



UNIVERSITY OF EL SALVADOR
COLLEGE OF SCIENCES AND HUMANITIES
DEPARTMENT OF FOREIGN LANGUAGES

“THE NEED FOR CREATING A DEGREE PROGRAM
IN TRANSLATION AND INTERPRETATION
OF ENGLISH AT THE UNIVERSITY
OF EL SALVADOR”

UNDERGRADUATE THESIS PRESENTED IN ORDER
TO OBTAIN THE DEGREE OF BACHELOR
OF ARTS IN ENGLISH

BY: MIGUEL ANGEL GIL MACHON
CARLOTA DE JESUS QUIJANO



MARCH, 1984

SAN SALVADOR

EL SALVADOR,

CENTRAL AMERICA

T
378.1553
G463n

Ej. 2

UES BIBLIOTECA CENTRAL



INVENTARIO: 10116277

UNIVERSIDAD DE EL SALVADOR

RECTOR: Dr. Miguel Angel Parada

SECRETARIO GENERAL: Dra. Ana G. Castaneda de Montoya

FACULTAD DE CIENCIAS Y HUMANIDADES

DECANO: Lic. Ernesto López Zepeda

SECRETARIO: Lic. Pablo de Jesús Castro Hernández

DEPARTAMENTO DE IDIOMAS EXTRANJEROS

COORDINADOR: Lic. Alvaro Alfredo Suncín Cordero

SAN SALVADOR,

EL SALVADOR, C.A.

1984

MIGUEL ANGEL GIL MACHON DEDICATES THIS WORK TO:

GOD ALMIGHTY, JESUS CHRIST, AND SAINT JOHN BOSCO.

HIS BELOVED WIFE:

ANA IRMA VALLE DE GIL

HIS PRECIOUS DAUGHTERS:

IRMA EDITH AND

ANA MICHELLE

HIS DEAR PARENTS:

MIGUEL ANGEL GIL AND

EDITH VILMA MACHON DE GIL

HIS SISTER AND BROTHERS

TRIBUNAL EXAMINADOR

PRESIDENTE: Lic. María T. Damas de Arévalo

PRIMER VOCAL: Lic. Rolando Labrador

SEGUNDO VOCAL: Lic. José Amilcar Morataya

C O N T E N T S

Chapter	Page
INTRODUCTION.....	1
I. BRIEF HISTORICAL BACKGROUND OF THE LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR CENTERED UPON THE TRANSLATOR-INTERPRETER MAJOR.....	5
II. DEFINITIONS OF THE TERMINOLOGY.....	10
III. DEFINITION OF THE PROBLEM.....	15
IV. METHODOLOGY AND LIMITATIONS.....	16
V. ANALYSIS OF THE PRESENT SITUATION OF TRANSLATORS AND INTERPRETERS IN EL SALVADOR.....	19
A. Questionnaires.....	22
B. Interviews.....	53
VI. DESCRIPTION OF THE TRANSLATOR AND INTERPRETER MAJORS...	72
A. In El Salvador.....	72
B. Abroad.....	76
VII. SUGGESTED STUDY PLAN FOR THE BACHELOR OF ARTS IN TRANSLATION AND INTERPRETATION IN ENGLISH AT THE UNIVERSITY OF EL SALVADOR.....	81
A. Justification.....	81
B. Name of the Major.....	82
C. Degree Conferred.....	82
D. Professional Profile of the Graduate.....	82
E. Areas Forming the Study Plan.....	84
F. Objectives.....	85
G. Specification of the Graduate Formation Areas.....	85

H. Study Plan.....	89
I. Graphic Showing Subject Flow.....	92
J. Operation of the Study Plan.....	93
K. Teaching Methodology.....	93
L. Evaluation System.....	94
M. Enrollment Requirements.....	94
N. Graduation Requirements.....	94
O. Code of the Major.....	95
P. Codified List of the Subjects.....	95
Q. Syllabus.....	97
VIII. CONCLUSSIONS AND RECOMMENDATIONS.....	108
BIBLIOGRAPHY.....	111

Chapter	Page
TABLES	
Table 1: Number of Graduates per Year of the Language Department as Translator- Interpreters.....	8
Table 2: Size of the Institutions to Be Questioned..	16
Table 3: Educational Level of the Professional Persons Interviewed.....	24
Table 4: Position of the Interviewee within the Enterprise.....	24
Table 5: Type and Nature of the Institution.....	26
Table 6: Most Practical and Useful Foreign Language in El Salvador.....	27
Table 7: Existence of Relationship between the Enterprise where the Interviewees Work with Their Counterparts Abroad.....	28
Table 8: Language or Languages Used as a Communication Media.....	29
Table 9: Knowledge of the English Language the Interviewee Considered Himself to Have.....	31
Table 10: Command of the English Language the Interviewee Would Like to Have.....	32
Table 11: Knowledge of the English Language the Interviewee Considered Himself to Have and Command he Would Like to Have of it.....	33

Table 12: Benefits Obtained by Means of the Knowledge of English.....	34
Table 13: Amount in Which the Interviewee Was Damaged Due to the Lack of a Complete Command of the English Language.....	35
Table 14: Professional Services Given to the Insti- tution by Translators.....	36
Table 15: Professional Services Given to the Insti- tution by Interpreters.....	37
Table 16: Type of Information Translated and/or interpreted.....	38
Table 17: Interviewees' Own Opinion of Work Done by Translators and Interpreters in Their Institutions.....	40
Table 18: Work Classification of Translators and Interpreters within the Institutions.....	43
Table 19: Need for Both Professions in El Salvador...	44
Table 20: Amount of Translators and Interpreters Extant in El Salvador According to the Interviewees.....	45
Table 21: Areas in Which Translators and Interpreters Are Needed in El Salvador.....	48
Table 22: Need for Translators and Interpreters at the Interviewees' Institutions.....	49
Table 23: Difficulties Faced when a Translator or Interpreter Was Needed and not Found.....	50

Table 24: Educational Level of the Professional Persons Interviewed (Interviews).....	54
Table 25: Position of the Interviewees within the Institution (Interviews).....	55
Table 26: Bilingual People Being Considered as Trans- lators or Interpreters (Interviews).....	57
Table 27: Work Position of Translators and Inter- preters within their Institutions (Interviews).....	59
Table 28: Need for Translators and Interpreters in El Salvador (Interviews).....	61
Table 29: Areas in which Translators and Interpreters Are Needed in El Salvador (Interviews).....	62
Table 30: Effects the Existence of Well - trained Translators and Interpreters Would Have in Our Country (Interviews).....	64
Table 31: Possible Need for Translators and Inter- preters in the Interviewees' Institutions in the Future (Interviews).....	66
Table 32: Educational Level at which Personnel Graduated as Translators and Interpreters Could Be Trained (Interviews).....	67

Chapter	Page
APPENDIX	
Appendix A: Plan de Estudio 1956. Diplomatura Traductor-Interprete. Universidad de El Salvador.....	116
Appendix B: List of "Translator-Interpreter" Graduates.....	117
Appendix C: Definitions of the Terminology Consulted by the Authors for the Present Research.....	118
Appendix D: Names of the State and Private Institutions Surveyed.....	125
Appendix E: List of "Numeros Aleatorios" Used for the Selection Process of the Sample.....	129
Appendix F: Plan de Estudio de la Licenciatura en Traducción e Interpretación Universidad Evangelica de El Salva- dor.....	130
Appendix G: Questionnaire Administered to the Sample Random Group of Different Types of Institutions.....	132
Appendix H: Questionnaire Administered to the Sample Random Group of Professionals Knowing about the Professions of Translator-Interpreter.....	136

Appendix I: List of Member Institutions of C.I.U.T.I.....	138
Appendix J: Georgetown University Bulletin.....	141
Appendix K: The Polytechnic of Central London Postgraduate Prospectus 1980- 81 Table of Contents.....	149
Appendix L: "Université de L'Etat á Mons" Table of Contents.....	150

I N T R O D U C T I O N

The following research shows the need for translators and interpreters in El Salvador, and the need for creating a degree program in translation and interpretation at the University of El Salvador.

El Salvador and the rest of the Central American countries maintain scientific, technical, educational, economic, and other relations with many countries where English is the native language or where English is used as a link in the various exchanges which very often take place in the aforementioned fields. As a result, more and more persons are learning English today in order to widen their cultural horizons, avoid communication problems which are (or could be) due to the language barrier, and exchange ideas with those countries where English and not Spanish is used. However, not all the persons working at public and private institutions have the opportunity to attend a school where they can acquire a good command of the English language.

It is a fact that many Salvadorean institutions experience difficulty when communicating in English with their foreign counterparts; this is due to the limited existence of professional personnel capable of translating or interpreting whatever is (has been) said or written. The majority of persons doing these tasks, at present, have not followed systematic training. This represents a serious barrier to more efficient functioning of such institutions as the information provided by those persons working as translators and interpreters is limited due to the fact that they lack the skills necessary to do it; such as translation

techniques, interpretation techniques, wider cultural background, knowledge of various areas such as industry, banking, commerce, culture, which could be attained mainly through systematic study at university level.

As it would be almost impossible to try to teach English at an adequate level to the persons working both in public and private enterprises, the authors of the present thesis consider that it would be more advisable to train qualified personnel for translation and interpretation so that trained professional persons can provide high quality services to their institutions.

It is the authors' opinion that the present investigation concerning the need for translators and interpreters in the English language is imperative. The fundamental objective of this thesis is to clearly demonstrate the great need for the establishment of a Bachelor's Degree in Translation and Interpretation in English within the Language Department of the University of El Salvador.

For this purpose the present work has been divided into eight chapters as follows:

Chapter One gives the reader a brief description about the beginning of the College of Sciences and Humanities of the University of El Salvador. It presents a brief historical background of the Language Department, its first study plan and the prior existence of a Translation and Interpretation course of study.

Chapter Two establishes the authors' definitions of the terms "to translate", "translation", "to interpret" and "interpretation" for the purpose of establishing a more precise terminology to be followed through the development of the investigation. Finally they also give their own definitions of the terms "translator" and "interpreter".

Chapter Three defines the latent problem existent in El Salvador due to the scarcity of professional translators and interpreters in English who can devote themselves to this labor efficiently.

Chapter Four describes the methodology and the instruments used in the research; additionally, it describes the process followed for determining the universe and samples used in it. This Chapter also presents the limitations faced by the writers in the development of their research.

Chapter Five deals with an analysis of the present situation of translators and interpreters both in public and private institutions in El Salvador. Data were gathered through questionnaires, and interviews. These instruments were given to people employed by both state and private institutions. Additional information was collected by use of the "Diario Oficial". This chapter also contains the results of the findings of which the authors of the present work based their own analysis.

Chapter Six contains information about the study plans of institutions in charge of the training of translator and interpreters in foreign universities and contrasts them with the programs which existed and exist today in El Salvador. At the end of this chapter the writers put forth what they consider relevant in the preparation of a study plan for the Bachelor of Arts in Translation and Interpretation in English at the University of El Salvador.

Chapter Seven contains the authors' study plan for the Bachelor's Degree in Translation and Interpretation in English at the Language Department of the University of El Salvador.

At the end of the present graduation work, conclusions are presented, as well as recommendations.

CHAPTER I
BRIEF HISTORICAL BACKGROUND OF THE LANGUAGE DEPARTMENT
OF THE UNIVERSITY OF EL SALVADOR CENTERED UFCN
THE TRANSLATOR-INTERPRETER MAJOR

The College of Humanities was founded on October 13, 1948. When the activities of the College started, the first schools created under it were: The School of Philosophy and Letters, The School of Science of Education, and The School of Mathematics and Exact Sciences. The study program corresponding to the first year of this was a basic course which included the following subjects: Spanish, Introduction to Philosophy, Introduction to History, Introduction to Pedagogy, Latin (first year) and Living Languages (first year); English or French were the options¹. Attached to the College of Humanities was the Academy of language, in which English and French were taught (subjects forming part of the basic course mentioned above). This type of structure was maintained until 1955, when a structural renewal of the College was started. It was precisely at this time when the School of Psychology, the School of History and Social Science, the School of Journalism, and the Language Department were organized, and the School of Philosophy and Letters were separated.²

1 Guía Universitaria 1962. Carreras Profesionales de la Universidad de El Salvador, (San Salvador Editorial Universitaria El Salvador, C.A., 1962), p. 143.

2 Ibid p. 144.

In 1956, the first study plan of the Language Department was approved. It was the plan for "The Translator-Interpreter course of study"³. Consequently the first major of said department had been created.

In order to graduate from this major, the student had to complete 16 subjects, which were taught by American and Salvadorean teachers in a period of four years at a rate of four subjects per year. To enroll in this major the student had to fulfill the general requirements asked by the University of El Salvador; however, in the opinion of 25% of the graduates from this field,⁴ the potential student should have had some knowledge of the English language. This having been the reason why only 28 students graduated in a period of 12 years, from 1956 to 1968.⁵ After finishing his studies the scholar received a diploma as Translator-Interpreter.

Later on, in 1962, the College of Humanities functioned with six schools: the School of Philosophy, the School of Sciences of Education, the School of Social Sciences, the School of Journalism, the School of Letters, and the School of Psychology⁶. However, the Language Department remained the same.

3. See Appendix A, page 116

4. Information provided by graduates from the major through personal interviews.

5. See Appendix B, page 117

6. Guía 1965. Facultad de Humanidades. Universidad de El Salvador (San Salvador, Editorial Universitaria, El Salvador, C.A. 1965), p. 14
Translation into English made by the authors of this investigation.

In 1963, the College of Humanities underwent a new structural change, which was intended to initiate the process of a University Reform. As a result of this new transformation, an agreement was reached by which the schools and departments forming the College of Humanities had to be integrated as follows:

- a) School of Philosophy, Letters, Art, Journalism, and Languages.
- b) School of Psychology and Sciences of Education.
- c) School of Social and Political Sciences.

Another agreement was also made in the same document. It expressed:

"The departments to be created in the near future will be the following:

- 1. School of Philosophy, Letters, Art, Journalism, and Languages.
 - a) Philosophy Department
 - b) Letters Department
 - c) Journalism Department
 - d) Language Department
 - e) Art Department."⁷

The same agreement applied to the other Schools of the College.

From 1963 to 1968, the Language Department did not experience major changes in its structure. Following is the number of graduates per year of the Language Department as Translators-Interpreters:

7 Ibid p. 19 Translation into English made by the authors of the present reseach.

TABLE 1
 NUMBER OF GRADUATES PER YEAR OF THE LANGUAGE DEPARTMENT
 AS TRANSLATOR-INTERPRETERS

YEAR	NUMBER
1961	1
1962	3
1963	7
1964	6
1965	9
1967	1
1968	1
TOTAL	28

Source: Done by the authors on the basis of the information provided by the thesis "Reestructuración de las Carreras Ofrecidas por el Departamento de Idiomas de la Universidad de El Salvador, a fin de Adecuarlas a las Necesidades y/o Requerimientos de Nuestro País" p. 7, and Guía 1967. Facultad de Humanidades p. 16.

As the reader can see, from 1961 to 1968, 28 persons obtained their diplomas as Translator-Interpreters. The most productive year was 1965, when 9 students graduated.

After 1968, there were no more graduates in the Language Department as Translator-Interpreters. The writers of this research visited the following organisms of the National University related with the major: The Language Department, Academic Administration of the College of Humanities, and Central Academic Administration in order to find out some more details about the creation as well as the closing of the major; however, these organisms did not provide much information about it, as a result, it was not possible to find a reason that could justify the termination of the Translator-Interpreter major.

CHAPTER II

DEFINITIONS OF THE TERMINOLOGY

For the present graduation work the authors have considered it fundamental to define with accuracy the terms "to translate", "translation", "to interpret" and "interpretation" so that there exists a clear and precise theoretical frame of reference. To do so, various bibliographic resources such as: dictionaries, encyclopedias and encyclopedic dictionaries have been consulted, both in English and in Spanish, (as the easiest way for the reader to find the definition of a word is by consulting those sources). Some of the definitions given by those sources are discussed in Appendix C¹. However through an analysis of the definitions of the terms, we found that, when they are centered upon a specific topic, as in the case of "translation" of languages, they present several limitations such as:

- a) Frequent use of tautology; as they constantly include in most of the definitions what is being defined as part of them.
- b) Most of the definitions are ambiguous as they use the term, "translation" when defining "interpretation" and viceversa.
- c) They only briefly express what the reader should understand about each one of the terms, from the view point of languages.

As a consequence of these restrictions noticed in the various sources listed above, there are not well-established definitions of the terms as to be used in the development of the present work. Moreover, some other bibliographic resources were consulted and it was found that the same limitations appeared. It becomes then necessary to establish

1. See Appendix C on page 118.

an operational definition ² of the terms: to translate, translation, to interpret, and interpretation, as follows:

To translate: "Academic work consistent in transmitting completely and faithfully in a written (or taped) form in the native language what has been expressed or written before in a foreign language or viceversa."

Translation: "Act of turning in a written (or taped) form a specific text expressed before in foreign language to the native language or viceversa, following completely and faithfully the content of it."

To interpret: "Academic work consistent in expressing orally what has been said (or read) by the speaker(s) of a foreign language to the speaker(s) of the native language or viceversa."

Interpretation: "Act of expressing orally what has been said (or read) in a foreign language to the native language or viceversa. This academic work follows faithfully what the speaker(s) of either of the languages is saying."

With the above definitions of the terms the authors mean to establish the pattern to be followed through the development of their research project. Here are some considerations about them:

2. A definition based on the need of the authors in their work and the different bibliographic resources consulted.

To translate:

When saying "academic work" it is meant that a person to develop these activities should have acquired a systematic knowledge in order to do the correct and the most efficient labor as possible. To do so, the person should have a sound management of both the native and the foreign languages. By "completely and faithfully in a written (or taped) form, in the native language what has been expressed or written before in a foreign language or viceversa", it is meant that the one in charge of translating should know the grammatical structures of both so well that when transmitting the content of the text, either written as most of the times happens, or recorded, as in the case of taped translations, he should express exactly the message intended by the writer (or speaker). This work can be done, from a native language to a foreign language or from a foreign language to a native one. In the case of the present work, from English to Spanish or Spanish to English.

Translation:

When expressing: "Act of turning in a written (or taped) form a specific text expressed before in a foreign language to the native language or viceversa, following completely and faithfully the content of it", it is meant that this action is done written; however, it is necessary to add, as it was expressed before that nowadays, with the advanced technology already available, it is possible to be requested to tape the translation, to receive a videocassette, a tape, or cassette to be translated,³

³ If the person interested of having something translated demanded from the one doing this labor, the meaning of the text at the time he is listening to it, then, he wouldn't be translating but interpreting the text.

in which case, the translation might also be taped. When adding "a specific text" it is meant that the texts to be translated can come from different sources; as a result, the translator should know how to handle the specialized vocabulary found in them and be able to express exactly the meaning intended by the writer (or speaker).

To interpret:

When stating "Academic work consistent in expressing orally what has been said (or read) by the speaker (s) of a foreign language to the speaker (s) of the native language or viceversa". It is meant that this oral work should be done having acquired a systematic knowledge, to convey with accuracy the oral message being transmitted either by the speaker (s) of the foreign language to the native language or viceversa.

Interpretation:

By "Act of expressing orally what has been said (or read) in a foreign language to the native language or viceversa," it is meant that this act consists in turning the oral information given by the speaker(s) of the foreign language into the native language or viceversa so that there is a perfect communication between both parties. Finally, when adding: "This academic work follows faithfully what the speaker (s) of either of the languages is saying" it is meant that the person doing this action knows both languages perfectly well so as to make use of the equivalent expressions that best describe what the speaker of either of the languages is saying at the moment of speaking.

At this point, where the authors' definitions of the terms have been settled, it is found appropriate to describe how the authors perceive the person who does the job.

Translator: A person with the academic knowledge which enables him (or her) to turn in a written (or taped) form a specific text expressed before in a foreign language to the native language or viceversa, following faithfully the content of it.

Interpreter: A person with the academic knowledge which enables him (or her) to express orally what has been said (or read) in a foreign language to the native language or viceversa, following faithfully what the speaker (s) of either of the languages is saying.

From these definitions it can be concluded that in order to avoid confusion, the titles of translator will be reserved for the one who in the performing of his profession, generally uses written texts; in opposition to the interpreter whose function is, to transmit orally the words said to him.

CHAPTER III

DEFINITION OF THE PROBLEM

Today, translation and interpretation activities from English to Spanish or viceversa are becoming more and more necessary for the progress of our nation. As a matter of fact, these activities are being pursued by persons who, with a few exceptions, lack technical, as well as methodological and scientific foundations to work on them.

The work done by the majority of these persons limits the yields that the country should obtain from International programs even in the various areas which are a priority to the programs of the country. These translations and interpretations do not always convey the desired precision of the concepts which the English or Spanish speaking authors have expressed in their works or lectures. Works about topics which might be of great value for the development of the country.

On the basis of their observations, the authors state that there is need for creating a degree program for the training of professional translators and interpreters.

The foreign language to be taught to the future specialists in translation and interpretation should be English since, according to observations given by professional persons working in various fields, it is the most widely used foreign language, in El Salvador.

CHAPTER IV

METHODOLOGY AND LIMITATIONS

The methodology used through the development of the present investigation has covered two main areas:

- a) Field Work
- b) Bibliographic Investigation.

The field work was comprised of two procedures: the questionnaire and the interview. Both instruments were prepared and given in 1983 in both large and medium size state and private institutions. Small size institutions were not considered.

In order to establish the parameters to be used so as to determine the size of the enterprises to be questioned knowledgeable people in the field of Economy and institutions working with those parameters were consulted. The result being, that the size of an enterprise is determined by its capital stock. Table 2 below shows this classification.

TABLE 2
SIZE OF THE INSTITUTIONS TO BE QUESTIONED

	SIZE	CAPITAL STOCK	
1	SMALL	from ¢ 10,000	to ¢ 100,000
2	MEDIUM	from ¢ 100,001	to ¢ 1000,000
3	LARGE	from ¢ 1000,001	up

Source: Data used at "Instituto Salvadoreño de Fomento Industrial" (INSAFI) and at the "Fondo de Garantía para la Pequeña Empresa (FIGAPE) for establishing the size of an institution.

The universe used for the following research is constituted by 540 state and private institutions, which were obtained from the lists provided by El Salvador Export Directory,¹ The Exporters Directory of the Ministry of Foreign Trade of El Salvador,² from the Directory of Members of the Salvadorean Association of Industry,³ and the "Diario Oficial".⁴

For the purpose of selecting the sample a master list which included the institutions pertaining to the sources above mentioned was made excepting small size institutions. As the objective of this work was not to establish any comparison among those institutions but to obtain data which can prove the need for translators and interpreters in them a random sample group of 100 state and private enterprises was taken.⁵ For the selection purpose a list of random numbers scientifically prepared were followed.⁶

With respect to the interviews, the same procedure was followed with the only difference being that the sample was obtained from professional persons working at those state and private institutions who were well-acquainted with the fields of translation and interpretation.

-
1. El Salvador Directorio de Exportadores-Export Directory 1979-80 (San Salvador, Codelsa-Consa de El Salvador, S.A. San Salvador, C.A. 1979).
 2. Directorio de Exportadores-Exporters Directory (San Salvador, Instituto Salvadoreño de Comercio Exterior, 1980).
 3. Directorio de Asociados. Asociación Salvadoreña de Industriales (San Salvador, El Salvador, C.A. Marzo, 1982).
 4. Diario Oficial. Sección Presupuesto General de la Nación, Plazas por Ley de Salarios. (San Salvador, El Salvador, Diciembre, 1982)
 5. See appendix D on page 125
 6. See appendix E on page 129

The questionnaires as well as the interviews were given mainly in the Central and Western Zone of the country. The Eastern zone was not included due to the hazardous situation which prevailed there at that time.

The Bibliographic investigation was followed throughout the whole investigation. As a matter of fact, various books belonging to different sources were consulted; both at a personal as well as documental level. With respect to the latter it must be said, that there is a very limited existence of information relevant to our subject matter. This presented, a serious barrier for the present research. However the aid provided by persons who acted as resources was highly valuable as they became a very important source of information.

With regard to limitations faced in the development of the present investigation, the following can be enumerated.

- a) Very limited sources of bibliographic material as expressed before.
- b) Delay in receiving material from abroad.
- c) Lack of cooperation from some persons who work either at state or private institutions in answering questionnaires and interviews distributed to them.

CHAPTER V
ANALYSIS OF THE PRESENT SITUATION OF TRANSLATORS AND
INTERPRETERS IN EL SALVADOR

In the past, from 1956 to 1968, the Language Department of the University of El Salvador was the only institution in the nation in charge of training professional persons as Translator-Interpreters.

From 1968 to 1981 there was no institution in the country, at a university level in charge of instructing professional persons in said major. As a result neither professional translators nor interpreters had been trained at that level since. In 1978 there was an attempt to prepare the study plans and programs for the Translator-Interpreter major at the Language Department of the University of El Salvador¹, but this endeavour did not succeed for reasons which are unknown.

In September 1982 a private institution. The Evangelical University, began its major "Licenciatura en Traducción e Interpretación".² This major takes four and a half years and to enroll in it the potential student has to know the English Language graphically and orally, a situation which limits the opportunity for most of the persons willing to study said major.

1 Memoria 1978. Universidad de El Salvador Facultad de Ciencias y Humanidades. (San Salvador, Editorial Universitaria, 1978) p. 57.

2 See Appendix F on page 130.

In January 1983 a thesis was presented to the Language Department of the University of El Salvador, which established the need to restructure the major being offered by the Department.³ One of the new majors proposed in this restructuring was the Bachelor of Arts in English Translation and Interpretation. However no decisions for initiation have yet been taken.

As the reader can see today the only institution in the country training professional persons on a Bachelor of Arts level in Translation and Interpretation, is the Evangelical University of El Salvador.

This allows the authors of the present research to state that the personnel working nowadays both in state and private institutions, are persons who: a) are of the few who received their diplomas as translator-interpreters at the Language Department of the University of El Salvador, from 1961 to 1968. b) have graduated as translators and/or interpreters abroad, or c) are persons who have not followed systematic training. For this reason, the authors of this investigation consider the amount of translators and interpreters existent today is limited and there is a need for creating a major degree at a public institution where the students can study those professions starting with the learning of the language.

3 Thesis entitled: "The Need to Reestructure the Careers Offered by the Language Department of the University of El Salvador in order to Adequate Them to the Needs or Requirements of Our Country".

To determine the situation of translators and interpreters in the country, private and state institutions were taken into account. With respect to the state institutions which have official posts for these professional persons it can be said that at present, there are only four institutions which have official posts for translators and only one for an interpreter. In 1980 there were just three official positions for translators and only one for an English-Spanish interpreter, and in 1981 one more position as translator was opened at Educational Television. In terms of the number of post for interpreters, it was the same, and in 1982 the same amount of positions, four as translators and one as interpreter were maintained.⁴ However, the authors do know as will be shown further on, that there are a certain number of persons who carry out these functions and do not have that title within the structure of the institution. Although the amount of official posts existent is low, a lot of persons established, as it will be seen in Table 19 of the questionnaire and Table 28 of the interview, there is need for well-trained translators and interpreters.

In order to confirm the real situation of both professions in El Salvador and to establish the need for a major where these professional persons can be systematically trained, the authors of the present investigation used the technique of the survey with the instruments of questionnaire; and interview. Consequently, the present chapter comprises of two main parts. Part a) which deals with the questionnaire and part b) which deals with the interview.

4 Information obtained by the authors of the present investigation from "Diario Oficial Sección Presupuesto General de la Nación, Plazas por Ley de Salarios" (San Salvador 23 de Diciembre años 1980,1981,1982).

PART A

The questionnaire was given in different types of institutions concerning the professions of translator and interpreter.⁵ The surveyors scheduled appointments in one hundred private and state institutions with persons who had good knowledge of the functioning and needs of these enterprises such as personnel managers, heads of departments, directors, subdirectors, and supervisors, in areas such as commerce, industry, banking, education, and different services given by governmental institutions which could not be classified under those major fields. This questionnaire was filled in by the interviewer. The purpose of the first part was to obtain the personal data of the respondent such as profession, institution where he works, and position. It was also designed to investigate the following aspects:

- a) Description of the institution, questions No. 1, No. 3, and No. 4.
- b) Use and knowledge of a foreign language, questions No. 2, No. 5, No. 6, No. 7, and No. 8.
- c) Use of translators and interpreters within the interviewee's institution, questions No. 9, and No. 10.
- d) Evaluation of the work done by translators and interpreters questions No. 11, No. 12, and No. 15.
- e) Knowledge about the professions of translation and interpretation, questions No. 13 and No. 14.

5 See Appendix G, page 132

f) Need for translators and interpreters in El Salvador questions No. 16, No.17, No. 18, No. 20, No. 21, and No. 22.

g) Results to be obtained from the preparation of translators and interpreters, question No. 19.

For the purpose of determining which of the population was to be questioned, the writers of this work took a random sample group⁶ of 100 institutions from the total number of large and medium size state and private institutions.⁷ It is necessary to explain that small size enterprises were not considered as they generally cannot afford bilingual personnel. Among the selected institutions there were industrial, commercial, educational, banking, and governmental institutions which were selected from the lists provided by El Salvador Export Directory,⁸ the Exporters Directory of the Ministry of Foreign Trade of El Salvador,⁹ from the Directory of Members of the Salvadorean Association of Industry,¹⁰ and Diario Oficial¹¹ as it was mentioned before. The following tables were obtained from the personal data;

6. See Appendix E on page 129

7. See Appendix D on page 125

8. El Salvador Directorio de Exportadores-Export Directory 1979-80. (San Salvador, Codelsa-Consa de El Salvador, S.A. San Salvador, C.A. 1979).

9. Directorio de Exportadores-Exporters Directory (San Salvador, Instituto Salvadoreño de Comercio Exterior, 1980).

10. Directorio de Asociados. Asociación Salvadoreña de Industriales (San Salvador, El Salvador, C.A. Marzo, 1982).

11. Diario Oficial. Sección Presupuesto General de la Nación, Plazas por ley de Salarios. (San Salvador, El Salvador, Diciembre, 1982).

TABLE 3
EDUCATIONAL LEVEL OF THE PROFESSIONAL PERSONS INTERVIEWED

	CHOICES	NUMBER	PERCENTAGE ++
1	UNIVERSITY GRADUATES	56	56%
2	NON-UNIVERSITY GRADUATES	35	35%
3	UNIVERSITY STUDENT (Employed)	3	3%
+4	UNKNOWN	6	6%
	TOTAL	100	100%

+ Under "Unknown" are included those persons who did not answer when asked. It is not an alternative but it will appear in the tables, whenever necessary.

++ As the number of samples used is 100, there is a direct correspondence with 100%. Consequently, the authors decided not to illustrate the percentage in the next tables as it would be just a repetition of figures.

Source: Personal Data provided by the Respondent through the Questionnaire.

TABLE 4
POSITION OF THE INTERVIEWEE WITHIN THE ENTERPRISE

	LEVEL	NUMBER
+ 1	SUPERIOR	56
++ 2	MIDDLE	40
+++3	LOWER	-
4	UNKNOWN	4
	TOTAL	100

In order to determine those levels, the authors followed the subsequent criteria:

- + Superior level: High level management, policy makers, executive authorities.
- ++ Middle level: lower level of management, little or no policy making authorities but executive authorities or supervisors.
- +++ Lower level: no management level personnel.

Source: Personal Data Provided by the Respondent through the Questionnaire.

The information obtained from tables 3 and 4 confirms the sample selected for the purpose of the present survey. Due to the positions these persons occupy within their own institutions, the authors consider they have a wide view of the needs of their institutions as well as the limitations they face when relating with foreign enterprises.

With respect to the results from table 4, 56% of the professional persons work in superior level positions and 40% in middle level positions. Persons in the lower level positions were not asked due to the fact that they do not as often have a wide knowledge of the functioning or needs of the enterprise as the others do.

Following is the list of questions and the correspondent results:

Question No. 1 referred to the type of institutions where the respondent worked. Two choices were given.

- 1 State Institution
- 2 Private Institution

Additionally, in the same question, the type of activity of the institution was asked, six choices were given:

- 1 Commercial
- 2 Industrial
- 3 Banking
- 4 Diplomatic
- 5 Educational
- 6 Others (specify)

By putting the answers together to both parts of question No.1 we got the following table:

TABLE 5
TYPE AND NATURE OF THE INSTITUTION

	TYPE OF THE INSTITUTION	NATURE OF THE INSTITUTION		TOTAL
		STATE	PRIVATE	
1	Commercial	12	12	24
2	Industrial	16	15	31
3	Banking	14	-	14
4	Diplomatic	7	-	7
5	Educational	13	11	24
6	Others	-	-	-
TOTAL		62	38	100

Source: Answers to question No. 1 of the questionnaire.

It can be observed that 62% of the enterprises are state institutions.

Question No. 2 concerned the foreign language considered the most useful and practical in El Salvador nowadays, five choices were given:

1. German
2. French
3. English
4. Italian
5. Others (specify)

The results obtained can be observed in the following table:

TABLE 6
MOST PRACTICAL AND USEFUL FOREIGN LANGUAGE IN EL SALVADOR

	LANGUAGE	NUMBER
1	German	-
2	French	1
3	English	99
4	Italian	-
5	Others	-
TOTAL		100

Source: Answer to question No. 2

For 99% of the respondents English is the most practical and useful foreign language in El Salvador; only 1% expressed French. Due to this, the authors of the present investigation suggest that English should be the foreign language to be mastered throughout the whole major, together with Spanish as the native language by the students as Translator-Interpreters. One of the respondents expressed "In our country, English, after Spanish, is the most useful for any commercial transaction and as communication media".

Question No. 3 concerned the existence of relations between the enterprise and their foreign counterparts; two choices were given:

1. Yes
2. No

TABLE 7

EXISTENCE OF RELATIONSHIP BETWEEN THE ENTERPRISE AND
THEIR COUNTERPARTS ABROAD.

	CHOICES	NUMBER
1	Yes	89
2	No	9
3	Unknown	2
	TOTAL	100

Source: Answer to question No. 3

89% of the interviewees answered "yes" which means that

the institutions where the interviewees work, maintain relations with foreign countries, with this level of foreign interactions, the need for translators and interpreters in El Salvador is obvious.

Question No. 4 concerned the language or languages used by those institutions as means of communication, if they had given a positive answer to question No. 3, five choices were given:

1. German
2. French
3. English
4. Italian
5. Others (specify)

With these results:

TABLE 8
LANGUAGE OR LANGUAGES USED AS COMMUNICATION MEDIA

	LANGUAGE	NUMBER	PERCENTAGE
1	German	9	6.9
2	French	18	13.7
3	English	86	65.6
4	Italian	1	0.8
+ 5	Others	17	13.0
	TOTAL	131	100.0

+ "Others" includes Portuguese and Japanese.

Source: Answers to question No. 4

Note: As it can be seen, the total number (131) of answer in this table is different from total number used in the rest of tables (100) for the respondent had the opportunity to choose one or more languages that according to his enterprise, was (were) used as a means of communication.

Source: Answers to question No. 4

It can be stated now, that from the group of 89 interviewees who expressed in question No. 3 that their enterprises had relations with foreign enterprises 65.6% expressed English was the language used as communication media. As a result, English is the obvious first target, so it should be the foreign language to be taught in a translator-interpreter major.

Question No. 5 was concerned with the knowledge the interviewee considered himself to have of the English language, five choices were given:

1. None
2. Basic
3. Average
4. Good
5. Excellent

Before the respondent answered this question, it was explained to them the meaning of each one of the choices as follows:

None= Person who has not studied English at all.

Basic=Person who has already studied some English, knows some vocabulary but cannot express his ideas. Does not know how to put the words together.

Average= Person who knows some English, has (some) limitations, but who makes the effort to communicate his ideas even though he makes mistakes.

Good= Person who expresses himself with some fluency. Understands most of what is being said or written to him.

Excellent= Person who expresses himself without limitations. Speaks, writes and reads the English language like his native language.

The results obtained from this question can be seen in the following table:

TABLE 9
KNOWLEDGE OF THE LANGUAGE THE INTERVIEWEE CONSIDERED
HIMSELF TO HAVE

	CHOICES	NUMBER
1	None	3
2	Basic	28
3	Average	38
4	Good	12
5	Excellent	19
	TOTAL	100

SOURCE: Answers to question No. 5

According to these results, 69% of the respondents would have difficulties when communicating in English, which justifies the need for well-trained translator-interpreters in the nation, who can serve as link between those persons having a language barrier and the

representatives of foreign institutions using English for their exchanges.

Question No. 6 concerned the command the person would like to have of the English language, five choices were given:

1. None
2. Basic
3. Average
4. Good
5. Excellent

The results from this question can be seen in the next table:

TABLE 10

COMMAND OF THE LANGUAGE THE INTERVIEWEE WOULD LIKE TO HAVE.

	CHOICE	NUMBER
1	None	-
2	Basic	1
3	Average	-
4	Good	22
5	Excellent	77
	TOTAL	100

SOURCE: Answers to question No. 6

According to these results, 99% of the interviewees would like to have a good command of the English language. This shows how relevant the learning of the language is, for their personal attainment.

The answers to questions No. 5 and 6 were used to construct table 11 which shows the following information:

TABLE 11

KNOWLEDGE OF THE ENGLISH LANGUAGE THE INTERVIEWEE CONSIDERED HIMSELF TO HAVE AND COMMAND HE WOULD LIKE TO HAVE OF IT.

COMMAND HE WOULD LIKE TO HAVE		KNOWLEDGE OF THE LANGUAGE HE HAS					NUMBER
		NONE	BASIC	AVERAGE	GOOD	EXCELLENT	
1	NONE	-	-	-	-	-	-
2	BASIC	-	1	-	-	-	1
3	AVERAGE	-	-	-	-	-	-
4	GOOD	1	6	9	6	-	22
5	EXCELLENT	2	21	29	6	19	77
TOTAL		3	28	38	12	19	100

SOURCE: Answers to questions No. 5 and No. 6.

With the information provided by this table, it can be restated that most of the persons interviewed would need help in the case of handling information, or attending English speaking visitors, according to their own opinion about the knowledge of the language they have. On the other hand, only 19% of the respondents expressed they would not need any help as they consider themselves to have an excellent mastery of the English language. 12% would need a little help as they have a good knowledge of it.

The results obtained from the command the respondents would like to have, reflect the interest they have in learning the English language.

Question No. 7 concerned the amount in which the respondent had profited, from the command he had of the English language, in the development of his tasks within the institution, four choices were given:

1. Nothing
2. A little
3. Fair
4. A lot

TABLE 12

BENEFITS OBTAINED BY MEANS OF THE KNOWLEDGE OF ENGLISH

	CHOICES	NUMBER
1	Nothing	5
2	A little	9
3	Fair	7
4	A lot	71
5	Unknown	8
	TOTAL	100

Source: Answers to question No. 7

For this question 78% (adding choices 3, and 4) answered they had been substantially benefited by their English proficiency. Only 5% expressed they had not been benefited at all. From these results it can be seen that those who knew some English have been highly benefited. One of them expressed:

"The knowledge of the English language I have, has permitted me to represent the institution where I work at an international

level as to obtain advantages in the development of international projects." Others mentioned they had had the opportunity to get scholarships to study in a foreign language country, given by national and international organizations to professional persons who could speak English.

Question No. 8 concerned the amount in which the respondent had been damaged due to the lack of a complete command of the English language; four choices were given:

1. Nothing
2. A little
3. Fair
4. A lot

With the following information:

TABLE 13

AMOUNT IN WHICH THE INTERVIEWEE WAS DAMAGED DUE TO THE LACK OF A COMPLETE COMMAND OF THE ENGLISH LANGUAGE

CHOICES		NUMBER
1	Nothing	22
2	A little	3
3	Fair	6
4	A lot	44
5	Unknown	25
TOTAL		100

Source: Answers to question No. 8

As it can be seen above, 50% mentioned they had been damaged a lot due to the lack of a complete knowledge of English, 25% did not answer, 22% expressed they had not been damaged at all. This data shows the importance of knowing English today, for personal gains and institutional purposes. In fact, one of the respondents expressed: "Not knowing the language has resulted in a lot of damage to me. If I spoke English perfectly I would become more useful to the institution and it would help me improve my position and my salary."

Question No. 9 concerned the interviewee's knowledge of professional services given to his institution by: a) translators b) interpreters; two choices were given:

1. Yes
2. No

The results obtained for this question part A) are displayed in the following table:

TABLE 14
PROFESSIONAL SERVICE GIVEN TO THE INSTITUTION BY TRANSLATORS

	CHOICES	NUMBER
1	Yes	60
2	No	31
	Unknown	9
	TOTAL	100

SOURCE: Answers to question No. 9 part A).

According to the results obtained, for question No. 9 part A 60% answered their institutions had made use of translator services, 31% expressed they had not used them; however, it is important to say that 6% of the persons in this group had an excellent knowledge of the language (as it was expressed by the respondents). This being, from the authors' viewpoint, the reason why translation services were not needed within their enterprises.

The results of question No. 9 part B) were these:

TABLE 15

PROFESSIONAL SERVICES GIVEN TO THE INSTITUTION BY INTERPRETERS.

	CHOICES	FREQUENCY
1	Yes	27
2	No	22
	Unknown	51
	TOTAL	100

SOURCE: Answers to question No. 9 part B)

In reference to services received by the institutions from interpreters, 27% of the respondents expressed their institutions had received these services, 22% expressed they had not received them. However, it is important to note here again, that 6% of these individuals had an excellent command of the language and 4% of them had a good command of it. 51% did not answer. Some of the reasons why these persons did not answer are the following:

- a) They belong in the group of middle posts.

- b) The knowledge they have about the institution in terms of needs and functions is limited.
- c) The political situation in which the country is in now, has affected the economy of the republic to such an extent that no foreigners are visiting the nation. Consequently many interviewees can not perceive the need for those professionals under normal political conditions.

Question No. 10 concerned the type of information translated and/or interpreted for the institution, seven choices were given:

1. Commercial
2. Industrial
3. Educational
4. Technical
5. Governmental
6. Tourism
7. Others (specify)

The correspondent results are shown below:

TABLE 10

TYPE OF INFORMATION TRANSLATED AND/OR INTERPRETED.

	TYPE OF INFORMATION	NUMBER	PERCENTAGE
1	COMMERCIAL	24	17.6
2	INDUSTRIAL	17	12.5
3	EDUCATIONAL	13	9.5
4	TECHNICAL	50	37.0
5	GOVERNMENTAL	12	8.9
6	TOURISM	10	7.3
7	OTHERS	10	7.3
	TOTAL	136	100

Note: The total number of answers in this table (136) is different than the total number used in the other tables as the respondent had the opportunity to select one or more answers depending on the material being translated or interpreted for their institutions.

The term "others" includes documents and reports of various topics; as well as legal documents, films, and printed information.

Source: Answers to question No. 10

From the total number of interviewees, 60% expressed that their businesses had received the services of translators and/or interpreters.¹² According to this table, table 14, 50 of them expressed the material was technical, 24 commercial, 17 industrial, 13 educational, 12 governmental, 10 tourism, 10 others. As a result, it can be seen, translators and interpreters are necessary in most fields in the country especially in the technical area, where the developments of our nation can be enhanced, Consequently a course of study for the training of professional translator-interpreters should include some information about those sectors.

Question No. 11 concerned the interviewee's own opinion of the work done by translators four choices were given:

1. Unsatisfactory
2. Fair
3. Satisfactory
4. Excellent

Question No. 12 concerned the interviewee's own opinion of the work done by interpreters, four choices were given:

¹² See Table 14 on page 36.

1. Unsatisfactory
2. Fair
3. Satisfactory
4. Excellent

The answers to these two questions are illustrated below.

TABLE 17

INTERVIEWEE'S OWN OPINION OF WORK DONE BY TRANSLATORS AND INTERPRETERS IN HIS INSTITUTION.

CHOICE		TRANSLATOR NUMBER	INTERPRETER NUMBER
1	Unsatisfactory	1	-
2	Fair	3	2
3	Satisfactory	43	22
4	Excellent	8	8
5	Unknown	45	68
TOTAL		100	100

Source: Answer to questions No. 11 and No. 12

For question No. 11, 43% of the respondents, out of the 60¹³ who expressed they had received professional services from translators said the translators work had been satisfactory, 8% Excellent, 3% fair and 1% unsatisfactory. It is important to note that 45% of the interviewees could not evaluate the work done by translators which means that almost 50% do not know much about the work done by

¹³ Ibid. Table 14, p. 36.

them. From these results it can be inferred that this translation work, has not been developed by academic translators, as it is to assume that the work done by graduates from the professions should have increased the results for choices No. 3 and 4 in the results obtained.

For question No. 12 according to Table 17 the authors expected to have only 27% of the total people surveyed, giving their own opinion about the work done by interpreters; however, 5% of the individuals who did not answer before expressed their opinion. Here are the results: only 8% expressed excellent, 22% satisfactory and 2% fair. 68% did not answer as they have not received those services at their institutions.

Question No. 13 was about the professional services to be expected from translators. As a result of this question, several opinions documented by the position and experiences of the respondents which were representative of the total were selected, about what they perceived to be the services expected from a translator.

"To give the exact and convenient translation in the language asked".

"To translate faithfully the original idea".

"To translate into another language something written or taped in another".

"Translation of all types of information".

"It should be necessary to analyze it, as this type of resource does not exist".

"Translation of any document written in English".¹⁴

The description of the services to be expected from a translator differ in some aspects; in fact, most of them take for granted what to translate means. On the other hand, nothing has been said about the way this work should be done. It is important to note, that one of the persons interviewed expressed that: "It becomes necessary to analyze the profession as this resource does not exist."

Question No. 14 dealt with the professional services to be expected from an interpreter. Several opinions were selected, about the way the professional services interpreters should give. Again, the opinions given by the respondents were documented by the position and experiences they had in their work. Here are the most representative opinions:

"Efficiency, quality, and a faithful translation".

"To facilitate communication among workers of the institution and foreign visitors".

"To translate from one language into another, in oral form, the expressed ideas".

"Correct interpretation of any type of conversation".

"To translate fast and faithfully into Spanish."¹⁵

Question No. 15 concerned the opinion of the people interviewed on how to classify the work done by a translator or interpreter within the parameters of an enterprise, four choices were submitted:

14. The authors of this work quotes of respondents from Spanish into English.

15. The authors of this work translated quotes of respondents from Spanish into English.

1. Technical
2. Administrative
3. Both (Technical and Administrative)
4. Others (specify)

The results obtained are presented in the following table:

TABLE 18
WORK CLASSIFICATION OF TRANSLATORS AND INTERPRETERS
WITHIN THE INSTITUTIONS.

	CHOICE	NUMBER
1.	TECHNICAL	65
2.	ADMINISTRATIVE	10
3.	BOTH (TECHNICAL AND ADMINISTRATIVE)	25
	OTHERS	-
	TOTAL	100

SOURCE: Answers to question No. 15

As it can be seen, for 65% of the group it is technical, 25% expressed both.

Question No. 16 concerned the interviewees opinion, whether there is need or not for a) Translators and b) interpreters in El Salvador, two choices were given:

1. Yes
2. No

With the results annotated in Table 19

TABLE 19
NEED FOR BOTH PROFESSIONALS IN EL SALVADOR

CHOICES		a) TRANSLATOR NUMBER	b) INTERPRETER NUMBER
1.	YES	91	89
2.	NO	5	6
3.	UNKNOWN	4	5
TOTAL		100	100

SOURCE: Answers to question No. 16

For this question, 91% of the respondents expressed there is need for translators, and only 5% expressed there is no need for them. On the other hand, with regard to interpreters, 89% expressed there is need for them and only 6% expressed there is no need for them. This means that the majority of persons interviewed express there is need for translators and interpreters in the nation, which confirms that these professional persons are needed both in public and private large and medium size Salvadorean institutions.

Question No. 17 dealt with the interviewee's idea about the quantity of translators existent in El Salvador, at the moment to fulfill the need for Salvadorean institutions. Five choices were given:

1. Minimal
2. Fair
3. Adequate
4. Big
5. Others (specify)

Question No. 18 concerned the respondents idea about the quantity of interpreters existent in El Salvador, at present, to fulfill the need of the Salvadorean institutions. Five choices were given:

1. Minimal
2. Fair
3. Adequate
4. Big
5. Others (specify)

The results of both questions are shown in the table below.

TABLE 20
AMOUNT OF TRANSLATORS AND INTERPRETERS EXISTENT IN EL
SALVADOR ACCORDING TO THE INTERVIEWEES.

CHOICES		TRANSLATOR NUMBER	INTERPRETER NUMBER
1	Minimal	58	57
2	Fair	6	9
3	Adequate	4	4
4	Big	2	-
5	Other	-	-
6	Unknown	30	30
TOTAL		100	100

SOURCE: Answers to questions No. 17 and No. 18

For question No. 17 58% answered the amount of translators available in the country nowadays, is minimal; 6% mentioned it is

fair and only 2% big. 30% answered unknown¹⁶.

For question No. 18, 57% answered the amount of interpreters available is minimal, 9% mentioned it is a fair number and only 4% said it is adequate, 30% answered unknown, too¹⁷.

With the results from this table it can be affirmed that there is a minimal existence of experts in both careers, as a consequence, there is need for them in El Salvador; so there is a need for offering the major at the University that can help training these persons for the progress of the nation.

Question No. 19 concerned the effects the existence of professional persons trained in translation and interpretation would produce in the Salvadorean institutions.

As a result of this question, the majority of persons questioned expressed that the effects would be highly positive, this certainty can be perceived in expressions such as:

"It would facilitate the absorption of science, art, and technology".

"It would permit the Salvadorean institutions to make use of international aid programs".

"Positive effects; time and money would be saved as it wouldn't be necessary to correct inexact translations".

"Better communication with foreign enterprises consequently more development for the country".

16 The majority of respondents belonging to this 30% were working in middle position posts, which from the writers' viewpoint makes it difficult for them to appreciate this need. As they do not have a broad perspective within their institutions.

17 Ibid.

"It would widen and improve relations on an international and national level. It would produce positive changes in the knowledge and it would help the progress of the country".

"Highly positive as it would permit knowing in large extent the programs and ideas of foreign institutions opening, a gate for continuous exchange of knowledge and discoveries".

As it was mentioned by the interviewees, the existence of professional persons trained in translation and interpretation would produce many benefits in the Salvadorean institutions, for instance.

- Time and money would be saved as inexact translations would be avoided.
- The language barrier, would be broken consequently, there would exist better communication between Salvadorean and foreign institutions.
- The relation of the nation on an international level would be widened and improved.
- Salvadorean institutions could make use of international aid programs.
- Programs and ideas of foreign institutions could be known and applied in the country.
- The absorption of science, art, and technology could be speed up as most of the latest discoveries, researches, coming in English would be translated and interpreted for the nation.

Question No. 20 concerned the work areas in which there is need for translators and interpreters in El Salvador seven choices were given:

1. Commercial
2. Industrial
3. Educational
4. Governmental
5. Technical
6. Tourism
7. Others (specify)

The results obtained are illustrated below:

TABLE 21

AREA(S) IN WHICH TRANSLATORS AND INTERPRETERS ARE NEEDED
IN EL SALVADOR

	CHOICE	NUMBER
1	COMMERCIAL	85
2	INDUSTRIAL	82
3	EDUCATIONAL	80
4	GOVERNMENTAL	85
5	TECHNICAL	69
6	TOURISM	95
+ 7	OTHERS	24
++	TOTAL	520

Source: Answers to question No. 20

+ "OTHERS" includes fields such as: Research, agriculture and publishing.

++Note: The total number of answers was 520, due to the fact that most of the respondents considered there was need not only in one area but in several of them.

According to Table 21, from 69% to 95%, considered on the basis of the 100 persons questioned, expressed that translators and interpreters are needed in commercial, industrial, educational, technical, and governmental, areas and in tourism. The general criterion of the interviewees allows the authors of the present research at this point, to state that there is need for translators and interpreters in the different work areas of the nation.

Question No. 21 concerned the respondent's opinion about the need for translators and interpreter at their work institutions, two choices were given:

1. Yes
2. No

Following is a table that shows the results obtained:

TABLE 22
NEED FOR TRANSLATORS AND INTERPRETERS AT THE INTERVIEWEE'S
INSTITUTION.

CHOICES		NUMBER
1	Yes	64
2	No	30
3	Unknown	6
TOTAL		100

Source: answers to question No. 21

For question No. 21, 64% answered yes, and 30% said no; consequently, more than 60% expressed there is need for those persons within their institutions.

Question No. 22 was about difficulties faced in the case that there was a need for translators and/or interpreters and not finding one, six choices were given:

1. None
2. Complete lack of understanding
3. Relative lack of understanding
4. Loss of new commercial contacts
5. Loss of commercial contacts already established
6. Others (specify)

The results obtained from this question can be seen below:

TABLE 23

DIFFICULTIES FACED WHEN A TRANSLATOR OR INTERPRETER WAS
NEEDED AND NOT FOUND.

	CHOICES	NUMBER
1	None	10
2	Complete lack of understanding	8
3	Relative lack of understanding	28
4	Loss of new commercial contacts	5
5	Loss of commercial contacts already established	-
+ 6	Others	9
7	Unknown	40
	TOTAL	100

+ "Others" includes personnel assigned to other departments who were employed to solve the problem, for instance: Bilingual secretaries who could speak some English.

Source: answers to question No. 22

By adding up choices 2,3,4, and 6 from Table 23, it can be seen that 50% of the persons interviewed had difficulties, 40% did not know if they had problems. Only 10% expressed they had not had any problems.

Some of the respondents expressed additional comments with regard to this endeavour such as:

"I consider the existence of translators and interpreters a priority. Even persons like me who feel they know the English language very well have problems".

"It is well known that bilingual executive secretaries usually develop these functions, however, they are not trained and prepared to do that job".

"I consider the offering of this University major very important, as it would favor tourism, the cultural, industrial, and commercial development of the country, throughout the many different institutions existent in the country".

"I hope that this questionnaire will have positive results as to the establishment of this major. It would fulfill the needs of state and private institutions".

"This is a good form of detecting the need for the major".

"As an experienced person in the field, I consider the need for translators and interpreters is urgent; as a matter of fact, a lot of people are asking for these professional services every day".

As preliminary conclusions from the questionnaire, it can be mentioned that: 89% of the Salvadorean institutions both state and

private belonging to the group of high and medium size, sustain relations with foreign counterparts. The most practical and useful foreign language in El Salvador is English (99%) and it is used as a means of communication by 86% of the institutions. That 60% of the institutions have received services of translation and 27% of interpretation, which means that there is a need for these professional persons. The majority of respondents expressed that there is a need for translators (91%) and for interpreters (89%) as their existence is minimal. Almost 70% expressed translators and interpreters are needed in the commercial, industrial, educational, governmental and tourism areas, finally, 50% of the interviewees expressed they had experimented problems consequently their institutions, too, due to the lack for these professional persons.

These results confirm that there is need for well-trained translators and interpreters in both public and private sectors in El Salvador as most of the institutions sustain relations with their foreign counterparts in different fields such as commercial, industrial, educational, governmental, and tourism.

Consequently, there is need for creating a Degree Program which can train this kind of professional person. The name of the major would be "Bachelor of Arts in Translation and Interpretation". The language to be taught would be English which according to the results of the questionnaire is the most practical and useful language in El Salvador.

PART B

As it was mentioned at the beginning of this chapter, this second part will deal with the other statistical instrument, the interview. It was used, for the purpose of obtaining additional information that could enable the authors, to present a deeper study of the work done by translators and interpreters in El Salvador. To do so, the interview¹⁸ was requested of persons who had a wide knowledge of the professions of translator and interpreter. Among these professional persons were present translators, present interpreters, bilingual and executive secretaries working as translators or interpreters, technical English teachers¹⁹, general English teachers. There were also managers of enterprises, and heads of departments of institutions where translators and interpreters were working.

The interview encompassed the following areas:

- a) Personal information about the interviewees.
- b) Knowledge of the profession question No. 1 and No. 2.
- c) Evaluation of the translation or interpretation work done by translators and interpreters. Questions No. 3, No. 4, and No. 5.
- d) Opinion on the need for offering the major at the University, questions No. 6, No. 7, No. 8, and No. 12.
- e) Some general aspects of the major questions No. 9, and No. 13.
- f) Qualities the professional translator and interpreter should

¹⁸ See appendix H on page 136

¹⁹ Technical English Teachers generally use translation and interpretation techniques in their work.

have questions No. 10, No. 11, No. 14 and No. 15.

g) Additional Recommendations question No. 16.

For the purpose of determining the people to be interviewed, the authors used the following steps:

- Appointments with persons who were working at those state and private institutions of large and medium size were scheduled.
- A list of the persons working at these institutions, who had a deeper knowledge of the profession of translator-interpreter was made.

c) From that list, a random sample group of 40 professional persons was selected to be interviewed.

The questions used in this interview were read to the persons and they answered them orally. The interviewer wrote down the answers.

The purpose of personal information was to establish the educational level of the professional persons interviewed. Following is the table with the results:

TABLE 24

EDUCATION OF THE PROFESSIONAL PERSONS INTERVIEWED

	LEVEL	NUMBER	PERCENTAGE
1	University Graduate	26	65%
2	Non-University Graduates	9	22.5%
3	University student (employed)	5	12.5%
TOTAL		40	100.0%

Source: Personal information of the interviewee.

As can be seen above 65% of the persons interviewed were University graduates, 22.5% were Non-university graduate professional persons, and 12.5% were university students already working in various institutions. According to these results, more than 60% of the people interviewed were university graduates this is very important as these persons probably, had a better point of view and basis when judging the work done by other professional persons.

The position of the interviewees within the institution was obtained from their occupations. Here are the results:

TABLE 25

POSITION OF THE INTERVIEWEES WITHIN THE INSTITUTION

	LEVEL	NUMBER	PERCENTAGE
1	Superior	26	65%
2	Middle	14	35%
3	Lower	-	-

Source: Personal information of the interviewees.

The majority of professional persons interviewed belong to the group of superior level posts in their respective institutions (65%) and middle level posts (35%).

Following is the list of questions and their correspondent responses:

Question No. 1 concerned the interviewee's definition of "translator". The following definitions were selected as the authors considered that they were representative of the majority given by the interviewees.

"A translator is any person who translates what has been written or heard (simultaneous translator) into a different language. His job is strictly mechanical to translate what he hears or reads from one language into another".

"A translator is the person who faithfully translates a text of a language different from ours and viceversa".

"A person who translates a play or a writing. This person expresses or is capable of expressing in one language what has been expressed in another".

"A person who uses a second language as well as his own. It is taken for granted that a translator needs special studies depending on the area in which he is going to work".

"A person whose main function is to interpret any written material like pamphlets, books, magazines, literature, commercial journals and legal books, into his native language".

"A person who faithfully translates a written text from one language into another".

Question No. 2 was about the interviewee definition of "interpreter". As a result, the following definitions were chosen by the writers as they were representative of the definitions given by the total group of people being interviewed.

"A person who simultaneously translates a conversation, an interview, a lecture, a conference, etc. from one language into another".

"The one, who, in the presence of others who speak a different language explains what the others say and viceversa.

They work as a link in the oral communication between the two parties".

"A person who explains or summarizes an oral or written text from one language into another".

"A person who translates someone's conversation to another person whose language is different".

"A person who "interprets" and explains to others in his native language what has been said in a language they don't understand".

As it can be seen, the definitions given by the interviewees differ in several respects. This being one of the reasons why the authors established their own definitions of the terms, before in Chapter Two.

Question No. 3 asked the interviewee whether a bilingual person could be considered as a translator or interpreter, three choices were given:

1. Yes
2. No
3. Others (specify)

The results are in the following table:

TABLE 26

BILINGUAL PEOPLE BEING CONSIDERED AS TRANSLATORS OF INTERPRETERS

	CHOICES	NUMBER	PERCENTAGE
1	Yes	-	-
2	No	30	75%
+ 3	Others	1	2.5%
++	Unknown	9	22.5%
	TOTAL	40	100.0%

+ "Others" includes a person who answered "both, depending on the kind of service asked."

++ Unknown represents the persons who did not give an answer when asked.

Source: Answers to question No. 3

75% of the respondents expressed it was not possible to consider bilingual persons as translators or interpreters as it is necessary to acquire specific skills and training to become that kind of a professional. Here are some of the reasons they expressed:

"Because in order to be an interpreter a wide cultural background is needed as well as a good command of different grammatical structures."

"No, as they have not received adequate training for that job."

"No, they would need to become specialized in more fields."

"No, as I believe special training and constant practice would be necessary."

"No, it is necessary to have acquired the appropriate skills and scientific knowledge to be a translator or interpreter. Fluency and good management of the grammatical structures of both languages are also necessary."

A bilingual secretary commented: "No, personally I have been in difficult situations in which it has been impossible for me to translate or interpret what has been asked."

Question No. 4 concerned the interviewee's opinion on how to classify the work position of a translator or interpreter within the frame of an institution, four choices were given:

1. Administrative
2. Technical
3. Both (Administrative and Technical)
4. Others (specify)

Following are the results obtained from this question:

TABLE 27

WORK POSITION OF THESE PROFESSIONALS WITHIN THE INSTITUTIONS

	CHOICE	NUMBER	PERCENTAGE
1	BOTH (Technical and Administrative)	6	15%
2	TECHNICAL	32	80%
3	ADMINISTRATIVE	-	-
4	OTHERS	-	-
5	UNKNOWN	2	5.0%
	TOTAL	40	100.0%

Source: Answers to question No. 4 of the interview.

Notice that the results to be considered technical on the table before (80%) and the results in table 19 of the questionnaire (65%) are both high; which shows it should be a technical position within the institutions. Consequently technical training should be part of a major for the training of well-prepared translators and interpreters.

Question No. 5 asked for an evaluation of the work done by current Salvadoran translators and interpreters. The following opinions were expressed.

"Not too good due to their lack of training in the matter and to the scarcity of them".

"Fair as they do the best they can".

"There is a need for teaching (training) them at specialized schools in the country".

"Deficient, with the exception of a few of them".

"Of very little value, as it is generally done by persons who lack the methodology and scientific training which can only be obtained through systematic study".

"I think the work done in our country is of little value, as it does not exist as a profession. Besides, non-professional persons generally devote themselves to this task".

Question No. 6 was about the need for translators in El Salvador, three choices were submitted.

1. Yes
2. No
3. Others (specify)

The results of the responses to this question were combined with those of No. 7 and appear in Table 28.

Question No. 7 concerned the interviewee's opinion on the need for interpreters in El Salvador three choices were submitted:

1. Yes
2. No
3. Others (specify)

The results obtained from these two questions are in the following table:

TABLE 28

NEED FOR TRANSLATORS AND INTERPRETERS IN EL SALVADOR

CHOICES		A) TRANSLATORS		B) INTERPRETERS	
		NUMBER	PERCENTAGE	NUMBER	PERCENTAGE
1.	Yes	38	95%	39	97.5%
2.	No	1	2.5%	-	-
+ 3.	Others	1	2.5%	1	2.5%
TOTAL		40	100.0%	40	100.0%

+ "Others" includes a person who answered "possibly"

Source: Answers to question No. 6 and No. 7

From table 28 part A it can be seen that the majority of interviewees (95%) estimate there is a need for translators. Only 2.5% expressed the opposite. The results of part B indicate that almost all of the interviewees (97.5%) consider that there is a need for interpreters, too. Here are some of their comments, which emphasize said need:

"Yes, due to commercial trade, and the political and diplomatic relations the country sustains with nations all over the world."

"Translators and interpreters are needed in both state and private enterprises. They are needed in industry, commerce, banking, agriculture, education, etc."

"Translators and interpreters are needed to a large extent in order for the republic to continue develop."

"Yes, as a great number of discoveries and developments are happening in other countries whose native language is not Spanish,

so translators and interpreters are necessary, to incorporate those changes in the Salvadorean culture.

Question No. 8 was about specific work areas where there is a need for translators and interpreters in El Salvador, seven choices were given.

1. Commercial
2. Industrial
3. Educational
4. Technical
5. Governmental
6. Tourism
7. Others (specify)

The results obtained from this question can be seen below

TABLE 29
AREAS IN WHICH TRANSLATORS AND INTERPRETERS ARE NEEDED
IN EL SALVADOR.

	CHOICE	NUMBER
1	COMMERCIAL	26
2	INDUSTRIAL	23
3	EDUCATIONAL	20
4	TECHNICAL	21
5	GOVERNMENTAL	22
6	TOURISM	24
+	7 OTHERS (specify)	35
++	TOTAL	188

+ "OTHERS" includes: artistic, journalistic, political, legal, literary, and scientific areas.

++ THE TOTAL, 188, is different from the 40 (number of interviews) as most of the respondents gave several choices. Percentages were not included in this table because of there being more than one answer per person.

Source: Answers to questions No. 7 and No. 8

From these results it can be stated that a good amount of the respondents, (considering the fact that those 40 interviewees selected at least four choices) agreed there is an obvious necessity for both professionals in the fields listed in the table and in other areas such as publishing and law.

Question No. 9 dealt with the effects the existence of well-trained translators and interpreters would have in El Salvador, five choices were given.

1. None
2. Positive
3. Highly Positive
4. Negative
5. Highly Negative
6. Others (specify)

The results obtained from this question are indicated in table

30.

TABLE 30

DEFFECTS THE EXISTENCE OF WELL-TRAINED TRANSLATORS AND
 INTERPRETERS WOULD HAVE IN OUR COUNTRY

	OPINION	NUMBER	PERCENTAGE
1	NONE	1	2.5%
2	POSITIVE	23	57.5%
3	HIGHLY POSITIVE	16	40.0%
4	NEGATIVE	-	-
5	HIGHLY NEGATIVE	-	-
6	OTHERS	-	-
	TOTAL	40	100.0%

Source: Answers to question No. 9 of the interview

It is shown in the table that the existence of translators and interpreters would highly benefit El Salvador in the opinion of these knowledgeable people.

Question No. 10 asked the professional services the interviewee considered a translator should give; the generalized opinions of the respondents was caught through the following expressions:

"Especially the written translation of textbooks, manuals, pamphlets, etc, as the bibliography generally received comes in English."

"To translate the ideas expressed from one language to another in written form."

"Translation of legal documents, pamphlets, books, or any type of documents."

"All those services related to his field: banking, industry, commerce, international organisations, etc."

"To translate any document or original copy from one language into another."

Question No. 11 concerned the professional services the respondent thought an interpreter should give. Their general opinions can be seen in the following comments.

"Exact interpretations of what the foreigner is saying."

"In the oral aspect, to accompany state or private delegations and to receive delegations from countries where Spanish is not spoken."

"To translate orally what somebody else says."

"In all areas where his services are necessary such as lectures, direct exchanges among members of the government and foreign governments."

Question No. 12 was about whether the interviewees thought their work institutions would need these professional persons in the future. Three choices were given:

1. Yes
2. No
3. Others (specify)

Here is the table resulting from these answers:

TABLE 31

POSSIBLE NEED FOR TRANSLATORS AND INTERPRETERS IN THE
INTERVIEWEES INSTITUTIONS IN THE FUTURE

	CHOICE	NUMBER	PERCENTAGE
1	YES	32	80%
2	NO	7	17.5%
3	OTHERS	1	2.5%
	TOTAL	40	100%

"Others"; refers to a person who mentioned he couldn't give an opinion at the moment.

Source: Answers to Question No. 12

As it can be seen, 80% of the total interviewed expressed they will need translators and interpreters in the future.

One of the interviewees added, "I definitely feel that at the moment both professionals are needed in many fields.

Question No. 13 dealt with the educational level at which these professionals should be trained, four choices were given:

1. High School
2. Technical School
3. University
4. Others

The results of this question can be seen in Table 32.

TABLE 32
 EDUCATIONAL LEVEL AT WHICH PERSONNEL GRADUATED AS
 TRANSLATORS AND INTERPRETERS COULD BE TRAINED

CHOICES		NUMBER	PERCENTAGE
1	HIGH SCHOOL	2	5%
2	TECHNICAL SCHOOL	2	5%
3	UNIVERSITY	36	90%
4	OTHERS	-	-
TOTAL		40	100%

Source: Answers to question No. 13 of the interview.

As a result, the majority (90%) of the respondents expressed this career should be taught at the university level. Additionally some of them said:

"At the university level, because to become a translator or interpreter, the person must acquire a wide educational background and, at the same time, a solid mastery of different grammatical structures".

"At the university level, preferably the University of El Salvador, as it is the right place where the ad-hoc personnel can be found, to design study plans and programs, and develop these programs for the education (training) of the professional intended".

"At the university level because of the wide knowledge the prospective professional person should have on diverse topics and the mastery of the structure of the languages and it's specific skills".

"At the university level (National University). It is the only institution which could guarantee a fully professional training. The National University is the one with the most experience and possibilities."

Question No. 14 concerned the requisites a person should meet in order to be allowed to study translation and interpretation.

As a result of this question a few opinions which are representative of the majority of persons interviewed are given below:

"To have some knowledge of the language or languages to be studied."

"He must have obtained a high school, teaching or accounting diploma."

"To have the capacity to think and live the language of specialization."

"To have a good knowledge of subjects such as: Geography, History, Economics, Literature, Rules and Laws of El Salvador, International Law, International Organizations, etc."

Question No. 15 concerned the subjects that according to the interviewee should be part of a study plan in the major of translator and interpreter. Below is a list of subjects suggested by the answers to question No. 15:

Basic English, Intermediate English, Advanced English.

Spanish Grammar - English Grammar

English Composition I and II

Psychology

Sociology

Philosophy

Public Relations

History

Geography

Politics

Phonetics

Linguistics

Literature

Accounting

Commercial Writings

Communication

Language History

Spelling

Writing

Most of these subjects will be taken into consideration for the design of the corresponding study plan of the Translator and Interpreter Major in English, which will be presented in Chapter 7.

Question No. 16 concerned additional observations or suggestions with respect to the topic proposed by the authors. Some of the comments expressed by the interviewees were the following:

"I think the creation of this major is a need. Translators and Interpreters should be trained and receive a B.A. degree".

"In our country the hard work done by translators and interpreters is not known".

"This new major and career should begin as soon as possible as our country needs these professionals immediately".

"There is a pressing need in the country for more qualified translators and interpreters. The existent amount of them is inadequate".

As conclusions for part B of Chapter Two it can be said that:

- a) The majority of persons interviewed expressed well-trained translators and interpreters are needed and will be needed in the future in both state and private institutions in El Salvador.
- b) 75% of the interviewees expressed, it is not possible to consider bilingual persons as translators or interpreters, as they need special training to do the work properly.
- c) The work done by present translators and/or interpreters was judged as "fair"; due to the fact that the persons doing that work at present have not followed a systematic training.
- d) The work done by professional trained translators and interpreters should be considered a technical skill.

- e) Professional translators and/or interpreters are needed in different areas such as: commerce, industry education, tourism, and other areas.
- f) Professional translators and interpreters should be trained at a university level so that they can obtain the academic instruction necessary to do their work properly.
- g) The majority of interviewees expressed the creation of a major for the training of professional translators and interpreters in English would be very positive.

Based on the opinions and experiences of the qualified people interviewed, the authors feel justified in stating that there is need for well-trained translators and interpreters in English in El Salvador. As a consequence, it is necessary to create a Bachelor Degree in Translation and Interpretation in English at the Language Department of the University of El Salvador to train these professional persons.

CHAPTER VI

DESCRIPTION OF THE TRANSLATOR AND INTERPRETER MAJORS

In order to establish a better study plan that can be adopted today for the Bachelor of Arts in English Translation and Interpretation at the University of El Salvador the authors of the present work feel it is necessary to make a brief description of study plans of translation and interpretation majors followed both in El Salvador and abroad.

A. Translator and Interpreter Majors in El Salvador.

In terms of the study plan approved for the Language Department of the University of El Salvador in 1956,¹ it can be said that although the study plan was intended for the training of well-prepared translator-interpreters, it did not succeed due to the following reasons:

1. The study plan did not include subjects for the English language training.
2. The study course was intended for persons who had already had some experience with the English language.

In fact, one of the graduates,² mentioned that from a number of 75 students who entered the major, only 16 remained for the next year; as classes were taught in English and only a few students could understand them.

1. See appendix A on page. 116

2. Mrs. Elsie de Alegria Translator-Interpreter Graduate, 1963.

3. More emphasis was given to translation than to interpretation as it can be seen through the titles of the following subjects included in the study plan:

- Composition and Written Translation.
- Drafting of Reports and Business Letters.
- Translation (in both languages)
- Drafting of Newspaper Articles.
- Specialized Translation (in both languages)
- Styles of Writing
- Technical and Scientific Writing
- Literary Translation.

On the other hand, the subjects having to do with interpretation were only the following:

- Readings and Oral Summary
- Interpretation Methods and
- Free and Specialized Interpretation.

Besides, it was expressed by 30% of the graduates³ that they had difficulties when interpreting.

4. Humanistic subjects were not included in the plan.

The persons who studied these subjects obtained at the end of their program a diploma as translator-interpreters. The authors do know that this study course was not established as a Bachelor of Arts in Translation-Interpretation in English and that is the reason why

3. See Appendix B on page 117.

they mentioned the need for creating the Bachelor's Degree in Translation and Interpretation in English at the Language Department of the University of El Salvador. Besides they tried to find out why the Language Department did not establish its career at a Bachelor's Degree level as the rest of departments of the College of Sciences and Humanities did at that time; However, they did not find a reason that could justify that situation. This major lasted only for 12 years and after its closing, there was no institution in El Salvador in charge of training well-prepared translator-interpreters in English in El Salvador.

It was not until 1982 when the Evangelical University of El Salvador, a year after its creation, established the major Bachelor of Arts in Translation and Interpretation.⁴ Which is now in its second year of existence.

This major lasts four and a half years, and to enroll in it, the potential student must be a teacher graduate or a senior high school graduate; approve the selection process of the university; and to have a command of the English language both spoken and written.

The prerequisite of having a command of the English language spoken and written (supposedly a good command of it) represents a serious barrier for the majority of persons willing to enter this major since in order to obtain a good command of the English language the person needs to attend private academies where he can learn the

4. See appendix F on page 130.

-language (as the quantity and quality of the classes received through high school are not enough for achieving the command desired by this University), and a lot of persons do not have the means to attend this type of institution.

In terms of the study plan it is felt that it covers both areas translation and interpretation as it can be seen through the titles of the following subjects:

Methods and materials for Translation and Interpretation.

Intensive Translation Practice I, II, and III.

Intensive Interpretation Practice I, II, and III.

Furthermore, this plan gives the students good support with respect to the English language through the subjects:

English Grammar I and II

Readings and Conversations I and II

English Phonetics

General Linguistics

English Composition I and II

However no emphasis has been given (in it) on the humanistic part. As a matter of fact only one subject; Art History has been included.

Subjects such as Psychology, Sociology, Philosophy which could help the personal development of the students enrolled in the major have not been included.

Basic subjects which would give the professional person a background for translation and interpretation of technical vocabulary have not been included either.

B. Translator and Interpreter Majors Abroad.

With regard to the study plans followed abroad it can be said that: Letters were sent to the "Conférence Internationale Permanente des Directeurs d' Instituts Universitaires pour la Formation de Traducteurs et Interprètes (C.I.U.T.I)"⁵, and information about the existent schools in charge of training professional translators and interpreters abroad was obtained.⁶ Information from the Polytechnic of Central London which does not belong into this organization was included. However, for our purpose only three of them will be included:

GEORGETOWN UNIVERSITY⁷. In order to be admitted at the division of interpretation and translation of this University the prospective student must fulfill the following requirements: He must have completed secondary education, he must also pass an entrance test, possess a sound knowledge of the subject related to the field in which he hopes to work as a translator and interpreter, master the language from and into which he will translate or interpret, and have a sound general educational background. It offers two different Certificate programs, one in interpretation and one in translation. At the end of two semesters, the student receives a certificate in Proficiency in Interpretation or in Translation. The courses included for interpretation are:

-
5. Permanent International Conference for Directors of University Institutes for the Formation of Translators and Interpreter (C.I. U.T.I) Translation into English made by the authors of the present research.
 6. See list of Institutions belonging into C.I.U.T.I on appendix I, page 138
 7. Georgetown University School of Languages and Linguistics. Division of Interpretation and Translation Bulletin (Washington D.C., 1980). See Appendix J on page 141.

Simultaneous Interpretation

Consecutive Interpretation

Public Speaking

Terminology Workshop

Parliamentary Procedures

Interpretation and Translation as a Profession.

In terms of translation. The following general training in written translation courses are offered:

French into English

Spanish into English

English into French

English into Spanish

The texts used for this major are selected mostly from newspapers and magazines and deal with topics in various fields such as history, education, sociology, anthropology, politics, economics, finance, science and technology.

Georgetown University Division of Translation and Interpretation as it can be seen, does not provide its students training to perform in both specialities at the same time, due to the distinction they make between the two majors.

The Polytechnic of Central London⁸ offers two Degree programs; a diploma in Conference Interpretation Techniques and Diploma in Technical and Specialized Translation. To study the first major, the candi-

8. Postgraduate Prospectus 1980/81. The Polytechnic of Central London (309 Regent Street London, W1R8AL. 1980). See Appendix K on page 149.

date must be suitable for training as conference interpreter to the highest level. In addition to a fluent and thorough knowledge of the appropriate languages, at degree level, applicants should possess some understanding of the relevant cultural, social, and political backgrounds. The courses included in it are combinations of English and French with either Russian or Spanish. Exercises in consecutive interpretation and public speaking are also included.

Furthermore, lectures on international affairs on special subjects such as medicine, different branches of science, and literature are given. To study the second major the candidate must have mother tongue knowledge of English, he must also possess a degree or the equivalent in any of the five major languages; French, German, Italian, Russian, and Spanish. The courses included in it are: Main Language, Subsidiary Languages, Comparative Translation, Technology Lectures. Subsidiary languages are studied exclusively with a view to written translation. This institution does not provide its students the opportunity to perform in both specialities either, due to the distinction they make between the two majors.

The State University of Mons in Belgium (Université de L'Etat á Mons)⁹ offers a Bachelor's Degree in Translation and Interpretation which lasts four years. In this major, the student has the opportunity to learn two or more from the following languages: English, German, Italian, Dutch, Russian, and Spanish, apart from French. The courses this major includes are divided into:

⁹ Université de L'Etat á Mons, Dix années de Linguistique théorique et appliquée (Belgique, 1973). See Appendix L on page 150.

- a) General courses, which include the following:
- General Formation Courses
 - Linguistics Formation Courses
 - Mother Tongue Courses (French)
 - Language (Didactics Courses)
- b) Modern Language Courses which consist of
- Language Courses taught at present
 - Translation Courses
 - Interpretation Courses
 - Courses that are related to the modern language or to the countries where the language is spoken (literature, culture, civilization courses, etc)

These study plans of Salvadorean and foreign institutions in charge of training translators and interpreters have been considered by the authors to form the study plan they consider should be adopted for training well-prepared translators and interpreters at the Language Department of the University of El Salvador. They consider it should include the following aspects.

- 1) Humanistic Subjects in order to provide the student with a complete learning-teaching experience through which he can be educated as a professional Translator-interpreter as well as a human being.
- 2) Teaching of the English Language in order to give more students the opportunity to study said degree.

- 3) Teaching of the Spanish Language so that the students attain a professional command of both languages.
- 4) Training in both specialities of translation and interpretation to provide them with the skills necessary to perform efficiently.
- 5) Basic subjects to provide the learners with the foundations for technical translation and interpretation.
- 6) Courses to increase the students' English Language proficiency.

CHAPTER VII
SUGGESTED STUDY PLAN FOR THE BACHELOR DEGREE
IN TRANSLATION AND INTERPRETATION IN ENGLISH
AT THE LANGUAGE DEPARTMENT OF THE
UNIVERSITY OF EL SALVADOR

A. JUSTIFICATION. The present graduation work has been written to demonstrate that today there is need for well-trained translators and interpreters in El Salvador, and as a conclusion the authors propose the creation of a major to fulfill such a need, the Bachelor of Arts in Translation and Interpretation in English.

With the conclusions obtained from the information provided by the institutions offering the translator and interpreter majors in El Salvador and abroad, and the results obtained from question No. 15 of the interview, a suggested study plan has been developed to serve as a basis for the training of students who want to become translators and interpreters.

The authors have followed the necessary steps for submitting a complete study plan; however, it is certainly known that before any implementation of this program, the personnel at the language Department and at the College of Sciences and Humanities of the University of El Salvador would need to carefully evaluate and alter the recommended course of study in light of their greater experience and knowledge.



- B. NAME OF THE MAJOR: Bachelor of Arts in Translation and Interpretation in English.
- C. DEGREE CONFERRED: Licenciado en Traducción e Interpretación en Inglés.
- D. PROFESSIONAL PROFILE OF THE GRADUATE: The professional person graduating under this study plan will have developed the following capacities abilities, and skills:

Capacity for:

- Reading, comprehending, analyzing, and translating written information from the following sources: newspapers, magazines, pamphlets, handouts, manuals, brochures, journals, books, and any other type of printed materials, from Contemporary English into Spanish or viceversa. He will also be capable of translating taped material in written or oral form.
- Listening, understanding, and interpreting information expressed orally or taped, by persons whose native language is English to persons whose native language is Spanish or viceversa.

Abilities for:

- Speaking, reading, writing, and understanding English as a foreign language.
- Listening, comprehending, analyzing, and interpreting what is (or has been) said by someone who speaks English.
- Reading, understanding, analyzing, and translating what is (or has been) written by someone who writes in

standard English.

- Translating various types of written information from English into Spanish or viceversa.
- Interpreting various types of oral information from English into Spanish or viceversa.
- Interpreting simultaneously conferences, speeches, lectures, given in English to Spanish speakers or viceversa.

Skills for:

- Using Reference information.
- Using Dictionaries.
- Taking notes both in English and Spanish
- Using technical English for different fields
- Writing in both languages
- Reading in English
- Selecting information from different work fields.

He will also be capable of making decisions at his work as well as in his different daily activities.

Hence, the graduate from the Bachelor of Arts in Translation and Interpretation in English could efficiently function as Translator-Interpreter in:

- a) State Institutions
- b) Private Enterprises
- c) International Organizations

In all these fields, the graduate as translator-interpreter will be able to translate technical, industrial, commercial, legal

and educational information from English into Spanish or viceversa. He will also be capable for interpreting simultaneously lectures, conferences, and seminars.

E. AREAS FORMING THE STUDY PLAN

The following study areas have been established in the present curriculum, to obtain well-trained Translators and Interpreters in English.

The general purpose to be reached with each one of those areas appears beside.

STUDY AREA

GENERAL PURPOSE

- | | |
|-------------------------------|--|
| 1) Subjects of the speciality | To provide the learner with the knowledge, practice, techniques, and the methodology for translation and interpretation both in English and Spanish. |
| 2) General Formation Area | To give the student the cultural background. To give him a humanistic preparation. |
| 3) Foreign Language Area | To provide the student the foreign language into and from which he will translate and/or interpret. |
| 4) Linguistic Area | To provide the student with the scientific and structural basis of the foreign language. |
| 5) Spanish Area | To reinforce the candidate's native language to perform in both languages as translator-interpreter. |

F. Objectives.

1. General

- a. To accomplish the ends of the University of El Salvador related to the formation of capable professional persons for the various fields of development.
- b. To provide the nation with highly trained personnel for the development of translation and interpretation activities.

2. Specific

- a. To offer a new study alternative for the students who enter the Language Department of the University of El Salvador.
- b. To offer a technical major for the training of persons who can perform as translators and interpreters in the industry, banking, commerce, and governmental areas in El Salvador.
- c. To provide the students the competencies, abilities, and skills necessary to perform efficiently as translator-interpreters in English.

G. Specification of the Graduate Formation Areas

1. Subjects of the General Formation Area (12 credits)

<u>Subject</u>	<u>Credits</u>	<u>Prerequisites</u>
Sociology	4	None
Communication Theory	4	None
Human and Public Relations	<u>4</u>	None
SUBTOTAL	12	

2. Subjects of the Spanish Language Area (20 credits)

Language Theory	4	None
Spanish Grammar and Composition I	4	None
Spanish Grammar and composition II	4	Spanish Grammar and Composition I
Latin-American History	4	Spanish Grammar and Composition II
Latin-American Literature	<u>4</u>	Latin-American History
SUBTOTAL	20	

3. Subject of the Foreign Language Area (64 credits)

Basic Intensive English	8	None
Intermediate Intensive English I	8	Basic Intensive Eng- lish
Intermediate Intensive English II	8	Intermediate Intensive English I
Advanced Intensive English	8	Intermediate In- tensive English II
Readings and Conversation in English I	4	Advanced English
Readings and Conversation in English II	4	Reading and Conver- sation in English I
English Grammar I	4	Advanced English
English Grammar II	4	English Grammar I
History of the English Speaking countries	4	Advanced English

Literature of the English Speaking Countries	4	History of the English Speaking Countries
English Composition I	4	English Grammar II
English Composition II	<u>4</u>	English Composition I
SUBTOTAL 64		
4. Linguistic Area (20 credits)		
English Phonetics	4	Advanced English
General Linguistics	4	English Phonetics
Etymology	4	General Linguistics
Contrastive Analysis I	4	Etymology
Contrastive Analysis II	<u>4</u>	Contrastive Analysis I
SUBTOTAL 20		
5. Subjects of the Speciality (44 credits)		
International Economy	4	Readings and Conversation in English II
Methods and Techniques for Translation and Interpretation	4	English Grammar II and Readings and Conversation in English II
International Organizations and Analysis of International Policy	4	Technical Writing and Translation and Interpretation Practice II
Translation and Interpretation Practice I	4	Methods and Techniques for Translation and Interpretation.

Methodology and Research Techniques	4	Methods and Techniques for Translation and Interpretation.
Technical Writing	4	English Composition II
Translation and Interpretation Practice II	4	Translation and Interpretation Practice I
Research Project	4	English Composition II, and Methodology and Research Techniques
Public Service Mission	4	Research Project
Professional Ethics and Practices	4	Translation and Interpretation Practice II
Translation and Interpretation Practice III	4	Translation and Interpretation Practice II
	<u>44</u>	
SUBTOTAL	<u>44</u>	
GRAND - TOTAL	<u><u>160</u></u>	

H. STUDY PLAN

STUDY PLAN		
SEMESTER I		
SUBJECT	CREDITS	PREREQUISITE
Basic Intensive English	8	None
Spanish Grammar and Composition I	4	None
General Sociology	4	None
SEMESTER II		
Intermediate Intensive English I	8	Basic Intensive English
Spanish Grammar and Composition II	4	Spanish Grammar and Composition I
Language Theory	4	None
SEMESTER III		
Intermediate Intensive English II	8	Intermediate Intensive English I
Latin-American History	4	Spanish Grammar and Composition II
Communication Theory	4	None
SEMESTER IV		
Advanced Intensive English	8	Intermediate Intensive English II
Latin-American Literature	4	Latin-American History
Human and Public Relations	4	None

SEMESTER V

English Phonetics	4	Advanced English
English Grammar I	4	Advanced English
Readings and Conversation in English I	4	Advanced English
History of the English Speaking Countries.	4	Advanced English

SEMESTER VI

General Linguistics	4	English Phonetics
English Grammar II	4	English Grammar I
Readings and Conversation in English II	4	Readings and Conversation in English I
Literature of the English Speaking Countries	4	History of the English Speaking Countries.

SEMESTER VII

Etymology	4	General Linguistics
English Composition I	4	English Grammar II
Methods and Techniques for Translation and Interpretation	4	English Grammar II
International Economy	4	Readings and Conversation in English II

SEMESTER VIII

Contrastive Analysis I	4	Etymology
English Composition II	4	English Composition I

Translation and Interpretation Practice I	4	Methods and Techniques for Translation and Interpretation.
Methodology and Research Techniques	4	Methods and Techniques for Translation and Interpretation.

SEMESTER IX

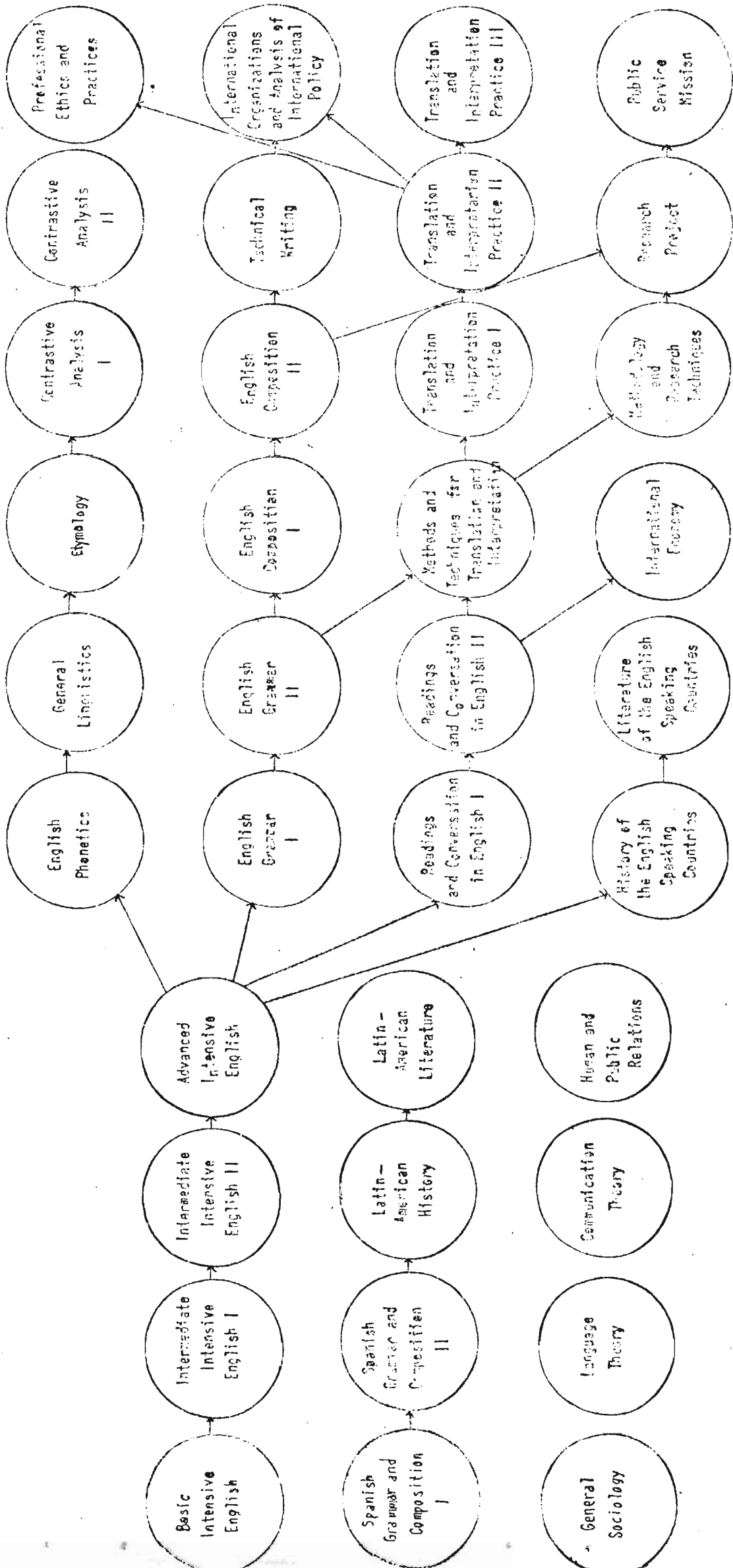
Contrastive Analysis II	4	Contrastive Analysis I
Technical Writing	4	English Composition II
Translation and Interpretation Practice II	4	Translation and Interpretation Practice I
Research Project	4	Methodology and Research Techniques

SEMESTER X

International Organizations and Analysis of International Policy	4	Translation and Interpretation Practice II
Professional Ethics and Practices	4	Translation and Interpretation Practice II
Translation and Interpretation Practice III	4	Translation and Interpretation Practice II
Public Service Mission	4	Research Project

SUBJECT FLOW FOR THE BACHELOR OF ARTS IN TRANSLATION AND INTERPRETATION IN ENGLISH.

I II III IV V VI VII VIII IX X



J. Operation of the Study Plan

The present study plan will operate for the students who enter the University of El Salvador the academic year posterior its approval. The authors consider this curriculum should not be a fixed one, it should be reviewed after its first translator-interpreter promotion is ready, in order to check the aspects which need adjustments or changes. To make these adjustments there will be an assembly integrated with professors of the major, wellknown translators and interpretes, graduates and undergraduates of the major, and specialists in curricula from the Education Department.

The language Department will also establish a follow up process in order to adequate its study program to the needs of the nation, and the graduate himself.

K. Teaching Methodology

For the development of the present curriculum theoretical classes together with practices, workshops, lectures, debates, seminars, and other activities having to do with active teaching methods will be applied for the student to grasp the theory and put it into practice within the context of his speciality. Except in the subjects Research Project and Public Service Mission in which after receiving theoretical and practical information about methodology and research techniques the student will have to apply his knowledge to translation and interpretation work, under the supervision of the subject's professor, who will review and evaluate his development and skill level.

L. Evaluation System.

Theoretical and practical aspects will be evaluated in each subject and the grades will be considered as it has been established in the Evaluation System in operation for the College of Sciences and Humanities of the University of El Salvador.

M. Enrollment Requirements.

- To have obtained a high school, accounting or teaching diploma.
- To fulfill the requirements asked of all students who want to be admitted by the University of El Salvador.

N. Graduation Requirements

After finishing in satisfactory manner, the study plan of 160 credits, the student can either graduate by means of a thesis or by means of a graduation seminar.

O . CODE OF THE MAJOR: TI

P . CODIFIED LIST OF THE SUBJECTS

<u>SUBJECT</u>	<u>CODE</u>	<u>CREDITS</u>
Basic Intensive English	TI-BIE -11	8
Intermediate Intensive English I	TI-IIE.I -21	8
Intermediate Intensive English II	TI-IIE.II-31	8
Advanced English	TI-AE -41	8
Spanish Grammar and Composition I	TI-SGC.I -12	4
Spanish Grammar and Composition		
II	TI-SGC.II-22	4
Latin American History	TI-LAH -32	4
Latin American Literature	TI-LAL -42	4
General Sociology	TI-GS -13	4
Language Theory	TI-LT -23	4
Communication Theory	TI-CT -33	4
Human and Public Relations	TI-HPR -43	4
English Phonetics	TI-EP -51	4
General Linguistics	TI-GL -61	4
Etymology	TI-E -71	4
Contrastive Analysis I	TI-CA. I -81	4
Contrastive Analysis II	TI-CA.II -91	4
Professional Ethics and Practices	TI-PEP 101	4
English Grammar I	TI-EG. I -52	4
English Grammar II	TI-EG.II -62	4
English Composition I	TI-EC. I -72	4

English Composition II	TI-EC. II -82	4
Technical Writing	TI-TW -92	4
International Organizations and Analysis of International Policy	TI-IOAIP 102	4
Readings and Conversation in English I	TI-RCE.I -53	4
Readings and Conversation in English II	TI-RCE.II -63	4
Methods and Techniques for Translation and Interpretation	TI-MTTI -73	4
Translation and Interpretation Practice I	TI-TIP. I -83	4
Translation and Interpretation Practice II	TI-TIP.II -93	4
Translation and Interpretation Practice III	TI-TIP.III-103	4
History of the English Speaking Countries	TI-HESC -54	4
Literature of the English Speaking Countries	TI-LESC -64	4
International Economy	TI-IE -74	4
Methodology and Research Techniques	TI-MRT -84	4
Research Project	TI-RP -94	4
Public Service Mission	TI-PSE 104	4

Q. SYLLABUS

SUBJECT: BASIC INTENSIVE ENGLISH CODE: TI - BIE - 11

This is a beginner course and includes elementary vocabulary and structures. Its fundamental objective is the development of audio, oral, and written abilities and skills for this purpose it is necessary to take advantage of dialogues, various types of drills, short dictations and speeches, and all the techniques involved in the teaching-learning process of a language at a basic level.

SUBJECT: INTERMEDIATE INTENSIVE ENGLISH I and II CODES: TI-IIE. I-21
and TI-IIE.II-31

These two courses have been put together, as they make reference to the intermediate attainment of the learning of the English language. More complex structures are built upon the simple ones previously studied in Basic Intensive English, and the vocabulary used in them is gradually increased through the development of both courses. In these courses, more emphasis is given to the listening, speaking, reading, and writing abilities of the students.

SUBJECT: ADVANCED INTENSIVE ENGLISH CODE: TI-AE - 41

This courses continues the balanced teaching of listening, speaking, reading, and writing skills of Intermediate English I and II. It reviews previous structures and introduces more complex structures which enable the student to express clearly his ideas and opinions orally and written.

SUBJECT: SPANISH GRAMMAR AND COMPOSITIONS I CODE TI-SGC-I - 12

An analytical study of the parts forming the sentence in Spanish, are studied in this course, so that the student can easily recognize those parts and apply them in specific contexts. The student will also learn to use those structures in different compositions written by himself. Composition at this level will be simple and applied to different areas.

SUBJECT: SPANISH GRAMMAR AND COMPOSITION II CODE: TI-SGC. II - 22

This subject is a continuation of Spanish Grammar and Composition I and it presents a deeper study of the analytical part of a sentence within a syntactical context. It studies the different functions developed by words but according to the function they develop with respect to the other elements of the sentence. More emphasis is given to composition in this subject. The student writes more complex compositions about different topics.

SUBJECT: LATIN-AMERICAN HISTORY CODE: TI- LAH - 32

In this subject the student will learn about relevant historical facts related with the industrial, social, economical, and political development of Latin-American countries.

SUBJECT: LATIN-AMERICAN LITERATURE CODE: IT - IAL - 42

This course presents different literary and artistic trends of Latin-American authors. Emphasis is given, to the contemporary literary trends specially to the works of authors who

express social, economical, and political situations through the creation of characters and geographical environments of their settings.

SUBJECT: GENERAL SOCIOLOGY CODE: TI-GS -13

This is a general course, and it has been designed to cover topics and problems of contemporary sociology; it presents important and current sociological thinking with a Central American and Salvadorean emphasis.

SUBJECT: LANGUAGE THEORY CODE: TI - LT - 23

This course introduces the student to the scientific study of language and gives him information about the latest linguistic investigations. It also teaches him about the various forms in which language can exist according to the function it does.

SUBJECT: COMMUNICATION THEORY CODE: TI- CT - 33

Society today demands individuals capable of expressing clearly and precisely their ideas, opinions, and alternatives in the environment where they perform. In that sense, this course aims at developing the students communication capacities in the different fields in which he may function.

SUBJECT: HUMAN AND PUBLIC RELATIONS CODE: TI - HPR - 43

This course teaches the students that success in any enterprise or human group in general depends on his behavior in society. Individual and society are necessary forms of interaction in extensive, comprehensive, and tolerant

treatment, Human and Public Relations prepare the person for an affective form of relationship among different sectors of society.

SUBJECT: ENGLISH PHONETICS CODE: TI - EP - 51

This is a theoretical and practical course in English phonetics. A functional analysis of the human voice sounds, and the concepts of phoneme and phonological structure are studied. Students receive in it practice in recognizing, describing, producing, and correcting speech sounds used in English besides they have practice in phonetic transcription. An introduction is given to the principles of phonology.

SUBJECT: GENERAL LINGUISTICS CODE: TI - GL - 61

This is a course which provides a basis, in contemporary theories of language and approaches to grammar, phonology and semantics. It includes a survey of theoretical developments and of their recent applications. One or more areas will be selected for special study.

SUBJECT: ETYMOLOGY CODE: TI - E - 71

This course presents a study of the origin of words, and expressions for this purpose greek and latin roots, prefixes and suffixes are studied. Additionally, a study of the words and expressions which have become part of the English language are studied.

SUBJECT: CONTRASTIVE ANALYSIS I CODE: TI - CA. I - 81

It is a subject that provides an introduction to fundamental concepts of phonology, followed by a detailed comparison of

the prosody, phonology, and orthography of English and Spanish. It also presents detailed similarities and differences between the Spanish and English sounds and symbols.

SUBJECT: CONTRASTIVE ANALYSIS II CODE: TI - CA. II - 91

This course presents the student an analysis of structural similarities and differences between English and Spanish sentence pattern with the purpose that the translator-interpreter can efficiently compare and give the most adequate correspondence between the two languages. Special attention is given to generative transformational grammar for the comparison and for the analysis of structures of both languages.

SUBJECT: PROFESSIONAL ETHICS AND PRACTICES CODE: TI - PEP - 101

The development of a specific profession requires of a set of personal standards based on the aid principle to solve the needs and interests of man in society. In this sense, a professional Translator-Interpreter needs to understand the set of values he must incorporate so that he can function in a professional manner. It is the objective of this subject to propose a series of concepts and values such as arts, habits, character, customs, obligations and ethics that must be known, practiced, and respected by translator and interpreter in the course of their labor.

SUBJECT: ENGLISH GRAMMAR I CODE: TI - EG - I - 52

This is a systematic approach to the grammatical structures of the English language, in order to provide the student

with a sound knowledge of the distinctive characteristics of the syntax of said language. This subject also includes an analysis of the morphology and syntax so that the student learns the norms and structural elements and their usual arrangement in the formation of ideas; as well as the study and application of rules for writing and speaking of the language.

SUBJECT: ENGLISH GRAMMAR II CODE: TI - EG.II - 62

This subject is basically a continuity of English Grammar I, consequently, it involves the analysis of morphology and syntax of more complex structures. It also provides the student with more skill in the writing of the English language.

SUBJECT: ENGLISH COMPOSITION I CODE: TI - EC.I - 72

This subject gives the student a number of situations and assignments covering language patterns and grammar rules studied in English Grammar I, and II, to be transformed. Change in voice, tense, person, or word order of the selection, as well as rewriting of the passages given, are asked from the student. Special emphasis is given to the writing of short paragraphs about different topics.

SUBJECT: ENGLISH COMPOSITION II CODE: TI - EC.II - 82

This subject is basically a continuation of English composition I, and it continues developing the student's skills to write longer paragraphs. At this point, the student is capable of using writing techniques such as variety, co-

herence, parallelism and sentence emphasis. Then he starts writing essays in which he has to apply what he has learned through Composition I and II. Particular kinds of writing, including exposition, argumentation, reports, literary analysis, and letters are also studied, and practiced. The final part of the course is devoted to research writing. This subject, together with Methodology and Research Techniques lead the student to the subject Research Project.

SUBJECT: TECHNICAL WRITING CODE: TI - TW - 92

This subject covers major problem areas in writing such as principles, words, sentences, organization, punctuation, format, style, and method applied in such areas as engineering, science, business, and industry. It also provides the future translator-interpreter with examples of clear technical writing, detailed analyses of those examples, and specific instruction in writing technical reports. Its main sections present relevant rhetorical principles and discuss specific skills of technical writing as well as methods for preparing and presenting the finished product.

SUBJECT: INTERNATIONAL ORGANIZATIONS AND ANALYSIS OF INTERNATIONAL POLICY. CODE: TI - IOAIP - 102

This subject deals with information about the extant political and social interest institutions, their structures, their functioning, their wide range of action, and of the situations that are (have been) submitted to their knowledge.

SUBJECT: READINGS AND CONVERSATION I CODE: TI - RCE.I - 53

This course provides the student the opportunity to read and talk about industrialists, journalists, scientists accountants, among other occupations, and their work areas, It also includes exercises concentrating on determining the main idea of a paragraph, distinguishing the main idea from supporting details, and ordering the events of a narrative paragraph structure.

SUBJECT: READINGS AND CONVERSATION IN ENGLISH II CODE: TI-RCE-II-63

This subject continues developing the reading and conversation capacity of the students for this purpose, more complex readings about industry, agriculture, banking, administration, commerce, politics, and other fields are read and talked about. At the end of this course, the students should speak English with fluency and read it very well.

SUBJECT: METHODS AND TECHNIQUES FOR TRANSLATION AND INTERPRETATION

CODE: TI - MTII - 73

This course describes the different methods and techniques for translating and interpreting information pertaining to various fields, special emphasis is given to the procedures followed for translation, which includes investigation of the structures of the two languages, obtaining up to date vocabulary and giving the students a sense of personal style of writing; and for interpretation which includes procedures such as: text repetition, learning simple texts

by heart, repetition exercises, oral translation exercises, simultaneous and consecutive interpretation.

SUBJECT: TRANSLATION AND INTERPRETATION PRACTICE I

CODE: TI - TIP. I - 83

In this course, the student applies the knowledge of English and Spanish he has acquired translating and interpreting situations and passages of current events of everyday life. Special emphasis is given to issues coming from the College of Science and Humanities in order to practice, and become specialized in vocabulary from this area. Most of the translations developed at this stage are written and most of the interpretations are simultaneous.

SUBJECT: TRANSLATION AND INTERPRETATION PRACTICE II

CODE: TI-TIP. II - 93

This course continues to develop at a higher level the student's translation and interpretation skills, started in Translation and Interpretation Practice I. For this purpose a review of the vocabulary of humanities is given the student, and translations and interpretations of works of technical and scientific nature are demanded from him. Most of the translations developed in this course are oral, and most of the interpretations are consecutive.

SUBJECT: TRANSLATION AND INTERPRETATION PRACTICE III

CODE: TI - TIP. III - 103

This subject is based on Translation and Interpretation Practice II and at this level, the student is capable for

translating either orally or graphically and interpreting either simultaneously or consecutively. At this level, the student is capable for translating and interpreting information from different sources such as business, industry, banking, and governmental offices, with a minimum amount of difficulty.

SUBJECT: HISTORY OF THE ENGLISH SPEAKING COUNTRIES CODE:TI-MESC-54

This is an approach to the History of the English Speaking Countries. The most relevant historical facts related with the industrial, economical, and political development of English Speaking countries are studied and analyzed in it. Besides, the incidence and relationship of these facts with Latin America are studied.

Subject: LITERATURE OF THE ENGLISH SPEAKING COUNTRIES

CODE:TI-LESC-64

This course presents different literary and artistic trends. Emphasis is given, in it, to the contemporary literary trends of English speaking countries, especially to the works of authors who express social, economical, and political situations through the creation of characters and geographical environments where their works take place.

SUBJECT: INTERNATIONAL ECONOMY CODE: TI-IE - 74

This subject deals with different theories of international commerce. It presents the classical theory; meaning, evaluation exchange terms, External and internal balance adjustment mechanisms, and extension of the International

Commerce Theory. It also deals with Economical Integration Theories such as Central American, Latin-American and European Economical Integrations. Additionally it deals with economical development and investments, in developing and developed countries.

SUBJECT: METHODOLOGY AND RESEARCH TECHNIQUES CODE: TI - MRT- 84

This course provides the student with information about the fundamental concepts of investigation, and leads the learner to the scientific method as his research instrument. It teaches him about reading, studying, and taking note techniques, and how to write questionnaires, and interviews. This course also includes information and practice about how to make an outline of the investigation.

SUBJECT: RESEARCH PROJECT CODE: TI - RP - 94

With the information provided by the subject Methodology and Research Techniques, the student selects his own topic related to his translator-interpreter speciality and starts writing a research project. This project must be related to a Salvadorean public institution, and it will involve the development of a solution to one of its problems.

SUBJECT: PUBLIC SERVICE MISSION CODE: TI - PSM - 104

The situation detected by the student in his research will be worked out by himself through a public service mission he will develop. This public mission has the equivalence of a subject; consequently, the student has to spend five hours a week in it during one term.

CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

As a result of what has been expressed through the present graduation work it can be concluded that:

- The Salvadorean institutions, both state and private, maintain industrial, social, political, economical, and educational relations with institutions abroad, where the English language is used.
- Many of these institutions do not have personnel capable of understanding, speaking, and/or writing what the foreign counterparts say in English; consequently, there is a language barrier between them during the communication process.
- From 1968 to 1982, there was no institution in charge of training professional persons as translators and/or interpreters in El Salvador.

The only institution training academic translator-interpreters was started until 1982. Therefore, there have been no graduates from it yet. Additionally, it can be mentioned that one of the enrollment requisites for this major, is to have a good command of the English language. This fact limits the opportunities of many candidates, to study the translator-interpreter major.

- Many of the persons working today as translators and/or interpreters have not been the most appropriate to do that labor as they have not followed a systematic training. Based upon that, it can be said that most of the translator-

interpreters, with a few exceptions, lack the necessary skills for translating or interpreting. In fact, persons who have only had some experience with the English language are being used in those posts both in state and private institutions in El Salvador. As a result, they face a lot of difficulties when communicating in English.

- There is need for well-trained translators and interpreters in the Salvadorean institutions both state and private, as it was expressed by the majority of persons questioned and interviewed. Indeed, they are needed in different areas such as commerce, industry, banking, tourism, education, and other areas.
- There is need for creating a Degree Program in Translation and interpretation in English in El Salvador, so that the students can obtain the knowledge, capacities, abilities, and skill necessary to function efficiently as translator-interpreters. And it should be founded in the Language Department of the University of El Salvador.
- The creation of a Degree Program in Translation and Interpretation would provide the students, who enter the language Department, a new alternative of study. And the degree to be offered is the "Bachelor of Arts in Translation and Interpretation in English."

RECOMMENDATIONS

Based on the conclusions expressed through all the present thesis, the authors recommend:

- To create the Bachelor of Arts in Translation and Interpretation in English at the Language Department of the University of El Salvador.
- To organize an evaluation congress with the participation of professional translators and interpreters, graduates, undergraduates and students of the Language Department, specialists in curricula of the Education Department of the University of El Salvador, as well as specialists of private universities, in order to submit to their opinion all the documents related to the creation of the Bachelor of Arts in Translation and Interpretation in English and come to a decision about its creation.
- To promote the foundation of a professional Translator-Interpreter Association to protect and promote its associates.
- To further additional research in this field to include type and number of employment opportunities, responsibilities of these people and range of salary.
- To create a Translator Interpreter Directory, which could be distributed to different state and private institutions, for the popularization of these professional services.
- To promote for the University of El Salvador and its different colleges, Professional Translation and Interpretation Services given by the Translation and Interpretation Staff of the Language Department.
- To establish relations and exchange programs with foreign institutions in charge of translator-interpreters training.

B I B L I O G R A P H Y.

Association International des Interprètes de Conférence. La Profession d' Interprète de Conférence. Paris : n.p., n.d.

Blandon de Castro, Norma Cecilia et al. Reestructuración de las Carreras Ofrecidas por el Departamento de Idiomas de la Universidad de El Salvador, a fin de Adecuarlas a las Necesidades y/o Requerimientos de Nuestro País. Trabajo de Graduación. San Salvador : n.p., 1983.

Brinton, E., et al. Translation Strategies - Estrategias para Traducción. New York : The MacMillan Press Limited. 1981.

Cartledge, H.A. Translation from English. For Intermediate and Advanced Students. London : Longman Group Limited, 1960.

Conlin, David A. and Herman, George R. Resources for Modern Grammar and Composition. Philippines : American Book Company, 1965.

Des Professions Difficiles mais Exaltantes. Celle de Traducteur - Celle d' Interprete. n.p. n.d.

Diccionario Enciclopedico Salvat. Barcelona : Salvat Editores S.A., 1973.

Directorio de Asociados. Asociación Salvadoreña de Industriales. San Salvador : n.p= 1982.

Dix Années de Linguistique Théorique et Appliquée. Université de

L'Etat à Mons. Belgique: n.p., 1973.

El Salvador Directorio de Exportadores - Export Directory 1979 - 80.

San Salvador: Codelsa Consa de El Salvador, S.A., 1979.

Enciclopedia Universal Ilustrada Europeo Americana. Madrid, Barcelo-

na: Espasa Calpe, S.A., 1975.

Ewer, J.R. and Latorre, G. A Course in Basic Scientific English.

Student's Book. London : Longman Group Ltd., 1969.

French, F.G. Teaching English as an International Language. London:

Oxford University Press, 1970.

Georgetown University. Graduate Bulletin 1980-1981. Washington D.C. :

University Press, 1980.

Guia Academica para Estudiantes de la U.R.E.S. San Salvador: n.p.,

1983.

Guia Universitaria 1962. Carreras Profesionales de la Universidad de

El Salvador. San Salvador, El Salvador, C.A. : n.p. 1962.

Correll, Robert M. and Laird, Charlton. Modern English Handbook.

Englewood Cliffs, New Jersey: Prentice - Hall, Inc., 1962.

- Gove, B. Philip. Webster's Third New International Dictionary.
Springfield, Massachusetts : G&C. Merriam Company, Publishers,
1971.
- Halliday, M.A.K., et al. The Linguistic Sciences and Language Teaching.
Longman Linguistic Library. London: Longman Limited Group, 1964.
- Hendrickx, Paul V. Simultaneous Interpreting. London: Longman Group
Limited, 1971.
- Herbert, A.J. The Structure of Technical English. London: Longman
Group Ltd., 1965.
- Jacobs, Roderick A. and Rosenbaum, Peter S. English Transformational
Grammar. New York: John Wiley & Sons, Inc., 1968.
- Jess Stein, The Random House Dictionary of the English Language. New
York: Random House, 1966.
- Laço, Robert. Language Testing. A Teacher's Book. London: Longman
Group Limited, 1961.
- Lambuth, David et al. The Golden Book on Writing. Middlesex, England:
Penguin Books Ltd., 1976.
- Lenmark Ellis, Barbara. How to Write Theses and Term Papers. Woodbury,
New York: Barron's Educational Series, Inc., 1971.

Martinet, André. Elementos de Lingüística General. Madrid: Editorial Gredos, 1974.

Memoria 1978. Universidad de El Salvador - Facultad de Ciencias y Humanidades. San Salvador : Editorial Universitaria, 1978.

Moliner, Maria. Diccionario de Uso del Español. Madrid : Editorial Gredos, 1975.

Perrin, P.G. and Corder J.W. Handbook of Current English. Glenview, Illinois: Scott, Foresman and Company, 1975.

Plan de Estudios . Fascículo I, Universidad de El Salvador, El Salvador: Editorial Universitaria, 1974.

Postgraduate Prospectus 1980-81. The Polytechnic of Central London. London: n.p. 1980.

Prospecto-Catalogo de Estudio. Universidad de El Salvador. San Salvador: Publicaciones del Departamento de Registro, 1968.

Real Academia Española. Diccionario de la Lengua Española. Madrid: Editorial Espasa Calpe S.A., 1970.

Robins, R.H. General Linguistics. An Introductory Survey. 2nd. ed. London: Longman Group Limited, 1971.

- Stockwell, Robert, et al. The Grammatical Structures of English and Spanish. Chicago: The University of Chicago Press, 1965.
- Tamayo y Tamayo, Mario. Metodología Formal de la Investigación. Mexico: Editorial Limusa, 1983.
- Teitelbaum, Harry. How to Write Theses. A Guide to the Research Paper. New York: Monarch Press, 1975.
- Thomson, A.J. and Martinet, A.V. A practical English Grammar. London: Oxford University Press, 1969.
- Thornley G.C. Easier Scientific English Practice. London: Longman Group Limited, 1964.
- Université de Montréal. Faculté des Études Supérieures. Montréal: Direction des Publications, Annuaire 1979-1980.
- Velásquez, José Humberto. Manual del Investigador de Campo. Universidad de El Salvador. San Salvador Editorial Universitaria, 1978.

APPEFDIX A

UNIVERSIDAD DE EL SALVADOR

DEPARTAMENTO DE IDIOMAS (PLAN DE 1956)

Primer Año

Fonética y Entonación

Gramática Comparada de los dos Idiomas

Lectura y Resumen Oral

Composición y Traducción Escritas

Segundo año

Redacción de Informes y Cartas Comerciales

Gramática Superior del Idioma extranjero

Traducción (en ambos idiomas)

Modismos del vernáculo y del idioma extranjero

Tercer Año

Instituciones e historia de los países donde se habla el idioma.

Redacción de artículos periodísticos

Traducción especializada (en ambos idiomas)

Métodos de Interprete

Cuarto Año

Estadística

Redacción Técnico-científico

Traducción-Literaria

Interpretación libre y especializada

Source: Guia Universitaria 1962. Carreras Profesionales de la Universidad de El Salvador, (San Salvador Editorial Universitaria San Salvador C.A., 1962), p. 174.

APPENDIX B

LIST OF "TRANSLATOR-INTERPRETER" GRADUATES ¹

N.	YEAR	NAME
1	1961	Bulnes, Rosa de
2	1962	Barrientos, Cesar Napoleón
3	1962	Oliva, Maria Luisa
4	1962	Villacorta Gianini Fernando
5	1963	Alegría, Carlos Alfredo
6	1963	Alemán, Leonora
7	1963	Cruz, Maria Cristina
8	1963	Hernández Ramirez, Mateo Mauricio
9	1963	Lara de Luna, Irma
10	1963	Solis Rodas, Regina
11	1963	Yudice de Alegría, Elsie
12	1964	Arévalo, Margarita
13	1964	Crisonino, Vera de
14	1964	Chinchilla Menéndez, Francisco
15	1964	Martínez, José Angel
16	1964	Sourdy, Josefina
17	1964	Villalta, Concepción de
18	1965	Alarcón, José Manuel
19	1965	Barneod, Carmen
20	1965	Brito, Gonzalo Rafael
21	1965	Durán, Jorge A.
22	1965	Hernández Lila, Rodrigo Alonso
23	1965	Hernández Urrutia, José Praulio
24	1965	Meléndez, Carlos Romeo
25	1965	Rivera Romero, Saúl
26	1965	Santillana, Rosa
27	1967	Martínez Uribe, Clara Milagro
28	1968	Miranda de Amaya, Ana Leticia

¹ Done by the authors with information provided by the thesis "La Reestructuración de las carreras ofrecidas por el Departamento de Idiomas de la Universidad de El Salvador, a fin de adecuarlas a las necesidades y/o requerimientos de nuestro país. p.201 y Guía 1965 p.16

APPENDIX C

DEFINITIONS OF THE TERMINOLOGY CONSULTED BY THE AUTHORS FOR THE PRESENT RESEARCH

The writers included all these definitions of the terminology and a brief discussion about them, in order that the reader can have a broad idea about the way those terms are defined. It is considered more convenient to present the definitions of "to interpret", "interpretation", and "to translate", "translation", together, under the same footnote number to avoid an excessive amount of footnotes.

Here are those definitions:

To translate:

"To express in a language what is written or has been expressed before in another one".

Translation:

"Act and effect of translating. Work of a translator. Sense or interpretation given to a text or a writing".¹

1 Real Academia Española. Diccionario de la Lengua Española. (Madrid, Editorial Espasa Calpe, S.A., 1970), p. 1283. Translation into English made by the authors of this research.

To interpret: "To explain or declare the sense of one thing, and mainly of the texts lacking clearness. To translate from one language into another.

To understand or take in good or bad portion an action or word. To assign an action to a determined end or cause. To express well or badly the related subject or matter."

Interpretation: "Action and effect of interpreting." ²

To Translate : "To express in a language what is written or has been expressed before in another one."

Translation : "Action and effect of translating. Work of a translator. Sense or interpretation given to a text or a writing."³

To interpret: "To explain or declare the sense of one thing, and mainly of the texts lacking clearness. To translate from one language to another. To understand or take in good or bad portion an action or word. To give an action to a determined end or cause. To comprehend and express well or badly the related subject or matter."

Interpretation: "Action of interpreting." ⁴

-
2. Ibid. p. 155. Translation into English made by the authors of this research.
 3. Enciclopedia Universal Ilustrada Europeo Americana. (Madrid Barcelona, Espasa Calpe S.A., 1975) LXVIII, p. 511. Translation into English made by the authors of this research.
 4. Ibid. XXVIII, p. 1835. Translation into English made by the authors of this research.

To translate : "To express in a language one thing originally said or written in another. To express in a different form something already expressed. To express or give shape to an idea, feeling. To interpret. "Give meaning to a text, assign an expression, etc."

Translation : "Action and effect of translating. Work which is the result of translating another.

Interpretation of a text." 5

To interpret : "To assign certain meaning to an expression or another thing. To translate."

Interpretation:"Action and effect of interpreting." 6

To translate : "To turn (something written or spoken) from one language into another. To change the form, condition, nature, etc. of; transform, convert. To explain in terms that can be more easily understood; interpret.

Translation : "The rendering of something into another language. A version in a different language. Change or conversion to another form, appearance, etc; transformation. Act or process of translating; state of being translated." 7

5. Maria Moliner, Diccionario de uso del Español. (Madrid, Editorial Gredos, 1975), II, p. 1354. Translation into English made by the authors of this research.
6. Ibid, Vol, I, p. 156. Translation into English made by the authors of this research.
7. Jess Stein, The Random House Dictionary of the English Language. (Random House, New York, 1966)p, 1505.

To interpret : "To set forth the meaning, of; explicate, elucidate.
To construe, or understand in a particular way...To
translate".

Interpretation:"The act of interpreting; elucidation: explication,
an elucidation...a way of interpreting. Translation".⁸

To translate : "To bear, remove from one place or condition to another.
To turn into one's own or another language. To practice
rendering from one language or representational system
into another. To make such a rendering or translation.
To admit of or be adaptable to translation".

Translation : "An act, process or instance of translating. Rendering
from one language or representational system into
another the product of such rendering".⁹

To interpret : "To explain or tell the meaning of: translate into
intelligible or familiar language or terms: Expound,
Elucidate, translate. To act as an interpreter:
translate".

Interpretation:"The act or the result of interpreting. Translation
from one language into another. Used of oral trans-
lation by interpreters".¹⁰

8 Ibid. p. 744

9 Philip B. Gove, Webster's Third New International Dictionary. (G&C.
Merriam Company, Publishers, Springfield Massachusetts. U.A.A., 1971),
p. 2429.

10 Ibid. p. 1182.

As it can be seen, the aforementioned definitions of the terms "To translate", " translation ", "To interpret" and "interpretation" in the various sources consulted present only general idea about the tasks involved in them. This is understandable as such reference materials, have been written only to fulfill the needs of readers in general.¹¹

Some of the bibliographic resources consulted have also classified the term translation. In fact, one of them does it as follows:

"Direct Translation: The one done from a foreign language to the native language.

Interlineal translation: The one done between the lines of the original text with correspondence of place between the words or expressions of both texts.

Inverse translation: The one done from the own language to the foreign.

Free translation : The one which, giving total priority to meaning separates itself, in some cases, from the original in the election of expressions.

Literal translation: The one that follows rigorously the original in the form elected to express the thought, not separating from it more than what it is necessary to be correct in the language to which it is translated.

11. As a matter of fact, the average reader turns to these resources for information about etymology, spelling, pronunciation, meaning and proper use of words.

Juxtapositional translation: Translation in which the correspondent translation is placed aside each line of the original." ¹²

As it can be seen, this classification gives the reader a view of the different types of translation existent. Nowadays, however, from the point of view of the writers of this work, it is found that even though they are more specific they still lack accuracy. For instance, in the definitions of: direct translation, inverse translation, free translation, and literal translation, it should be added that such tasks should be done in a written form.

The word interpretation has also been classified by bibliographic resources under the fields of art, laws and religion as well as linguistics however, only the definition of linguistics is included here, as it is related to the present work, as follows:

"Linguistic interpretation: Oral translation system used in interviews, congress, and any type of international meetings.

Simultaneous interpretation: (by means of electrical systems: microphones and headphones).

Consecutive interpretation: Consists in translating the speakers participations after they have been formulated." ¹³

12. Maria Moliner. *Diccionario de uso del Español*. (Madrid Editorial Gredos 1975). II. p. 1355. Translation into English made by the authors of this research.

13. *Diccionario Enciclopedico Salvat*. (Barcelona, Salvat Editores S.A., 1973), VII, p. 1821. Translation into English made by the authors of this research.

As the reader can observe these definitions are more specific and describe types of interpretation existent today. Yet, it is the authors' opinion that they still lack accuracy; as a matter of fact, these resources continue to define interpretation as "oral translation system" as in the case of linguistic interpretation, which as we stated before is inappropriate as the reader tends to use both terms indistinctly. They should also add that this type of interpretation takes place in "interviews, congress, and any type of international meetings" where a foreign language is spoken. With respect to the definition of simultaneous interpretation, it is considered that it should be explained in terms of the way the work is performed and not in terms of the equipment used for it, that is, an act of expressing orally what is being said or read by the speaker of a foreign language in the native language, by means of electrical systems (or not), at the moment of speaking.

APPENDIX D

NAMES OF THE STATE AND PRIVATE INSTITUTIONS SURVEYED.

A. STATE INSTITUTIONS

Administración Nacional de Acueductos y Alcantarillados.
Aeropuerto Internacional El Salvador.
Asociación Nacional de Telecomunicaciones.
Banco Agrícola Comercial de El Salvador.
Banco Capitalizador.
Banco Central de Reserva de El Salvador.
Banco Cuscatlan S.A.
Banco de Comercio.
Banco de Credito Popular S.A.
Banco de Desarrollo e Inversión.
Banco de Fomento Agropecuario.
Banco Hipotecario.
Banco Salvadoreño.
Biblioteca Nacional
Centro Nacional de Artes.
Centro Nacional de productividad.
Centro Nacional de Tecnología Agropecuaria.
Comisión Ejecutiva Portuaria Autónoma.
Comisión Hidroeléctrica del Río Lempa.
Dirección de Artes.
Dirección de Urbanismo y Arquitectura.
Dirección General de Comunicaciones y Tecnología Educativa.
Dirección General de Correos.
Dirección de Cultura Juventud y Deportes.

Dirección General Estadística y Censos.

Dirección General de Migración.

Dirección General de Recursos Naturales Renovables.

Dirección General de Salud.

Escuela Nacional de Agricultura.

Fondo de Garantía para la pequeña Empresa.

Hospital Rosales.

Hospital San Juan de Dios (Santa Ana)

Instituto Centroamericano de Telecomunicaciones.

Instituto Nacional de Empleados Públicos y Municipales.

Instituto Regulador de Abastecimiento.

Instituto Salvadoreño de Comercio Exterior.

Instituto Salvadoreño de Fomento Industrial.

Instituto Salvadoreño de Investigaciones del Café.

Instituto Salvadoreño de Transformación Agraria.

Instituto Salvadoreño de Turismo.

Instituto de Vivienda Urbana.

Universidad de El Salvador.

- The following International Institutions were considered in the same list, too.

Embajada Americana.

Organización de Estados Americanos.

Organización de las Naciones Unidas para Centro America.

B. PRIVATE INSTITUTIONS.

ADOC S.A.

Aldemsa.

Arco Ingenieros

Atarraya S.A.
Bayer de El Salvador.
Bemis de El Salvador.
Cefesa Industrial S.A. de C.V.
Compañía Azucarera Salvadoreña
Corporación de Calzado S.A. Corsal
Delicia S.A. de C.V.
Diadema S.A.
Fabrica Centroamericana de Lápices, S.A. Facela
Fabrica de Calzado ZAZ
Industrias Marshall
Jubis Industrial, Fabrica de Productos de Hule "Sirena"
de El Salvador.
Kimberly-Clark de Centro America S.A.
Lubricantes Texaco.
McCormick de Centroamerica S.A.
Mariscos de El Salvador.
Mataderos de El Salvador.
Orfebreria Internacional S.A. de C.V. ORSA.
Productos Alimenticios Diana.
Productos Quality Meats de Centroamerica S.A.
Shell de El Salvador.
Tacoplast S.A. de C.V.
Tenería El Bufalo S.A.
Texas Instruments
Universidad Centroamericana "José Simeón Cañas".
Universidad Cuscatleca.

Universidad Evangelica de El Salvador.

Universidad Francisco Gavidia.

Universidad Modular Abierta.

Universidad Occidental de El Salvador.

Universidad Politecnica.

Universidad Santaneca de Ciencias y Tecnología.

Universidad Técnica Latinoamericana.

Universidad Tecnológica.

Note: The number of Institutions do not coincide with the number of the sample (100) as some of them were given more than one questionnaire.

APPENDIX B¹

LIST OF "NUMEROS ALEATORIOS" USED IN THE SELECTION PROCESS OF THE SAMPLE

NUMEROS ALEATORIOS

Línea No.	NUMERO DE COLUMNA								
0	10097	32533	76520	13586	34673	54976	80959	09117	39292
1	37542	04805	64894	74296	24805	24037	20636	10402	00822
2	08422	68953	19645	09303	23209	02560	15953	34754	35080
3	99019	02529	09376	70715	38311	31165	88678	74397	04436
4	12807	98970	80157	36147	64032	38853	98951	16877	12171
5	66065	74717	34072	76850	36897	36170	65813	39885	11199
6	31060	10805	45571	82406	35303	42614	86799	07439	23403
7	85269	77602	02051	65692	68665	74818	73053	85247	15023
8	63573	32135	05325	47048	90553	57548	28468	28709	83491
9	73796	45753	03529	64778	35908	34282	60935	20344	35273
10	98520	17767	14905	68607	22109	40558	60970	28400	50500
11	11805	05431	39808	27732	50725	60248	29405	14201	52775
12	83452	99634	06288	98083	13746	70078	18475	40010	68711
13	88685	40200	86507	58401	36766	67951	90364	78493	29699
14	99594	67348	87517	64969	91828	08928	93785	11368	23478
15	65481	17674	17468	50950	58047	76974	73039	57186	40218
16	80124	35635	17727	08015	45318	22374	21115	78253	14385
17	74350	59817	77402	77214	43236	00210	45521	64237	96286
18	69956	26803	66252	29148	36936	87203	76621	13990	94400
19	09893	20506	14225	68514	46427	58788	96297	78622	54382

Sección de Impresiones
 Facultad de Ciencias y Humanidades
 Marzo de 1978



Impreso

Source: Manual del Investigador de Campo. Universidad de El Salvador Facultad de Ciencias y Humanidades. (San Salvador Editorial Universitaria, 1978) p. 182

APPENDIX F

PLAN DE ESTUDIO DE LA LIC. EN TRADUCCION E INTERPRETACION UNIVERSIDAD EVANGELICA DE EL SALVADOR

N. Orden	Materias	Pre-Requisito:
Primer Ciclo		
01	Gramática Inglesa I	No tiene
02	Fonética Inglesa	No tiene
03	Lecturas y Conversación Inglesa I	No tiene
04	Literatura Latinoamericana	No tiene
Segundo Ciclo		
05	Gramática Inglesa II	01
06	Lingüística General	02
07	Lecturas y Conversación Inglesa II	03
08	Composición Inglesa I	01
Tercer Ciclo		
09	Composición Inglesa II	08
10	Historia Norteamericana	08
11	Análisis de los Contrastes I	06
12	Literatura Norteamericana I	08
Cuarto Ciclo		
13	Historia Inglesa	10
14	Etimologías (origen del Inglés)	11
15	Análisis de los Contrastes II	11
16	Literatura Norteamericana	12
17	Francés I	No tiene
Quinto Ciclo		
18	Historia del Arte	13
19	Métodos y Técnicas para la Traducción e Interpretación.	15
20	Literatura Inglesa I	16
21	Francés II	17
Sexto Ciclo		
22	Práctica Intensiva de Traducción I	19
23	Práctica Intensiva de Interpretación I	19
24	Literatura Inglesa II	20
25	Francés III	21
Septimo Ciclo		
26	Práctica Intensiva de Traducción II	22
27	Práctica Intensiva de Interpretación II	23
28	Organizaciones Regionales e Internacionales	13
29	Francés IV	25

N. Orden	Materias	Pre-Requisito
	Octavo Ciclo	
30	Práctica Intensiva de Traducción III	26
31	Práctica Intensiva de Interpretación III	27
32	Métodos y Técnicas de Investigación	Haber aprobado Ciclo anterior
33	Literatura Francesa	29
34	Seminario de Graduación	Haber aprobado los ciclos an- teriores.

Source: Guia Académica para Estudiantes Universidad Evangélica de El Salvador. p. 23

APPENDIX G

QUESTIONNAIRE ADMINISTERED TO THE SAMPLE RANDOM GROUP
OF DIFFERENT TYPES OF INSTITUTIONS

INTRODUCCION:

La traducción e interpretación son dos áreas lingüísticas muy importantes en el desarrollo integral de los países, hoy en día.

El Salvador al igual que el resto de países de Centro América tienen una existencia limitada de personal capacitado a este respecto; deseando aportar ideas para contribuir a la solución de esta situación, hemos considerado conveniente que nuestra tesis de graduación trate sobre la "Necesidad de crear la Carrera Licenciatura en Traducción e Interpretación en la Universidad de El Salvador".

Dentro del trabajo de campo correspondiente a nuestra investigación se está pasando la encuesta que le adjuntamos, de la cual depende en gran parte una solución más atinada a la situación planteada, razón por la cual solicitamos a Ud. respetuosamente, nos brinde su ayuda, contestándola.

La valiosa información que Ud. nos proporcione será tratada confidencialmente y nos aportará datos concretos sobre la necesidad de crear o no dicha carrera.

PROFESION: _____

INSTITUCION: _____

CARGO QUE DESEMPEÑA: _____

1. Tipo de institución donde labora.

_____ Estatal _____ Privada

Actividad que desarrolla dicha institución.

_____ Comercial _____ Diplomática

b) Interprete

Si No

10. Si su respuesta anterior fué afirmativa. Qué tipo de material le ha sido traducido e/o interpretado?

Comercial Técnico Otro (Especifique)
 Industrial Gubernamental
 Educativo Turístico

11. Según su criterio, el trabajo que realizó el traductor fué:

No satisfactorio Satisfactorio
 Regular Excelente

12. Según su criterio, el trabajo que realizó el interprete fué:

No satisfactorio Satisfactorio
 Regular Excelente

13. Qué servicios profesionales espera de un traductor?

14. Qué servicios profesionales espera de un interprete?

15. El trabajo desempeñado por un traductor o interprete, lo considera Ud.:

Técnico Ambos (Técnico y Administrativo)
 Administrativo Otro (Especifique)

16. Considera Ud. que existe en El Salvador necesidad de:

a) Traductores?

Si No

b) Interpretes?

Si No

17. La cantidad de traductores existentes en El Salvador, para llenar las necesidades de nuestras instituciones o empresas es:

Mínima Adecuada
 Regular Muy grande
 Otra (Especifique)

18. La cantidad de interpretes existentes en El Salvador, para llenar las necesidades de nuestras instituciones o empresas es:

Mínima Adecuada Otra (Especifique)
 Regular Muy grande.

19. Qué efectos tendría en las instituciones Salvadoreñas, la existencia de personal capacitado en traducción e interpretación?

20. En qué áreas de trabajo cree Ud. que se necesitan traductores e/o interpretes en El Salvador?

Comercial Gubernamental Otra (Especifique)
 Industrial Técnica
 Educativa Turística

21. Cree Ud. que su empresa o institución necesita de traductores e interpretes?

Si No

22. En el caso de necesitar un traductor o interprete y no encontrarlo, qué tipo de dificultad confrontó?

Ninguna
 Dificultad completa de entendimiento
 Dificultad relativa de entendimiento
 Pérdida de nuevos contactos comerciales
 Pérdida de contactos comerciales ya existentes
 Otros (Especifique)

10. Qué servicios profesionales considera Ud. que debería prestar un traductor?
11. Qué servicios profesionales considera Ud. que debería prestar un interprete?
12. Considera Ud. que su institución podría necesitar de tales profesionales en el futuro?
- _____ Si _____ No _____ Otros
13. A qué nivel educativo considera Ud, que se podría preparar personal graduado como traductor e/o interprete?
- _____ Secundaria _____ Universidad
- _____ Escuela Técnica _____ Otros (Especifique)
14. Que requisitos deberían llenar las personas que desearan ingresar a estudiar dicha carrera?
15. Qué asignaturas considera Ud. que deberían formar parte del plan de estudios de la carrera de traductor e intérprete.
16. Tiene Ud. alguna otra observación o sugerencia adicional con respecto al tema que nos hemos propuesto?

CIUTI

 10 Ch. de la Bâtie
 CH-1225 Genève

3171 1979

3171 1979

An L... n° no. 296

Juin 1979

Lettre circulaire No 60
aux Directeurs de la C.I.U.T.I.

Madame, Messieurs,

Comme convenu, je vous envoie aujourd'hui la liste rectifiée des adresses des Membres de notre Institution, tout en restant à votre disposition pour d'autres rectifications éventuelles.

E. C. de Clavé
 Secrétaire général

Name und Adresse des Instituts (Mai 1979)	Tel.-Nummer
Nom et adresse de l'Institut (mai 1979)	No de tél.
Name and Address of the Institute (May 1979)	Tel.number

NVERS lgique)	Universiteit Antwerpen ^W R.U.C.A. H.I.V.T.	(031) 38 98 32
	Rijks Universitair Centrum	38 98 33
	Hoger Instituut vor Vertalers en Tolken	
	Schildersstraat 41	
	B-2000 Antwerpen	
	Prof. D. Godfrind, Président-Directeur	

THE nde- tagne)	School of Modern Languages	(0225) 44 90 97
	University of Bath	
	Claverton Down	
	GB-Bath BA2 7AY	
	Prof. G.P.G. Butler, Head of School	
	Prof. J. Coveney, CIUTI Questions	

PENHAGUE emark)	Language Department	(01) 19 19 19
	of the Copenhagen School of Economics	
	and Business Administration	
	(Handelshøjskolen)	
	Fabrikvej 7	
	DK- 2000 Copenhagen F	
	Prof. J. Rasmussen, Diector	

INBURGH ^a ide- agne)	Department of Languages	(031) 225 8432
	Heriot-Watt University	
	Mounbatten Building	
	31-35 Grassmarket	
	GB- Edinburgh EH1 2HT	
	Prof. W.S. Paton, Head of Department	

BIBLIOTECA CENTRAL
 UNIVERSIDAD DE EL SALVADOR


 10 Ch. de la Béroille
 CH-1225 Genève

GENEVE (Suisse)	Ecole de Traduction et d'Interprétation Université de Genève 19, Place des Augustins <u>CH- 1205 Genève</u> Prof. L. Truffaut, Président	(022) 20 93 33 int. 22 20 et 22 24
GERMERSHEIM (Allemagne)	Fachbereich Angewandte Sprachwis- senschaft der Universität Mainz <u>D- 6728 Germersheim/Rhein</u> Prof. H. W. Drescher Prof. P. Schunck	(06347) 1091/93
HEIDELBERG (Allemagne)	Institut für Übersetzen und Dolmetschen Universität Heidelberg Landfriedstrasse 12 <u>D- 6900 Heidelberg</u> Prof. Dr. A. Alitan, Direktor	(06221) 54 75 57 54 75 58
MONS (Belgique)	Ecole d'Interprètes Internationaux Université de l'Etat à Mons Avenue du Champ de Mars <u>R- 7000 Mons</u> Prof. L. Cosson, Président	(065) 31 51 71
MONTREAL (Canada)	Répartement de Linguistique et Philologie Ecole de Traduction Université de Montréal C.P. 6128 <u>CA- Montréal H3C 3J7</u> Prof. A. Clas, Directeur	(514) 343 6220
PARIS (France)	Ecole Supérieure d'Interprètes et de Traducteurs Centre Universitaire Dauphine <u>F- 75 116 Paris</u> Prof. M. Gravier, Directeur	(161) 505 14 10
SAARBRÜCKEN (Allemagne)	Fachbereich 8 der Universität des Saarlandes Fachrichtung Angewandte Sprachwissenschaft sowie Uebersetzen und Dolmetschem <u>D- 6600 Saarbrücken</u> Prof. Dr. W. Wilss, Direktor	(0681) 302 2501 2500 2505
TRIESTE (Italie)	Scuola di Lingue Moderne per Traduttori ed Interpreti di Conferenze 15, Via d'Alviano <u>I- 34 100 Trieste</u> Prof. G. Calzolari, Président Vice-direttore: Prof. Antonio Ferracchia	(040) 76 45 81

WASHINGTON
(U.S.A.)

Division of Interpretation
and Translation
School of Languages and Linguistics
Georgetown University
Washington D.C.20057
Dr.M.Bowen, Directrice

(625) 4571
4572
4301

WIEN
(Autriche)

Institut für Übersetzer- und
Dolmetscherausbildung an der
Universität Wien
Dr. Karl-Lueger-Ring 1
A- 1010 Wien
Hon.Prof.Hofrat Dr.V.Petioky, Direktor

(0222) 4300 2367
2337

* = Durchwahl
Direktion,
**= D'w.Sekretar

Secrétaire général de la C.I.U.T.I. hA (022) 48 89 60

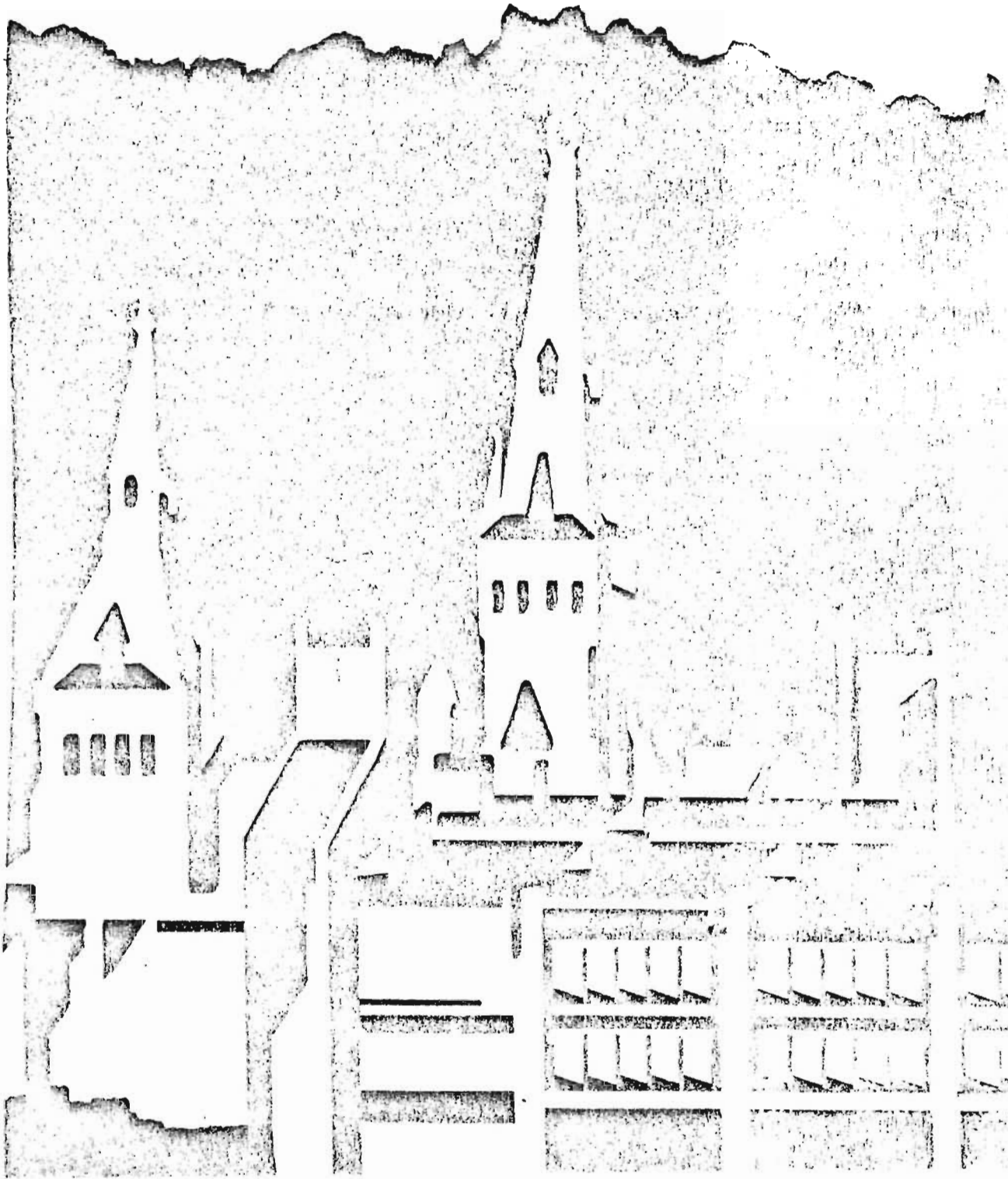
Prof.Dr.F.C.de Clavé
"Les Conifères"
10,Chemin de la Béraillie
CH- 1225 Genève/Genf/Geneva/

GEORGETOWN UNIVERSITY

SCHOOL OF LANGUAGES
AND LINGUISTICS

DIVISION OF INTERPRETATION AND TRANSLATION

¹ In this case, because the material received was of reasonable length the entire contents have been reproduced.



SCHOOL OF LANGUAGES AND LINGUISTICS
WASHINGTON, D. C. 20007

DIVISION OF INTERPRETATION AND TRANSLATION

Georgetown University is an Equal Employment
Opportunity/Affirmative Action Institution

DIVISION OF INTERPRETATION AND TRANSLATION

Offices:

485 and 487 Nevils Building (1221 36th Street, N.W.)
 Telephone: (202) 625-4571 and 625-4572
 Please note that the Division does not have a full-time telephone answering service. Messages will be taken by the main office of the School of Languages and Linguistics at 625-4301.

Mailing address:

Division of Interpretation and Translation
 School of Languages and Linguistics
 Georgetown University
 Washington, DC 20057

Faculty:

Margareta Bowen
 Ph.D., University of Vienna

David Bowen
 B.A., George Washington University; M.S., Georgetown University

Part-time lecturers and consultants are drawn from international and governmental agencies in Washington, or they are free-lance translators/interpreters. Usually, they belong to one of several professional associations, such as TAALS (The American Association of Language Specialists), ALIC (Association Internationale des Interpretes de Conference), ATA (American Translators Association).

PROGRAMS

Georgetown University's Division of Interpretation and Translation offers two distinct Certificate programs, one in translation and one in interpretation. Since both provide professional training, they are outside the normal degree structure; they do not lead to a degree, but rather to a Certificate of Proficiency. For administrative purposes only, admissions are handled by the Office of Undergraduate Admissions.

Applicants must have completed secondary education in the U.S. or their home country and must also pass the entrance test. THIS TEST IS ADMINISTERED ONLY ON CAMPUS, AT CERTAIN SPECIFIED DATES. The decision of the examiner as to the admissibility of the candidate is final.

A college degree is not a formal requirement for acceptance, but most students do hold at least a Bachelor's Degree or its equivalent; interpretation candidates often hold more advanced degrees. Successful candidates usually have spent some time abroad; often they have held jobs in business or government organizations or have engaged in studies other than languages only. Transcripts and records should indicate high intellectual potential. General background is particularly important, as well as ease of expression in the active language. (see definitions under LANGUAGE COMBINATIONS on page 5).

The Division of Interpretation and Translation does NOT provide language instruction. Candidates must already know the languages they propose to work with before entering the program, which concentrates on the professional approach and techniques.

CERTIFICATE OF PROFICIENCY IN TRANSLATION

This program provides general training in written translation. A Certificate of Proficiency in a specific language combination is granted to students who have successfully completed at least two semesters in the combination and passed the Certificate Examination with a grade of at least B plus.

The main courses offered at present are:

French into English
Spanish into English (three credits each per semester)
English into French
English into Spanish

The following courses are also offered each semester, provided that five or more students are enrolled for each course:

German into English
Portuguese into English (three credits each per semester)
Italian into English

All applicants for these courses must pass an entrance test: translation of a general text to show understanding of vocabulary and structure as well as ease of expression in the target language (usually the native language). The use of dictionaries during the entrance test is not allowed.

Since these translation courses are offered on the advanced level, they are quite demanding in time and effort on the part of the student. Texts for translation are chosen mostly from newspapers and magazines and deal with current topics in a variety of fields such as sociology, anthropology, politics, history, education, economics, finance, science and technology.

CAREERS IN TRANSLATION

Translators may work as full-time staff members of business or government organizations or international agencies; the latter usually require several years of translation experience and a university degree (not necessarily in languages) for employment. Some employers demand both translation and interpretation skills. Many translators are free-lance specialists. The texts translators deal with are usually highly technical, so that some degree of specialization is necessary. It should be kept in mind that a two-semester course can do no more than provide a basis for the exercise of this profession. On-the-job training in one or more fields must obviously follow completion of the Certificate course. There are at present no reliable statistics available which give even an approximate picture of the current and future needs in the field of translation. In business and industry, office skills are often expected as well, rather than translation alone.

CERTIFICATE STUDENTS IN TRANSLATION

Each course in Advanced Translation can be taken as a Certificate program by itself with the usual duration of two semesters. Students pay part-time tuition as long as the credits assigned to the translation courses and/or prerequisite courses do not exceed eleven credits per semester. Students in this category may hold full-time jobs. For the convenience of both the students and the lecturer, translation courses are offered either in the evening or on Saturdays.

Translation courses may be started in either the fall or the spring term. Students who wish to interrupt their studies for one semester may do so provided they apply for a leave of absence.

UNDERGRADUATE STUDENTS MINORING IN TRANSLATION

Students enrolled in the School of Languages and Linguistics may elect Translation as a minor. They must complete eighteen credit hours in Translation and related fields. Any undergraduate who would like to have more information about the profession of translator or interpreter should take a one credit hour course called "Interpretation and Translation as a Profession," which is offered in the fall semester only. This course should be one of those applied towards the minor in Translation. All Translation students must take at least two semesters (six credit hours) before they sit for the Certificate Examination in any given language combination.

Examples of Translation minors:

- 1) Major in a language covered by the Division program without adequate proficiency for translation in the the second language. Such students would be well advised to take a double minor, such as Translation and Economics or Business. A minimum of six credits in Translation is required. The other twelve credits should be taken from related fields.
- 2) Language major with adequate knowledge of a second language, both languages covered by the Division program. A minimum of twelve credits in Translation, with another six credits from related areas, is required.

If found admissible, an undergraduate student could also take Consecutive Interpretation. This training would be an asset when working for a multinational company, for instance.

Students who, after having obtained their B.S. in Languages, wish to go on to Interpreter training should take as undergraduates all of the prerequisite courses as electives (see page 6). This would also enable students whose language combinations are not offered by the Division to be accepted more readily at other institutions later.

GRADUATE STUDENTS

At Georgetown University, graduate credit for an Advanced Translation course will only be granted with prior permission from the Graduate Council. A graduate student wishing to enter such a course should contact his graduate advisor.

Under the consortium agreement, Georgetown University's Division of Interpretation and Translation and the American University's School of Business Administration (CERDEC) have started cooperating within the framework of a Master's Degree (M.A.) in European Integration. Interested candidates who know a sufficient number of working languages of the European Communities should contact Dr. Streulens at the American University (CERDEC, School of Business Administration, 162 McKinley Building, Washington, D.C. 20037) and take the Division's entrance examination as well.

ENTRANCE TESTS

PERSONAL INTERVIEWS ARE NOT POSSIBLE BEFORE THE ENTRANCE EXAMINATION. These tests (written only for translation candidates, written and oral for interpretation candidates) are designed to ascertain language skills and resources. For this test of ability no special preparation is required. Candidates who are not considered admissible because of gaps in their general background or insufficient knowledge of proposed working languages should consider a full course of studies leading to a degree.

CERTIFICATE OF PROFICIENCY AS A CONFERENCE INTERPRETER

The objective of this program is to train conference interpreters. For detailed information about this profession, the following books are recommended:

Interpreting for International Conferences by Danica Seleskovitch
Pen & Booth Publishing
1608 R Street, N.W.
Washington, DC 20009

Conference Interpreting by Patricia Longley
Pitman Publishing Corporation
20 East 46th Street
New York, NY 10017

Conference Interpreting in Canada by R. Nilski-Romer
Queen's Printer
Ottawa, Canada

LANGUAGE COMBINATIONS

Interpreters are rated according to the following language combinations:

- A - principal active language into which he interprets (normally the native language)
- B - other active language(s) into which he interprets with near-native fluency
- C - passive language(s) from which he interprets regardless of difficulties of terminology or idiom.

Active languages included in this program are at present: English, French, German, Portuguese, and Spanish. Furthermore, passive Italian is accepted, provided there is sufficient enrollment. An applicant must normally know three of the acceptable languages. Only in exceptional cases will admission with two languages, both active, be considered; such candidates must be truly bilingual.

Interpretation is a full-time, two semester program, consisting of courses in:

Simultaneous Interpretation	5 credits, Fall and Spring Semesters
Consecutive Interpretation	2 credits, Fall and Spring Semesters
Public Speaking	1 credit, Fall and Spring Semesters
Terminology Workshop	2 credits, Fall Semester. 4 credits Spring
Parliamentary Procedure	1 credit, Fall Semester only
Interpretation and Translation as a Profession	1 credit, Fall Semester only

Advanced Translation courses, as available in the students' language combinations, are required as part of the training. To improve his vocabulary, a student may use the pass-fail option and take a translation course into a language other than his active.

INTERPRETATION COURSEWORK MAY BE STARTED IN THE FALL SEMESTER ONLY.

PREREQUISITE COURSES

At least two semesters of the following at the University level are required;

English (or native language)	Economics
History	Political Science
Philosophy	

Prerequisites may be taken at Georgetown University or at any other accredited institution of higher learning. Applicants lacking in prerequisites may still present themselves for the entrance test in order to help them decide on their course of studies. In those cases where a student's language skills are found acceptable, but where the required prerequisite background is lacking, students may be advised either to take all prerequisite courses before beginning the interpretation program or, if only one prerequisite course is missing, to take that course along with the interpretation program.

To quote from one employing organization's requirements:

"An interpreter must be a person so equipped by education and experience (a university degree is usually required) that he has a thorough understanding of the various subjects debated in any of the meetings to which he may be assigned, or at least the intellectual ability to acquire this understanding by study."

Clearly therefore, the prerequisites for the program constitute only a minimum and a compromise. A good background in science is also most useful. Mature candidates with relevant job experience may, after the entrance test, apply for substitution or waiver of the prerequisites. High school students interested in the program should first obtain a Bachelor's Degree and include the courses above in their undergraduate work. (see also B.S. in Languages with a minor in Translation).

CERTIFICATE EXAMINATIONS

These examinations are administered, at the end of interpretation training, by a panel chosen from the faculty of the Division of Interpretation and Translation and a number of experienced professional interpreters who are either free-lance professionals or staff interpreters from government agencies and international organizations.

FACILITIES

The interpretation program is conducted in the Stefan F. Horn Multilingual Conference Room, which is equipped with six booths for simultaneous interpretation. All interpretation students have access to these facilities for training sessions to complement classroom work.

HOW TO BECOME A CERTIFICATE STUDENT

Three administrative steps are involved in becoming a Certificate Student in Interpretation and Translation at Georgetown University. These are:

1. **ADMISSION:** All candidates not currently enrolled at Georgetown University (or at a Washington, D.C. university belonging to the Consortium) must apply for admission to the University. This must be done prior to taking the entrance examination. Applications must be completed at least one month prior to the date of registration for the semester in which the student wishes to enroll. Green application forms and fee cards (admission fee \$25.00) for admission as Certificate Students in Interpretation or Translation should be sent to:

The Office of Undergraduate Admissions, White Gravenor Building,
Georgetown University, 37th & O Streets, N.W., Washington, D.C. 20057

Do not forget to include a copy of your high school diploma and college transcript. Forms may be obtained from the School of Languages and Linguistics, 45 Nevils [tel. (202) 625-4301].

2. ENTRANCE EXAMINATION: Admission becomes definitive only if a candidate has passed the entrance examination. These examinations are given regularly as follows:

1st Saturday in November*;
1st Saturday in December*;
Saturday preceding registration date for Spring Term in January (written tests for translation only);
1st Saturday in February*;
1st Saturday in April*;
Friday and Saturday preceding registration date for Fall Term in August.

* Students may submit applications on these exam dates if they have not filed one already.

For information regarding registration dates, see page 8.

After having applied for admission a candidate should choose a suitable date from the above and present himself without further confirmation at 10:00 a.m. at the Multilingual Room, 1221 36th Street, N.W., 4th floor, Walsh Building. Residents of the Washington area are urged not to wait for the entrance examination just before the beginning of terms. These examinations are designed to evaluate your thorough grounding in the languages you wish to work with and, in the case of interpretation candidates, the speed of reaction. The number of students who can be admitted to any given course (courses with a large enrollment will be divided) is not limited; therefore, this is not a competitive examination. In the student's interest, as well as in the School's, the practice of accepting students who do not have a reasonable possibility of attaining their goal in the allotted time is avoided.

3. REGISTRATION: Certificate students register at the same time as undergraduate students. This information is available at the Registrar's Office. New students will have to come to the Division Office first to have their registration cards signed.

TRANSLATION MINORS

If you wish to minor in Translation, please see the Undergraduate Bulletin for regular undergraduate admission procedure.

STUDENTS WHO HAVE BEEN GRADUATED FROM GEORGETOWN

If you have been graduated from Georgetown and, afterwards, want to take courses in the Division program, you are considered a new student and must apply for admission as a Certificate Student.

STUDENTS FROM OTHER INTERPRETATION SCHOOLS

Students from schools belonging to CIUTI may take one semester at another member institution. If such a student chooses Georgetown University, he has to apply for admission as above and register. The entrance examination requirement is waived, but his home institution should specify which courses (offered by the Division or other Departments) the student is to take at Georgetown on a full or part-time basis.

ACADEMIC CALENDAR

148

	SPRING SEMESTER, 1980	FALL SEMESTER, 1980	SPRING SEMESTER, 1981
APPLICATION DEADLINE	December 14, 1979	July 31, 1980	December 10, 1980
REGISTRATION	January 14 & 15, 1980	September 2 & 3, 1980	January 12 & 13, 1981
CLASSES	January 16-May 1	September 4-Dec. 10	January 14-May 1
FINAL EXAMINATIONS	May 6-15, 1980	December 15-23, 1980	May 6-15, 1981

TUITION FOR THE ACADEMIC YEAR 1979-1980

Full-time tuition is at present \$2,225.00 per semester. Tuition for part-time students is \$148.00 per credit hour per semester. Full-time tuition entitles the student to enroll for 12 to 20 credit hours per semester. If enrolled for fewer than 12 credit hours, the student pays part-time tuition according to the number of credit hours.

Tuition is due at registration. There are only two days for registration, and one day for late registration (a \$20.00 late fee must be paid for late registration).

Since translation students are furnished with texts for each class meeting a materials handling fee of \$15.00 has to be paid by all such students for each translated course per semester.

Georgetown University specifically reserves the right to increase tuition and other fees without prior notice should conditions be such that an increase is warranted.

Certificate students are not eligible for University housing. The University does maintain, however, an Office for Off-Campus Housing. Foreign students having questions on housing should address themselves to the Office of the Foreign Student Advisor.

I-20's are issued by the Office of Undergraduate Admissions, Mrs. Debra O'Reilly. When submitting an application for admission, foreign students should indicate whether they will need a student visa.

Interpretation students should bear in mind that the one-year program is demanding in time and stress. If they wish to work part-time or if they can obtain a flexible schedule from their full-time employer, they should spread the interpretation program over at least two semesters, keeping in the part-time tuition bracket. In this case, simultaneous interpretation would be taken at the end of the course of studies. As only very few students have adopted this schedule so far, it would be too early to draw general conclusions, but what experience there is seems to be most encouraging.

FINANCIAL AID

Limited financial aid is available. This aid would take the form of loans, grants, or a combination of the two.

LOANS: Qualified U.S. citizens intending to take at least six credit hours may, depending on the availability of funds, obtain loans through the Financial Aid Office. Any such application should be completed before March 15 for the following fall semester. To be considered for loans, an applicant would have to first pass one of the entrance examinations of the Division offered before the March 15 deadline. Additional information on loans is available from the Financial Aid Office.

GRANTS: Applicants to the full-time interpretation program who have completed at least two courses at Georgetown with distinction and who have demonstrated ability at the entrance examination may apply for limited partial scholarship aid. Interested applicants must complete the "Financial Aid Form" and submit it to the processing center by March 1 in order to be considered for the following fall semester. Also, applicants should write a brief letter to the Head of the Division of Interpretation and Translation indicating their interest in being considered for scholarship assistance. The "Financial Aid Form" is available from any high school, college, university, or the Financial Aid Office at Georgetown University. Scholarships will be offered to students demonstrating financial need and high academic achievement. Announcements will be made by June 15.

Some translation and interpretation students have obtained, on their own initiative, fellowships for study here, such as Fulbright Grants. We do not, however, have detailed advice on these scholarships.

Contents

3 Foreword	20 School of Languages
3 Introduction	20 Diploma in Russian
3 History	20 Home Office Courses
4 Academic Structure	21 Diploma in Conference Interpretation Techniques
4 The CNAA	22 Diploma in Technical and Specialised Translation
4 Dates of Terms	23 Diploma in Linguistics (CNAA)
4 Application and Admission	23 Diploma in Applied Language Studies (CNAA)
4 Application	23 Diploma in East-West Trade Studies
5 Fees	23 Diploma in Overseas Marketing for Language Graduates
5 Awards for Postgraduate Training	23 Research
5 General Information	24 School of Law
5 Services and Facilities	24 Diploma in Law for the Academic Stage of Training for the Bar
5 The Library	24 Solicitors Qualifying Examination Part II
6 The Students' Union	24 Bar Examination Part II
6 Day Nursery	24 Bar Vocational Stage Examination
6 Sports Facilities	24 Research
6 Student Services	25 School of Management Studies
7 Computer Centre	25 MA in Manpower Studies
7 American Studies Resources Centre	26 Diploma in Management Studies (CNAA)
7 Cultural and Community Studies	27 Endorsements to the Diploma in Management Studies
7 London Regional Management Centre	28 Diploma in Arts and Leisure Administration
7 International Services	28 Diploma in Overseas Marketing for Language Graduates
7 Habitat Forum	29 Diploma in Personnel Management
8 School of Communication	30 Institute of Personnel Management Course
8 Diploma in Film Studies (CNAA)	30 Certified Diploma in Accounting and Finance
8 Research	30 Research
9 School of Engineering and Science	31 School of the Social Sciences and Business Studies
9 MSc in Instrumentation and Systems Engineering	31 Personal Assistants' Course
9 MSc in Physical Instrumentation	31 Diploma in Marketing
9 MSc in Instrumentation Applied to Medicine and Biology	32 Diploma in Public Administration (University of London)
9 MSc in Communication Systems	32 Diploma in Labour Studies and Industrial Relations
10 MSc in Modern Taxonomy	32 Institute of Statisticians' Course
10 MSc Ecological Systems	32 Research
10 Diploma in Electronics and Computer Technology	34 Appendices
10 Diploma in Air and Water Pollution Control (CNAA)	34 I CNAA Regulations for Higher Degrees
10 MSc Mathematical Sciences	36 II PCL Staff List
10 MSc Micro processor and Microcomputer Systems	39 III List of all courses offered by PCL
11 Research	
13 School of the Environment	
13 Diploma in Architecture	
13 Professional Practice in Architecture	
13 Architectural Management Course	
14 Diploma in Building Management	
14 Evening Courses in Structural Engineering	
14 Certificate in the Management of Building Maintenance	
15 Diploma in Town Planning	
16 MSc in Transportation Planning and Management	
17 Diploma in Transport and Development	
18 Diploma in Urban Design	
19 Research	

1 Because of the length of the material involved the authors have chosen to include only the Table of Contents.

APPENDIX L

"UNIVERSITÉ DE L'ÉTAT A'MONS" TABLE OF CONTENTS ¹

SOMMAIRE

Introduction	
<i>Lucien Cosson, Président de l'École d'Interprètes Internationaux</i>	
L'École d'Interprètes Internationaux a dix ans	9
<i>Monique De Taeye Henen, École d'Interprètes Internationaux</i>	
Programmes et méthodes de l'École	15
<i>Jacques Roy, Université Laurentienne, Sudbury, Ontario</i>	
Recherches bibliographiques et système verbo-tonal	25
<i>Marie-Jeanne De Vriendt-De Man, Faculté des Sciences Psycho-Pédagogiques</i>	
L'enseignement rénové des langues	43
<i>Pierre Scavée, École d'Interprètes Internationaux</i>	
Un enseignement structuro-global du deuxième degré	53
<i>Jean-Pierre Jaumot, École d'Interprètes Internationaux</i>	
De nouvelles perspectives dans l'enseignement des langues	61
<i>Féliçien Planchon, École d'Interprètes Internationaux</i>	
Le laboratoire de langues de l'École d'Interprètes Internationaux	71
<i>Jean-Guy Lebel, Université Laval, Québec</i>	
Quelques moyens utilisés en correction phonétique avec des étudiants dits « faux intermédiaires »	75
<i>Eva Koberski, École d'Interprètes Internationaux</i>	
A propos de la reproduction des contrastes phonologiques : un test d'aptitude	80
<i>Eva Koberski - Alfred Schneider, École d'Interprètes Internationaux</i>	
Expérience dans le domaine de la phonétique appliquée : l'emploi de l'appareil Suvaglingua dans l'apprentissage des langues	90
<i>Michèle Ghenet-Hottois, École d'Interprètes Internationaux</i>	
Contribution à une méthodologie de la composition	103
<i>Jean-Pierre Martin, École d'Interprètes Internationaux</i>	
Un cours programmé et télévisé pour l'apprentissage de la technique de prise de notes	123
<i>Nina Wuilmart-Riva, École d'Interprètes Internationaux</i>	
Les langues de spécialité	129
<i>Gilberte Sacc-Van Gaver, École d'Interprètes Internationaux</i>	
A propos de la sémantique juridique	139
<i>Raymond Renard, Faculté des Sciences Psycho-Pédagogiques</i>	
Le Département de Linguistique : bilan et perspectives	143
<i>Raymond Renard et M.-N. Thill-Maleve, École d'Interprètes Internationaux</i>	
Quelques remarques sur la formation et la spécialisation des professeurs de langues	165
La Revue de Phonétique Appliquée : Index des numéros 1-24	173
Corps professoral et personnel scientifique de l'École d'Interprètes Internationaux	177

¹ Because of the length of the material involved the authors have chosen to include only the Table of Contents.