and to translation itself. These teachers consider that allowances can be made in content, methodology and assessment for the new situation.
5. Many members of the staff are aware that these new circumstances (together with the changes we have already discussed on the professional market) could mean, in practice at least, the end of the long-sought-after differentiation between translation into and out of non-primary languages on our courses.

The situation is complex, but probably irreversible. It would therefore seem that there is a need to propose solutions which, although inevitably not perfect, will ease the tension the current circumstances are doubtless producing amongst both students and staff. In the following, we examine some possible ways of dealing with this new multi-language classroom, and assess their suitability for our current academic environment.

Some Possible Solutions

By far the ideal solution is indeed for students to be in translation classes with students of the same mother tongue, and for the class to be clearly defined as either out of or into that language. This is the situation of some translating and interpreting schools, such as Geneva, with a long tradition in receiving students

from all over the world (as well as belonging to an officially trilingual country!). In these schools or faculties, students (whether they be full-time or exchange) join a division or department when they register according to their mother tongue or primary language and follow a course of studies in accordance with it. There are clearly (for financial, if no other reasons) limitations on the possible combinations, but the results are positive. Our ERASMUS/SOCRATES/LINGUA students going to the School of Translating and Interpreting in Geneva have no difficulty finding regular courses which suit their language combination (thus fulfilling the EU's requirement that students should attend regular courses and yet still manage to receive appropriate translation training).

Such a solution is of course extremely costly, and would be unavailable in Spain, given the present economic climate, and given most universities' current misgivings about the high costs of running a translating and interpreting course in the first place! It also seems a little out of place in an otherwise monolingual context. Geneva is not only one of the most important cities in a trilingual country, but also the headquarters for many international organizations, and home to a very large foreign population.

The second solution is to group the foreign students together in special classes, thus preserving the identity of the regular courses. The immediate question this poses, of course, is what would be the mother tongue of the foreign students' group? Since it is unlikely, again for financial reasons, that we could ever offer courses for all the mother tongues required, this solution seems unfair, quite apart from the fact that it goes against the spirit, and to an extent the letter, of the EU's academic cooperation programmed.

The third solution is to carry on regardless, i.e. teach as we always have done and require the foreign students simply to fit in. This solution takes on various forms: there are those who suggest that content should not change, but that some allowance may be made in assessment; others suggest no concessions in any aspect of the courses. This seems to us to be a rather limited and short-sighted view of the circumstances, which as we have said above are doubtless here to stay. It also seems unfair to the foreign students to require them to attain standards which we know are practically unattainable in courses which are then to be recognized at their home institution and will thus appear in their academic records.

Finally, there are several possible partial measures which we believe can be taken to alleviate the situation, although we recognize that they do not constitute a full solution. These measures cover various different aspects of the class, which we will comment on in turn.

Admission to classes

The first measure would perhaps be some form of control of language ability before students are accepted in class. It is one thing to teach translation for future professionals to students of different mother tongues, whose level in their non-primary language is sufficient to allow them to undertake translation into that language, and quite another to teach language students who are not planning to become professional translators and who do not have sufficient knowledge of the foreign language to attempt to produce translations. Careful tutorial work with exchange students may avoid some of these cases; for others a simple class test on the first day may be the solution. Students can also be guided to translation classes in their field of specialization, if they have one, as knowledge of the subject matter may often compensate for language difficulties. Such a measure would alleviate the "multi-role" pressures on members of the staff, who would be relieved of a great deal of the current demands made on them to be teachers of Spanish as a foreign language.

Methodology

It is possible, although not simple, to adapt class methodology to the circumstances. We believe that the positive aspects of the multi-language and multicultural situation should be taken advantage of as far as possible, and the negative aspects avoided insofar as this is possible.

The basis of this change in methodology would be the promotion of multicultural and multi-language group work. Translation classes often have as one of their main components the discussion of translations prepared by students before the actual class, after an introduction in previous classes to the specific points of translation to be analyzed in a particular illustrative case study. Standard practice is for this preparation to be individual, and is often even competitive. In recent years we have had very positive experience with group preparation of texts for discussion in class, which we find offers the following advantages:

1. Group work allows discussion in small groups: many students who do not speak up in class either because they are shy, or because they feel they are too weak, or simply because there is not sufficient time for everyone to talk, are able in this way to debate translation possibilities with their peers. We believe that this sort of discussion encourages theoretical considerations, and accustoms the students to justifying their translation decisions.
2. Group work is, in fact, relatively common on the professional market, where large projects are almost always carried out in teams. Accustoming students to this is positive for their professional future.

3. Well-structured groups allow the teacher to ensure intercultural contact in the class, and allow the students to take advantage of each other's knowledge. Mixed groups formed by students whose mother tongue is the source language, whose mother tongue is the target language and whose mother tongue is neither receive three different perspectives on each translation task, receive "expert" comment on the use of language in and cultural aspects of the source text, "expert" comment on the use of language in and cultural aspects of the target text, and outside opinion on both from a different perspective. Discussions in these groups help students to identify the different stages involved in the translation process and deal with each one.

4. Group work helps students to realize that the translator's task involves a variety of different capacities which must be developed, and (especially in the case of translation out of their mother tongue) to realize that native speakers of the target language are not necessarily always at an unsurmountable advantage over them.

5. Group work avoids the individual embarrassment some students feel at having their work analyzed publicly. This is particularly true of students who are weak in the target language, whether they be home or foreign students.

6. Group work encourages the integration of the foreign students in class and extracurricular activities, as it often breaks the ice existing between home and foreign students.

Assessment

It is clearly unfair to assess students as if their mother tongue were another. It produces unreal results and is frustrating for the students. We would suggest that assessment should always take into account the mother tongue of the student, with different sets of criteria for those whose mother tongue is the source language, those whose mother tongue is the target language, and those whose mother tongue is neither of the two. These criteria should be applied to all students, whether they be home or exchange students. It is important for these criteria to be public and made clear to students at the beginning of each course. Any possible "discrimination" arising is quickly cancelled out in the translation class which operates in the opposite direction: a French student who has allowances made for her Spanish when translating into Spanish, will be required to produce a much more polished version of the target text than her Spanish native classmates when translating into French. In order to ensure that this system does actually work, it would also be important for the administration to reflect the students' real language combination in their academic record, and not simply to

assume (as happens today) that all University of Granada students are native Spanish speakers.

Conclusion

It is, in conclusion, paradoxical that university courses specializing in intercultural communication and with a longstanding tradition of student mobility should be the courses to suffer most from the tremendous expansion of that mobility in recent years. It would be even more paradoxical if our discipline were to prove unable to find solutions to the problems posed by this boom, which must be considered positive from so many points of view. It will inevitably take some time and a great deal of effort on the part of staff to adapt adequately to the new challenges our multi-language classroom has brought us. We believe, however, that with patience and especially with a professional outlook as a back cloth to any measures taken, there are solutions which, although not perfect, will allow us to continue to train translators, and now not only for Spain, but also (if only for a short period in their training) for other EU member states, just as our own students are receiving training from our colleagues in many of the Union's most prestigious schools and faculties for a part of their university degree.

NOTES

1. The information given here on the European Union is taken mainly from the lecture "Multilingualism and Translation in the EU" given by Eugenio Riviere, Head of the European Commission's Translation Service in Madrid, in the School of Translating and Interpreting of the University of Granada in April 12th 1996.