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MEDICINE PACKAGE INSERTS' CORPUS AS TEACHING RESOURCE IN THE SPECIALIZED TRANSLATION CLASS (FROM FRENCH INTO SPANISH)

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Abstract

The aim of this paper is to evaluate the compilation of a corpus of package leaflets of medicines for human use as a versatile teaching resource for the French-Spanish specialized translation classroom. Firstly, we establish the curricular context of the Degree in Translation and Interpreting in Spain to contextualize the competences required by the EHEA. Then, we show the methodology followed to compile a bilingual corpus of French and Spanish package leaflets and its potential application in specialized translation training.

Resumen

El presente trabajo tiene por objetivo la presentación de un corpus de prospectos de medicamentos para el uso humano como recurso didáctico versátil en el aula de traducción especializada para la combinación lingüística francés-español. En primer lugar, se realiza una aproximación a la situación actual del Grado en Traducción e Interpretación en España para contextualizar las competencias requeridas por el EEES. A continuación, se muestran los aspectos metodológicos de la compilación de un corpus bilingüe de prospectos farmacéuticos francés-español y su uso potencial en el aula de traducción especializada.

Keywords: Biomedical translation. Teaching. Corpus. Package leaflet. French.

Palabras clave: Traducción biosanitaria. Didáctica. Corpus. Prospecto. Francés.

1. Introduction

Medicine is a field in continuous increase due, to a large extent, to the investment received by biomedical and scientific research and entities, as well as by the practical application of the results emerging from the research, its benefits, and its subsequent economic and social impact, with an estimated global expenditure of 8.7 trillion dollars in 2020 (Deloitte 2017). The health expenditure of the European countries grew by an average of 3.1% between 2005 and 2009 and, since the economic crisis of 2008, it kept rising at a slower pace, 0.7%, between 2009 and 2015; this means an annual growth per capita greater than the GDP per capita (OECD 2016), that can be viewed as a field that, in spite of the circumstantial economic restrictions, it does not involve any loss of regular incomes or investment by international institutions or local governments all over the world.

Therefore, it is obvious that this area of expertise could become a market niche for professional translators and interpreters, with a considerable demand for society and a great workload for language professionals (CNET 2010; Rico Pérez & García Aragón 2016).

Consequently, although research on medical translation has generally increased in the last few years (Crespo Hidalgo 2010; Martínez López 2008 and 2010b; Astorga Zambrana 2011; Contreras Blanco 2011), the research on different aspects of medical translation from French to Spanish is still scarce as compared to the studies with English as working language, a *lingua franca* of international scientific communication (Navarro 2001; Bordons 2004; Hasse, Peters & Fey 2011), which entails in turn an increase of orthography and syntax calques in different languages (Álvarez Blanco 2001; Navarro 2001) as well as a lack of resources in language combinations without English (Contreras Blanco 2011; Névéol *et al.* 2014).

Hence we think it is appropriate to provide a teaching approach to medical translation from French to Spanish from the professional perspective described in previous paragraphs. So, a corpus can be seen as a tool to analyze terminology and phraseology in real contexts that could help translation students make an introduction to this specialized field, learn how to create and manage

documental and terminological own resources in the absence of available resources for the language combination already mentioned.

2. Curriculum framework

To present the usability of corpus in the class of specialized translation, it is convenient to firstly contextualize the educational environment in which the teaching of translation is developed. The courses leading to a qualification in Translation and Interpreting in Spain are regulated by the *Libro Blanco: Título de Grado en Traducción e Interpretación*, published by ANECA in 2004. This publication presents an exhaustive analysis of the training needs of Translation and Interpreting students according to the data collected from a study with different agents involved in the professional field. From the different professional profiles, the students must acquire along the degree in Translation and Interpretation, according to this study, (1. Professional “general” translator; 2. Linguistic and cultural mediator; 3. Liaison interpreter; 4. Publisher’s reader, editor, and proofreader; 5. Lexicographer, terminologist, and linguistic project manager; 6. Language teacher), a set of general transversal competences, both specific and professional, to be developed are established, as well as the degree structure and curriculum to this end.

The *Libro Blanco* recognizes the practice of translation B-A (with an approach to specialized translation) and the practice of translation C-A (general), without stating the workload of each one within the syllabus. In the case of the University of Málaga, medical translation is not dealt with in a specific subject, but it is taught along three holistic subjects named “Traducción científico-técnica ‘BA-AB’” [Scientific and technical translation “BA-AB”] (first foreign language, French or English in this case), taught in the third and fourth years, and two subjects named “Traducción especializada ‘CA-AC’” [Specialized translation “CA-AC”] (second foreign language), taught in the fourth year:

(1) Subjects taught in the third year

Traducción científico-técnica “BA-AB” Francés-Español/Español-Francés (I)
[Scientific and technical translation “BA-AB” French-Spanish/Spanish-French (I)]

(2) Subjects taught in fourth year

Traducción científico-técnica “BA-AB” Francés-Español/Español-Francés (II)
[Scientific and technical translation “BA-AB” French-Spanish/Spanish-French (II)]

Traducción científico-técnica “BA-AB” Francés-Español/Español-Francés (III)
[Scientific and technical translation “BA-AB” French-Spanish/Spanish-French (III)]

Traducción especializada “CA-AC” Francés-Español/Español-Francés (I)
[Specialized translation “CA-AC” French-Spanish/Spanish-French (I)]

Traducción especializada “CA-AC” Francés-Español/Español-Francés (II)
[Specialized translation “CA-AC” French-Spanish/Spanish-French (II)]

As we can see, students make their first contact with specialized translation in the scientific and technical field in the third year and this practice is notoriously developed in the fourth year along with an elective formative itinerary of specialization within the degree in the University of Málaga. The teaching load of each subject is 6 ECTS credits, distributed in the first semester of the third year (1) and the first and second semester of the fourth year (2). The translation of medical texts is an integral part of the syllabus of these subjects in addition to other specialized texts, aiming to cover a broad range of domains, subdomains, and text formats (Barceló Martínez & Varela Salinas 2011).

2.1. Translation competence

To achieve the acquisition of certain skills to let the students face real translation projects, we need to previously identify the required competences to that end and, later, apply them in class. There are a lot of authors who have already studied the translation competence (Zabalbescoa 1999; Neubert 2000; Hurtado Albir 2001; Kelly 2002); however, we will use in this text the proposal provided by Kelly (2002: 14-15). This author, after having analyzed several proposals and definitions, defines the translation competence as follows:

La competencia traductora es la macrocompetencia que constituye el conjunto de capacidades, destrezas, conocimientos e incluso actitudes que reúnen los traductores profesionales y que intervienen en la traducción como actividad experta y que se desglosa en las subcompetencias [...] comunicativa y textual [...], cultural [...], temática [...], instrumental profesional [...], psicofisiológica [...], interpersonal [...] y estratégica.

Therefore, the so-called translation competence is understood as a set of attitudes and skills that directly affect the proper performance of the professional translation, which has been of enormous relevance in the preparation of the new curriculums according to the European Higher Education Area (EHEA) (Calvo Encinas 2010). As Kelly (2002) stated, this model of translation competence intended to be used as a basis for planning contents and methods for

a proper translator training. We observe hence that the author (Kelly 2002) suggests a single competence for the exclusive use of the language (language and textual subcompetence), and the culture knowledge (cultural subcompetence, where the author makes a differentiation between the encyclopaedic knowledge and different cultural aspects of the working language and its textual representations) and the subject knowledge (subject subcompetence) are separated. Likewise, the author highlights the use and management of the documentation to be carried out by the translators (instrumental and professional subcompetence) as a part of the translation process while introducing cognitive and physical aspects such as memory, attention, or ergonomics (psycho-physiological subcompetence). Lastly, there are also several subcompetences related to transversal aspects of the professional translation such as the communication with customers or teamwork skills (interpersonal subcompetence) and one's own work organization or self-assessment and planning skills (strategic subcompetence).

3. Medical translation

As we mentioned above, the subdomain of the pharmaceutical sciences is a very profitable field, very specialized within a specialized field *per se* that generates in turn a large number of specific texts that resemble and differ simultaneously from the general biomedical field (Mayor Serrano *et al.* 2004).

Cabré Castellví (2004a: 11) defines specialized communication, which involves three elements, namely domain specificity, specialists and specific terminology, as follows:

La comunicación especializada se caracteriza, entre otros, por tres elementos: el primero, la especificidad del tema y su perspectiva cognitiva (el tema de que se trata es especializado y el texto vehicula un conocimiento especializado sobre la realidad); el segundo, los interlocutores (sus usuarios son especialistas de una materia específica, y por lo tanto, poseen unos conocimientos sobre la materia en cuestión que han aprendido al ritmo de aprendizaje de la especialidad); y el tercero, la terminología, ya que el conocimiento especializado se materializa lingüísticamente sobre todo en los términos, y por ello, los textos especializados tienen una densidad terminológica progresivamente creciente a medida que aumenta su nivel de especialidad.

Nevertheless, several authors differ from this approach and state that specialized languages are not an instrument for communication among specialists, but an instrument for the communication of specialized knowledge (Mayoral Asensio 2004). Having specialists within the act of communication produces structure, pragmatic, linguistic and stylistic features unique to these texts,

which would have a certain load according to the text typology and the subject of the text.

However, the presence or absence of specialists in the act of communication is not the only factor which characterizes this field of expertise. According to several studies (Navarro & Hernández 1997; Sánchez Trigo 2002; Ortega Arjonilla 2003; Askehave & Zethsen 2006; Martínez López 2009 and 2010a; Muñoz-Miquel 2009 and 2014), medical translation has certain so-called “general” characteristics from a language and style perspective. Medical translators thus translate texts arising from biomedical sciences, so the content of these texts is usually empirical and verifiable; this is mainly due to the main purpose of scientific communication: sharing scientific knowledge. These characteristics result in an objective text style, for which it has been assumed that there is not any subjectivity because of the expository and informative nature of research articles, reports, package inserts and many other medical texts. Thus, these texts have to present great consistency so that users could identify the main information nodes quickly. Furthermore, these texts usually show a great terminological density specific for each semantic subfield, that could even be regulated by international organizations both at a language and style level (ICD-10, DSM-V, QRD templates, Vancouver reference system, etc.). However, this normativism may be influenced by the presence of English as *lingua franca* of scientific communication. It could also give rise to several terms coexisting in the specialized scientific and informative literature.

Obviously, these characteristics are not universal for all medical texts; it is a broad field and it is also divided into numerous theme subfields or specializations such as pharmacology, occupational therapy, neurology, psychiatry or bioengineering among many others, each one with their own characteristics and problems of translation. Therefore, each act of communication has unique elements that should identify or graduate the relevance of these features.

The state of the art of scientific and technical translation shows that medical translation is widely addressed in the scientific literature (Navarro & Hernández 1997; Orf 2004; Bueno García 2007; Martínez López 2008; Crespo Hidalgo 2010) although, as many studies mention, most of the scientific research have English as a working language due to the status of *lingua franca* of scientific communication (Martínez López 2010a; Sánchez Trigo & Munoa 2013; Sánchez Trigo & Varela Vila 2015), with inherent problems such as a greater presence of lexical, spelling and syntax borrowings and calques (Álvarez Blanco 2001; Navarro 2001). This makes the medical translation from French into Spanish a field rarely addressed so far.

The existing scientific literature tends to consider generally medical problems of translation, or specific problems with English as source language. While it is true that, as many studies aforementioned state, English is an international language recognized as “vehicular language of science” or even *lingua franca*, this language presents linguistic and stylistic particularities creating obstacles for translators different from those presented in texts written in other languages.

This distinction of the source language of the texts poses specific problems of translation arising from this different language combination. These specific problems of translation for the language combination takes place in any subject field, translation modality, and levels of specialization (Rodríguez Martínez in press b).

4. Corpus Linguistics

Thanks to Corpus Linguistics, it has been possible to empirically confirm the existence of a stable part of the languages, combinatory restrictions and recurrent lexical preferences in linguistic productions of native speakers (Corpas Pastor 2008), which is not correlated with the idiom principle proclaimed by Sinclair (1987). Therefore, corpus linguistics has experienced an exponential development in the last few years due to the development of new technologies applied to Translation (Varela Vila & Sánchez Trigo 2012), which in turn has resulted in a greater presence of corpora in the research on Translation.

These recurring patterns are extremely useful for translators given that they do not only allow the selection of equivalences but to be used as tools for several translation and research activities, too (Corpas Pastor 2008). That said, for the corpus exploration to produce optimal results, the corpus must be designed by a rigid discipline allowing the translator to compile a representative, accurate and quality corpus. Although it is true that there are numerous research on design and compilation of a corpus (cf. Copras Pastor 2001; Copras Pastor 2004; Sinclair 2004a; Lareo Martín 2006; Seghiri Domínguez 2011; Buendía Castro & Ureña Gómez-Moreno 2010), there are not fixed criteria for a representative corpus compilation yet, as they are usually compiled to help researchers and translators not only to solve punctual terminological doubts but also stylistic issues (Vila Barbosa 2013) from several fields.

The term *corpus* has been widely used in several studies for many years. Therefore, the *Diccionario de Lingüística Moderna* (Alcaraz Varó & Martínez Linares 1997: 151) defines the corpus as a collection of data used for a research work, made by linguistic units (sentences and/or words) and by categories (syllables, vowels, etc.). However, the current concept of corpus has been

influenced by the immeasurable advances, both in computer sciences and the field of translation research. Subsequently, nowadays a corpus implies much more than a collection of electronic texts for the analysis of textual and/or terminological data. So, corpus must address certain previous criteria established by a protocol for its compilation—these criteria are understood as minimum requirements to enable its latter analysis carried out by the corpus analysis tools—, and a design consistent with the features which led to the compilation of the corpus (Leech 1991; McEnery & Wilson 1996; Pearson 1998).

At present, the most widely accepted concept is this suggested by the EAGLES group (*Expert Advisory Group on Language Engineering Standards*) (1996: 4):

A corpus is a collection of pieces of language that are selected and ordered according to explicit linguistic criteria in order to be used as a sample of the language.

This definition provides certain basic features which have to be taken into account for a proper use of corpora both for linguistic and translation research works and professional practice of translation. Firstly, this definition proposed by EAGLES (1996) mentions that the compiled texts composing the corpus have to be “a collection of pieces of language”, in other words, a representative sample of a language or specialized language, allowing to generalize results of the analysis within this sample. Besides, the definition reflects also the fulfillment of previous criteria for the corpus compilation, since the selection of the texts must not be arbitrary for the achievement of previously set objectives so that the corpus would be a useful and relevant tool for translators, as well as representative and systematic.

Notwithstanding, this definition does not address one of the most characteristic features of current corpora, which has also caused an exponential increase of corpora as an analysis and research tool within Translation studies and Applied Linguistics: the technology developments (Buendía Castro & Ureña Gómez-Moreno 2010). To get adapted to this new situation, Sinclair (2004b) suggests a new definition including the electronic format to the key features of a corpus:

A corpus is a selection of pieces of language text in electronic form, selected according to external criteria to represent, as far as possible, a language or language variety as source of data for linguistic research.

These definitions of EAGLES group (1996) and Sinclair (2004b) provide as well something innovative to the previous attempts at defining corpus: the concept of piece of language, deleting hence from the definition the commonly used term *texts*. This results from the fact that, as the EAGLES group (1996)

reclaims, not every component of the corpus should be a full text, but could also be text fragments.

Bowker & Pearson (2002) make for a complete definition adding, according to their discretion, the four key characteristics that differentiate a corpus from any textual collection: “[...] authentic, electronic, large and specific criteria”.

Firstly, this definition suggests the idea of the text authenticity (*authentic*). In Sinclair’s words (1991: 171), a text “naturally occurring and has not been created for the express purpose of being included in order to demonstrate a particular point of grammar, etc.”, which reminds us of the concept of real use of the language.

Secondly, the authors specify that the format of texts composing the corpus must be electronic (*electronic*), in order to be compiled, saved, and analyzed using a computer, and so that the information gathered could be accessed electronically.

Thirdly, Bowker and Pearson (2002) allude to the great size (*large*) the corpus should have. However, the authors consider that “*large* means a greater number of texts than the number you would be able to easily collect and read in printed form» (Bowker & Pearson 2002: 10). This claim is in keeping with the concept of representativity within Corpus Linguistics, which has always been a very controversial issue due to the abstract nature of such a concept, even stating sometimes that corpus representativity is an “act of faith” (Leech 1991). Biber (1993) defined the representativity as “the extent to which a sample includes the full range of variability in a population”, while Leech (2002) suggested three requirements to reach the greatest level of representativity:

- Diversity: to include a wide range of samples of the different language variants.
- Balance: the different subcorpora must not be unbalanced in terms of size.
- Size: the size will be adequate as long as the corpus is diverse and balanced (a corpus is not inherently better the bigger it is).

However, nowadays there are conceptual approaches to corpora representativity (Corpas Pastor & Seghiri Domínguez 2007; Copras Pastor & Seghiri Domínguez 2010; Seghiri Domínguez 2014) as well as specific applications which measure corpora representativity, such as ReCor¹, created by Gloria Copras Pastor, Miriam Seghiri Domínguez, and Romano Maggi.

1. Available at <<http://www.lexytrad.es/es/recursos/reacor-2/>>.

As is apparent from the preceding statements, a key feature of corpora is the textual selection and the criteria previously established by the researcher to compile the specific corpus (Ahmad & Rogers 2001; Pearson 1998; EAGLES 1996). These criteria would be different according to the aim and/or objectives that promoted the creation of the corpus and would allow to discern the pertinence or not of the documents so as to create a representative, useful and adequate corpus.

After developing the theoretical framework of the specialized communication in the medical field, as well as the Corpus Linguistics, we will follow up with an educational approach to the corpus of medicine package inserts as a resource in the adequate corpus for our purposes.

5. Medicine package inserts' corpus: teaching applications

As already stated before, the specialized language of the medical field is marked by a great topic diversity and does not present a “common” discourse pattern (Martínez López 2009). On the other hand, and despite the obvious trend to normativism and terminology standardization of the medical field (Rodríguez Martínez in press a), texts arising from this field show differences regarding the use of terminology and other linguistic features —collocations, colligations, semantic preference (cfr. Sinclair 2004a)— which turn corpora into great tools given that specialized dictionaries do not generally provide contexts and present a greater rigid style (Barceló Martínez & Delgado Pugés 2015).

Therefore, specialized dictionaries seem to be relegated as conceptual support documents (Laursen & Arinas-Pellón 2012) while, according to Gallego-Hernández (2015), specialized corpora are perceived as a tool widely accepted by professional translators due to their capacity to provide terminology in context to ease the acquisition of conceptual, style and pragmatic information which arises from the context (Vila Barbosa 2013; Gallego-Hernández 2015).

The medicine package insert is regarded as a text genre widely studied from a translation view (Mercado López 2003; Ruiz Garrido *et al.* 2008; Vázquez y del Árbol 2013). Its macrostructure is regulated by international conventions such as the templates suggested by QRD group², with predefined sections, a minimum mandatory content, and certain lexical and syntactic features determined as well by international institutions and regulations

2. Version 10, last update 04/2016. Available at <http://www.ema.europa.eu/ema/index.jsp?curl=pages/regulation/document_listing/document_listing_000134.jsp&mid=WC0b01ac0580022c59>.

—such as MedDRA³ (Medical Dictionary for Regulatory Activities) or the Standard Terms established by EDQM (European Directorate for the Quality of Medicines)⁴. Such predefined frame makes this text type a potential candidate to adequately control the documentation process of students and the proper use of standardized terminology within such a regulated field as pharmaceutical sciences.

As previously mentioned, most available resources have English as a working language, resulting in limited documentary and terminological resources in this field from French to Spanish, so this situation could be useful to strengthen the relevance of finding reliable sources of information within the class. To do so, the compilation of a corpus made of official medicine package inserts in French - downloaded from the *Agence nationale de sécurité du médicament et des produits de santé* (ANSM), and in Spanish, downloaded from the *Agencia Española de Medicamentos y Productos Sanitarios* (AEMPS) - turns out to be a great approach to medical translation since, as we have stated, it shows the same essential features shared by theoretical studies on this specialization. Moreover, being a short, concise text type with a very low syntactic and lexical variation, corpus representativity can be reached with a small number of texts:

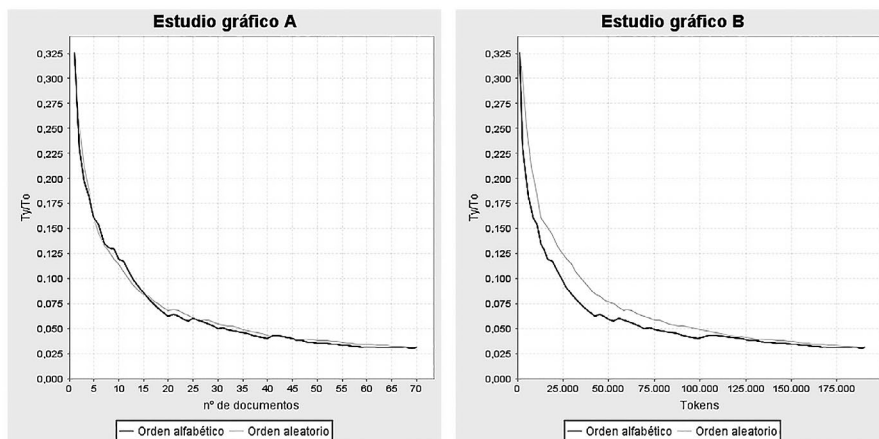


Figure 1. Representativity of a corpus made of medicine package inserts by ReCor.

3. Available at <<http://www.meddra.org/>>.

4. Available at <<https://standardterms.edqm.eu/>>.

As shown in figure 1, the corpus representativity, analyzed by ReCor⁵, verifies that the corpus does not add a relevant amount of new words to the sample with 60 documents, so we could consider it as a representative sample. Thus, we can observe that a corpus made of official medicine package inserts is easy to compile, representative, and a source of reliable information with which we could train different translation competences.

The use of this corpus in the specialized translation class is diverse, depending on the objectives to be reached by the students, as well as the assignments suggested to the students. Different teaching approaches along with the objectives and competences to be reached, as well as the exposition of the different assignments, are listed below.

4.1. Suggested assignments

As said previously, these subjects are designed to be taught on a four-monthly basis and include several topics, since medical translation is not taught as an independent subject. Therefore, these activities are not meant to be a concatenation of activities sorted by progressive difficulty, but as suggested and non-dependent activities to be carried out in the specialized translation class to achieve the specific objectives.

(1) Discussion on the translation of drug names

Objectives: Describe and discuss the business reality of both French and Spanish pharmaceutical industry and the diverse presentation of drugs (drug names, active ingredients, routes of administration, pharmaceutical forms) through the analysis of the translation techniques used to translate certain drugs.

Activity: Guided discussion, which would enhance the analysis of problems of translation arising from the emergence of drugs in medical translation. Issues to be addressed at the discussion are different drug names, different pharmaceutical laboratories from France and Spain, different standards to write the medicine package inserts, etc.

Competences: This activity aims to develop and enhance the specific competences of the degree in Translation and Interpreting focusing on oral communication as well as the acquisition and application of theoretical and methodological knowledge on translation and interpretation that students

5. Software created by Gloria Corpas Pastor, Miriam Seghiri Domínguez, and Romano Maggi, University of Malaga. Available at <<http://www.lexytrad.es/es/recursos/recor-2/>>.

should use in their interventions during the discussion. The professional competence comes into play given that the students must become aware of the requirements of the translation projects in the medical field for a proper translation of drug names.

Evaluation criteria: Active participation in the discussion; quality of student's participation; justification of student's participation.

(2) Compilation of medicine package inserts' corpus

Objectives: Design and compilation of a specialized ad hoc corpus of medicine package inserts in order to reinforce the theoretical and methodological basis of corpus design and compilation to be implemented in a real specialized translation project. Distinguish different, similar text types and enhance the selection of reliable and quality source of information.

Activity: Theoretical approach to the design of corpus (text type, languages, authorship, tagging, etc.) to elaborate independently a representative and quality ad hoc corpus. Development of a short report analyzing the compilation process where students must describe the steps taken to do so. Preliminary searches to get to know better the interface and features of corpus analysis software.

Competences: This activity directly promotes the instrumental competence, with which the translator should be able to manage the information and knowledge of the specialized field through ICT tools and translator support tools (corpus analysis).

Evaluation criteria: Relevance and appropriateness of design criteria and corpus compilation process according to the requirements demanded; correct encoding; content and adequacy of the corpus compilation report.

(3) Term extraction from medicine package inserts

Objectives: Term extraction from a specific text type through the analysis of a representative corpus. Approach to the terminological density of medicine package inserts

Activity: Create and manage stoplists to clear terminological noise from the corpus compiled. Perform an extraction of specific terms of this text type in terms of frequency. Perform a search of clusters to raise students' awareness of the presence of polilexical units. Write a short report on the methodology used to create the stoplist and the term extraction in which students must describe the steps taken until the creation of the final list of proposed terms.

Competences: This activity aims to foster the acquisition of analytical and operational skills on the new technological systems applied to the professional practice of translation, as well as the identification of problems of translation in this specialized fields arising from terminology in a specific text type. This activity also focuses on the acquisition of a greater competence to identify and manage specialized terminology while enhancing a greater instrumental competence too, required to use the corpus analysis tools.

Evaluation criteria: Relevance and appropriateness of words included in the stoplist; correct encoding; content and adequacy of the term extraction report.

(4) Creation of a bilingual glossary

Objectives: Create own terminological resources through management and exploitation of bilingual, specialized corpora.

Activity: Create a bilingual, specialized glossary with spreadsheets (Excel) using the terms extracted through the analysis of a medicine package inserts' corpus using the feature "wordlist" sorted by frequency. Identify the specialized terms and manage specific terminology of a specialized field by creating own terminological resources. Identify terminological needs and their application to own resources (contexts of use, sources, etc.). Convert the .xls glossary to a format compatible with the computer-assisted translation tool (CAT) (.xdt and .xml).

Competences: This assignment aims to encourage the use of CAT tools as well as make the most of its features such as the integration of terminology management in most demanded CAT tools by the translation agencies, which would develop the professional and instrumental competences. On the other side, the approach to the specific terminology of a text type would encourage the acquisition of the subject competence, providing them as well with a reliable, affordable strategy to acquire specialized knowledge in different subject areas.

Evaluation criteria: Pertinence of the proposed terms for the creation of the glossary; appropriateness of the required format (.xls, .xdt, and .xml); pertinence of the suggested fields for the creation of the glossary; terminological correction.

(5) Translation of a medicine package insert using corpus

Objectives: Completion of a specialized translation project from French into Spanish using a corpus.

Activity: Complete a medicine package insert translation project from French into Spanish. Translation of the text using a bilingual corpus of medicine package inserts. Editing of the document according to the current legislation.

Competences: The translation of medicine package inserts is suggested to enhance the documentation beyond the terminological search, so this assignment is also intended to help students find legislative documentation to find the standards to write a medicine package insert. This also promotes both subject and instrumental competences as the knowledge on a specific text type is not limited to linguistic issues, but also pragmatic and cultural issues. This assignment also boosts professional competence, with which students must be able to undertake a translation project and deliver a quality target text by a set date.

Evaluation criteria: Submission respecting required format and established deadline; assessment of translation accuracy using own evaluation rubric.

5. Conclusions

Corpus-based Translation Studies has increased exponentially at present, as well as its applications to professional practice and teaching, which have taken advantage of this huge development and adaptability. This fact makes corpora become one of the most appreciated tools for professional translators nowadays (Fantinuoli 2016).

Corpora adaptability and the diverse texts that might be used to compile a corpus turn this tool into a worthwhile option to be taken into consideration when teaching specialized translation given that the information that can be retrieved is not limited to terminological information, but also conceptual, pragmatic, syntactic and textual information (Bowker & Pearson 2002; Colominas Ventura 2003).

As Corpas Pastor (2008: 83) states, the translation teaching already benefits from corpora usefulness as a resource in specialized translation training:

La enseñanza de la traducción e interpretación no ha permanecido, pues, ajena a esta tendencia generalizada. De hecho, se ha venido aplicando la metodología de corpus no solo en el establecimiento de equivalentes en traducción, [...], sino también para todo tipo de actividades traslativas e interpretativas: documentación, toma de decisiones, identificación de los patrones combinatorios, revisión, evaluación, etc.

The application of these studies to translation teaching allows students to make an effective approach to a helpful tool for the professional practice, and to efficient information and documentation management. Moreover, the corpus compilation by students would enhance a first supervised contact with the

specialized terminology of a field with rigid and standardized terminology, and foster the decision-making skill based on the frequency of use.

One of the factors that certain studies usually argue against *ad hoc* corpora is the amount of time taken for the corpus compilation (Fantinuoli 2016). Notwithstanding, the results of terminological searches —terms, equivalents, and definitions— arise from greater reliable text and are much more accurate, although these results would depend on whether the corpus is a representative sample or whether the corpus is correctly compiled (Varela Vila 2009).

However, corpus compilation in the specialized translation class has strong advantages since it is a quick, easy and affordable resource to get; it takes little space, which involves that it is easier to save and manage. It is also reusable, expandable and sectional; and it is multi-purpose, which turns corpus into a resource that could be used for different purposes (Corpas Pastor 2001). Teacher's supervision when compiling the corpus would enhance the acquisition of design criteria and compilation protocols, which would familiarize students with these tools. Similarly, this will allow them to work with corpora in their future medical translation projects and in any other projects in which the task of corpus compilation and the use of its numerous and diverse features can be useful.

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