REPORT

WORKSHOP NO 7/2000

Project 2.6.1:

DEVELOPMENT OF CURRICULA AND METHODOLOGY

FOR TRANSLATION AND INTERPRETING COURSES

Graz, Austria, 29 August - 2 September 2000

Co-ordinators:

Anna Butašová
Ekaterina Draganova

Co-animators:

Zdenka Gadušová
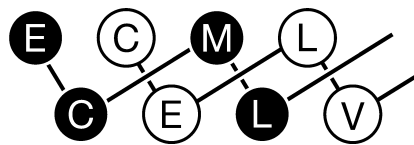Eckhart Hötzel
Ursula Stachl-Peier

Table of contents

Synopsis of Workshop 7/2000:
Development of curricula and methodology for translation and interpreting courses

(Graz, Austria, 29 August - 2 September 2000)

Co-ordinators:
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Anna Butašová (Comenius University, Bratislava, Unesco Chair in Translation and Department of Romance Language Studies, Slovakia).

Co-animators:
Eckhart Hötzel (ITI-RI, Marc Bloch University, Strasbourg, France),
Ursula Stachl-Peier (Department of Translation and Interpreting, Graz University, Austria) and *Zdenka Gadušová* (Constantin the Philosopher University, Nitra, Slovakia).

Given the somewhat exceptional character of this workshop it was decided that the results would be presented in the form of a synopsis rather than as an article. This, it is hoped, will better reflect the diversity of backgrounds of the participants and variety of views that were expressed and also the broad range of topics that needed to be discussed with relation to the significant changes in the European translation and interpreting market (enlargement of the European Union, new technologies) and the changed profile of the profession (language adviser, localisation etc.), which also require totally new approaches in translation and interpreting training. By summarizing the main lines of argument presented during the plenary and workshop sessions this synopsis hopes to make the results of the meeting available to a wider audience.

The synopsis is divided into two main sections. The first gives a brief overview of the history of the project, and the second presents a summary of the discussions and results, and lists the recommendations that were adopted at the final plenary and outlines the tasks and future objectives which were agreed.

History and main aims of the project

This project is the result of two separate proposals submitted in 1999 in response to the ECML's call for submissions for its medium-term programme. The proposals were submitted by two teams, one from the universities of Bratislava and Nitra in Slovakia, the other from Saint Kliment Ohridski University, Sofia, Bulgaria, and focused on the development of specialised courses for translators and interpreters at universities in central and eastern Europe, a problem felt to be of particular relevance as several states had just commenced negotiations to join the EU. The originators of the projects, Ms Butašová, Ms Gadušová, Ms Draganova and Ms Guenova, were aware that they were embarking on a new course as far as their own countries were concerned and that their project was also introducing a new thematic area to the ECML's programme which went beyond the usual focus of modern language teaching and policies.

The reasons for the inclusion of the project in the ECML medium-term programme were explained by Executive Director, Michel Lefranc, and the Deputy Executive Director, Josef Huber, at the opening session: to respond to the demand and expectations of a large number of signatory states to the Partial Agreement and to promote an exchange of experiences.

It was further emphasized both by the ECML and the co-ordinating team that the project could have a wider impact within a multilingual, multicultural Europe. *Stachl-Peier*. There were also very specific needs which the project needed to respond to, both with regard to the training of translators and interpreters and also efforts to promote the status of these professions to help them become officially recognised in those countries where such recognition does not yet exist. It can be said that the ECML's watchword for project objectives - SMART: *specific, measurable, adaptable, realistic and timely* – accurately reflects the participants' standpoints and concerns.

Summary of the presentations and discussions

The initial impetus for the workshop discussions was given by Mr Eckhart Hötzel in his contribution *"How to set up a translation and interpreting course",* which set out a kind of general framework for possible approaches and future developments. While the participants included many experts in the field, amongst them Mr Patrick Twidle from the European Parliament, Mr Roland Herrmann from the Council of Europe and Mr Michel Lesseigne, the Vice-President of AIIC, it was still felt that it was necessary to give a general overview of the different options available to T&I instititutions planning to set up a course.

Mr Eckhart Hötzel's presentation (see summary in Appendix 4) was followed by a lively discussion during which the representatives of **Romania**, **Slovenia**, **Bulgaria**, the **Czech Republic**, **Slovakia**, **Hungary**, **Estonia**, **Latvia**, **Lithuania** and **Cyprus** briefly sketched out the situation at their universities and in their own countries.

One of the questions raised was how countries should respond to the 'proliferation' of training centres for translators and interpreters which currently exists in Spain and Poland. One solution was proposed by the participants from Romania and Slovakia, who described the consortia they have set up in their countries to provide complementary training courses. Another question related to the specific situation in Norway, where an initial three-year training course for translators and interpreters does not adequately prepare the students for the very strict professional examinations where the failure rate is as high as 90%. Another issue discussed at length was whether T&I programmes should be undergraduate (baccalauréat) or postgraduate courses.

The discussion then turned to practical problems relating to the setting up of courses, such as how existing courses could be adapted to the needs and legal requirements of the country, how to find teachers who are also professional translators or interpreters and how to obtain funding. The aspects discussed revolved around educational (active and passive languages, status of lesser used languages, mixed training courses for translators and interpreters) and administrative matters (what diplomas to award and how to ensure they are recognised on the market, the constraints of supply and demand in the various countries, the existence of grey markets in some places, whether to train people for the home market or for the European or international organisations, the possibilities and requirements of practical training placements, etc).

Several representatives put forward quite "revolutionary" ideas about the new roles which translators and interpreters will have to be prepared to take on in the future, and which include localisation, linguistic adviser instead of traditional translator, linguistic mediatior and cultural communicator. This of course raises the issue of how they will be able to respond to clients' expectations while at the same time ensuring that professional ethics are not breached.

Other questions included how training programmes should respond to new technological developments which impinge on the work of translators and interpreters, for example, how they can prepare students for video interpreting, simultaneous interpretation via telephone and for work with new software and with the new media? Another question that arose was whether translators and interpreters should be considered as service providers and whether the training of translators and interpreters should be purely vocational or also include academic components.

The last issue was discussed in greater detail by Ekaterina Draganova in her presentation on *educational and academic aspects in translation and interpreting* (see Appendix 3 for a summary of this paper). During the discussion that followed several participants mentioned that the contrast between "academic (university)" and "vocational (practice-oriented)" reminded them of the situation that existed and still exists in some countries, where the universities focus on academic aspects and mainly provide a broad-based general education, while T&I schools emphasize the vocational aspect and above all seek to train translators and interpreters who are prepared for the marketplace.

Another point raised in the discussions was that, traditionally, there has been little cooperation between T&I schools, teacher training departments and the language and literature departments. All have applied different admission criteria and accepted students either without an entrance exam, or on the basis of their school-leaving results, or after tests which were assessed by a mixed board comprising university teachers and professional translators/interpreters or on the basis of practical work experience.

Another issue addressed was the role of linguistics in the programme. Did T&I courses require a different approach than the philologies? Ekaterina Draganova answered in the affirmative but the debate remains open. An educational issue also touched upon how competence can be separated from *performance* in a training course.

Mention was naturally also made of the recurring dilemma relating to the distinction that <u>can and must be drawn</u> between translation in an educational setting and professional translation. This is a question that has preoccupied translation scholars for many years and is now a major concern for all those who teach translation. No matter how practice-oriented we are, the moment we enter the classroom, we find ourselves in an educational environment, a setting that, whatever one does, is artificial. Even the final examination cannot guarantee that a real-life situation can be adequately simulated.

While we are of course aware of the difference between educational and professional translation, it is necessary to clearly define the distinction. Given the complexity of this task, it was decided that this issue would need to be discussed in greater detail during the regional workshops. Questions raised in Graz were *"what is professional translation?"* and *"how should it be taught?"*.

In answer to the latter question it was suggested that choice of texts might help to make the course more profession-oriented and proposed the inclusion of technical or legal translation, etc. in the syllabus. In interpreting, simulation exercises and exercises "in the field" might a be a suitable means of including real-life situations in interpreter training (eg. *Tradutech Programme,* working in a dummy booth, introduction to the tools of the profession - legislation, conditions of service, etc). It was stressed that any university deciding to offer interpreting training will need to make sure that it offers a comprehensive, good-quality programme and does not simply use interpreting as a means to attract students, subsequently flooding the market with poorly trained graduates.

Regarding the division between purely practice-oriented training and academic study, it was pointed out that the strict division between the two is fast disappearing, also in the central and east European countries. Many of the best-known T&I schools, such as those at Geneva, Strasbourg, ESIT, Mons, etc, have been integrated into the universities.

The lack of integration into university structures has, however, also had certain advantages. T&I schools have been able to retain a great degree of autonomy and were amongst the first and most active participants in European higher education programmes such as Tempus, the thematic networks, student and teacher mobility under the Socrates scheme, etc. The other advantage has been that T&I schools have had close contact with the business world and professional circles through their teachers (the vast majority of whom are translators and interpreters) and their students, who do practical training during their studies and often maintain contact with their school even after they have entered working life.

Next on the agenda were presentations by Michel Lesseigne, Roland Herrmann and Patrick Twidle, who discussed their criteria in assessing professional performance, what they saw as good models for translator and interpreter training during the pre-accession period, and what they felt would be the future of interpreting once the number of languages increases from 11 to 25.

Michel Lesseigne focussed on professional aspects and outlined the three criteria AIIC applied for judging the skills of future interpreters: *excellent general communication skills, excellent communication skills in the mother tongue and target language, cultural knowledge.* He also stated that AIIC was well aware of the problems resulting from EU enlargement and outlined AIIC's efforts to help educational institutions and to establish contacts with the interpreters' associations in central and eastern Europe.

The next speaker, Roland Herrmann, an interpreter and trainer of trainees at the Council of Europe as well as at ITI-RI in Strasbourg, approached the subject from a different point of view. He emphasised the student selection process, which he said would need to be very strict and rigorous as it is becoming more and more difficult to find employment. It is therefore necessary to ensure that only highly skilled interpreters come on to the market.

Concerning the initial aptitude test, he suggested that it should include items that could test the students' intellectual flexibility and curiosity. Candidates could for instance be asked a large number of questions to see how they reacted and whether they were capable of quickly adapting to different situations.

Once the selection had been made, and the teaching of interpreting skills had begun, it was important that teaching took place in a supportive and friendly atmosphere and that the selection of texts was geared to students' abilities and clearly graded according to difficulty. Teachers also needed to select and co-ordinate the subjects to be dealt with in class, and teach the students to work in a team. As simultaneous interpretation was a prestigious job, interpreter training required a great sense of responsibility on the part of trainers and their students. If the interpreter's diploma was to be a sort of "driving licence", then everything must be done to ensure that it is a reliable document. Training programmes therefore must include dummy booth sessions, and this is where the trainer has a crucial role to play. This "exercise" not only plays a didactic but also an ethical role in terms of professional conduct, since it must be remembered that there may be conflicts of interest between freelance teachers and their future "competitors". When the contact has been established "on the job" between established and future interpreters, the two sides can get to know one another and are reassured.

Another aspect addressed by Mr Herrmann was how future interpreters might be encouraged to choose linguistic combinations for which the market is less saturated. For example, there is little additional demand for such languages as English, French, German and Spanish. At the same time, however, English is becoming unavoidable and colleagues from central and eastern Europe pointed out that its dominance on their national markets is making multilingual training even more difficult.

Patrick Twidle spoke on behalf of the Interpreting Directorate of the European Parliament, but also referred to the JICS (European Commission service) with which he is very familiar through co-operation on the project for the development of a "European Master's" in conference interpreting. He provided detailed information on interpretation practices in the European institutions and envisaged changes, including for example, the use of "retour" and "pivot" interpreting. The special nature of an institution like the European Parliament, where all national languages have to be promoted and all MEPs have the right to use their mother tongue, calls for appropriate solutions. Today, the Parliament has to provide interpreting for 110 language combinations. When ten new languages are added, that gives a total of 462 combinations. In the future, the European Parliament will therefore employ a mixed system of interpretation combining interpretation solely into the mother tongue for

10 of the 11 existing official languages of the EU and bi-active "retour" interpretation (the model already used for Finnish) for the new languages - using relay via a pivot language whenever no interpreters are available for direct interpretation. This seems a satisfactory solution for the next five to ten years.

Mr Twidle also provided interesting information on translation in the European organisations, stating that the EU was a major employer of translators with a million pages being translated every year at the European Parliament alone. Here, too, a mixed system would appear to be a viable temporary solution.

The discussions that followed Mr Twidle's presentation highlighted several pertinent aspects. The mixed-system approach makes it easier for T&I institutions in central and eastern Europe to meet both the needs of the European instutions and the local markets. While it is expected that employment opportunities for translators and interpreters will improve in the medium term, T&I training centres would also be well advised to train their students for a wider range of professions (as translators + interpreters or teachers + translators/interpreters, as public relations employees, for positions in institutions responsible for the integration of the central and eastern European countries with the EU, etc). However, such training would be very expensive. Moreover, more flexible programmes pose strategic and administrative problems (job opportunities, needs, organisational issues) which are also closely linked to educational issues such as the number of languages and combinations (A, B, C) that will be offered. A particular problem is the teaching of C languages, where the emphasis would need to be on "reception" and comprehension rather than production, for which few suitable teaching methods have been developed.

Next, Ms Ursula Stachl-Peier gave a brief overview of the history of the European Master's project, outlining the initial objectives of the programme and the key ideas on which it is based, which include bringing together a group of T&I institutes in order to pool expertise, developing a common core curriculum, optimizing the use of resources and defining criteria that ensure uniform standards are applied both in the recruitment of students and in interim and final assessments, in an effort to meet the needs of the European and other international institutions.

While maximum compatibility was a major objective, the programme did not intend to impose a uniform structure. The precise format of the course, the diploma awarded and its status therefore vary from country to country, as nation-specific legal constraints have to be taken into account. One problem that was mentioned was that not all member institutions were always able to offer the programme each year due to a lack of sufficiently qualified candidates. Another problem was that student exchanges under SOCRATES, which had initially been envisaged, are virtually impossible to organise as students on intensive one-year courses cannot really move to other institutions for three months (=minimum period). The place that should be given to research is also still an open question. This is why some of the institutes that are interested in adopting the Master's programme prefer to wait (Sofia).

Workshops

In addition to the plenaries, several group sessions were held. The number of participants in the workshops (25) proved to be an ideal size as it permitted frank and effective discussions.

The first workshop was organised and headed by Ms Anna Butašová (French-speaking group) and Ms Zdenka Gadušová (English-speaking group) and attempted to explore and elaborate on certain aspects of particular relevance, such as the specific needs of the different countries, the status of interpreters, conditions to ensure T&I training courses could be successfully established and run, recognition of diplomas at home and abroad, staff recruitment and the problem of adequate remuneration. With regard to the establishment of T&I training courses, the participants stressed that the situation of their institutions was very different before and after EU enlargement.

It was agreed that curriculum design and student assessment (initial, intermediate and final) were particularly important, and after a first exchange of views the participants decided that these discussions would be continued within the *project groups* and at the *regional workshops*.

During the discussions it emerged that many of the problems are similar in the EU and the countries of central and eastern Europe, and the participants drew up general recommendations which were presented in the plenary session.

The next workshops focussed on *translation and interpreting into the foreign language* and the *status of lesser used languages*. These aspects were considered in the light of what had been said in the plenary about the adoption of a mixed system. Everyone agreed that A, B, C definitions need to be revised. In particular, it was suggested that the T&I institutions in central and eastern Europe, which have a long tradition of training into B, would need to bring the standards they apply in line with those of other specialised schools, of the AIIC and of the European institutions.

Another problem that was discussed was the increasing dominance of English and that the range of possible "retour" and pivot languages was not only limited but virtually fixed in advance (English, French, German, etc). Patrick Twidle provided some interesting statistics on recent developments, giving details of the number of interpreters in the various languages and on the particular situation of Finnish, for which "retour" has always been employed.

Yves Gambier pointed out that discussions of interpretation into B-languages must not be limited to simultaneous interpreting but also take into account other types. Different situational contexts and interpreting modes, such as liaison interpretation, consecutive interpretation, simultaneous interpretation in the booth, video interpreting, interpretation via telephone, community interpretating may require different skills and quality standards (register, audience design, relay interpreting and its limitations).

These points were included in the recommendations, as was the need for students to improve their A language (mother tongue or language spoken with equal proficiency) competence. Further recommendations involved the inclusion of a mandatory semester abroad for full-time undergraduate programmes, the development of specific methodologies for teaching and assessing C languages; the promotion of student autonomy; and the introduction of students to new technologies.

The fourth workshop focussed on the training of trainers which is considered one of the most important elements in T&I training. The contributions by Eckhart Hötzel and Doris Schmidt Fourmont, from the Ecole de Genève, and the discussion of the results of a number of *Tempus* and *bilateral* projects on the training of trainers gave participants a first overview of what has already been accomplished. Initial proposals were outlined for systematic training

modules based on the TNP results. Once again, several recommendations were formulated which included suggestions for a closer exchange of experiences among trainers (via the Internet and specialised websites), the need to build on what had already been done in the thematic networks, close co-operation at examinations with the inclusion of teachers from other institutions in the examination board, and the promotion of in-service and distance training.

A number of other concerns and recommendations were also discussed first in the group sessions and then in the plenary. The participants agreed that the Bologna agreement, which aimed to set up 3+2 year programmes, would be difficult to adopt for undergraduate T&I programmes as three years were not enough to train highly skilled translators/interpreters. It was also emphasized that university authorities needed to understand that the training of translators differs from that of interpreters and that T&I programmes train for two different professions, even if it is possible to envisage running the training programmes simultaneously or consecutively.

Lastly, the question of the "grey market" was raised several times. Trainers should make their students understand that breaching the standards of conduct and professional ethics may ruin their career before it has even started, and that once they have become caught up in the grey market they may be lost to the profession.

In the final plenary session the results of the workshops and plenary discussions were summarised and a provisional assessment was drawn up. Moreover, the programme proposed by the coordinators and co-animators and the ECML for the next two and a half years was approved. Working groups (see Appendix 5) were set up who will look in detail at the following five themes: *training of trainers for the teaching of translation, training of trainers for the teaching of interpreting, T&I curricula exchange, A, B, C languages in T&I training, setting up a T&I course.*

In addition*,* a proposal by James Hartzell to carry out an analysis of the markets in each country was adopted. Its aim is to obtain an overview of the status and working conditions of translators and interpreters in the different countries.

Finally, the following **recommendations** were adopted.

1.   To include the professions of translator and interpreter in the official list of occupations and make national administrators aware of the fact that translation and interpreting are separate professions whose autonomous status should be recognized.

2.   To encourage and promote the professionalisation of translation and interpreting courses within specialised autonomous T&I departments.

3.   Not to reduce the length of training courses for translators and interpreters - especially undergraduate training programmes (not less than four years following the school-leaving examination), Master's courses, DESS and postgraduate courses (two to three semesters) - and to introduce a compulsory entrance examination. This is a concern that has arisen as a result of the decisions taken at Bologna on reducing the duration of undergraduate programmes to three years.

4.   To encourage interdisciplinary approaches specifically geared towards teaching a second and third foreign language in T&I programmes and, to that end to take advantage of

joint initiatives in connection with the European Year of Languages 2001 or the Council of Europe's Modern Languages programme to promote neighbouring countries' languages.

5.   To recommend to governments or ministries that, whenever teaching assistants are sent to cities with well-known T&I departments, preference should be given to candidates who have experience as translators and/or interpreters.

We are relying on the co-operation of the ECML and the authorities of the signatory states to the Partial Agreement as well as on our own efforts to ensure these recommendations are brought to the attention of decision-makers.

In conclusion, we should like to thank all those who contributed to the adoption of the three-year project and to the organisation of the August-September 2000 workshop. First of all, our thanks go to the people responsible at the EMCL: the Executive Director Mr Michel Lefranc, the Deputy Executive Director Mr Josef Huber, and the ECML team, who worked hard and did their utmost to provide excellent working conditions. They have also offered us space on the ECML website for our exchanges of views, for the work of the project groups and for the publication of this report. It was our impression that they also appreciated the efforts we all made.

We also wish to express our gratitude to our AIIC colleagues, the Council of Europe and the European Parliament, who not only informed us about the latest developments in the profession in the European institutions but also showed us that we could construct Europe together thanks to the excellent quality of our future translators and interpreters.

We (ie, the co-ordination team) wish to express our very sincere thanks to all the participants, who demonstrated a total readiness to contribute, an immense willingness to co-operate and goodwill throughout the week's work. We are counting on their help to pursue this project, which is not only ours but also theirs. From the very beginning there was a climate of partnership and mutual support. We also wish to thank our colleagues in the interpreting booths who enabled us to communicate in the plenary sessions without difficulty and also joined us for the working groups. Our thanks also go to the Graz School of Translators and Interpreters for welcoming us.

We are relying on all the participants, as well as those who decide to join in our project at a later stage, to achieve the goals we have mentioned. One day we shall perhaps be able to take up Michel Lefranc's proposal and promote the creation of a Higher European Diploma in translation and/or interpreting to show that, here too, Europe is in the vanguard.

Appendices

Appendix 1:   Programme

Appendix 2:   List of participants

Appendix 3:   Academic and professional aspects of translation,
                              educational translation and vocational translation at university
                              Ekaterina Draganova

                              Concise bibliography
                              Ekaterina Draganova

Appendix 4:   Synopsis of paper "How to set up a translation and interpreting course"
                              Eckhart Hötzel

Appendix 5:   Working groups set up at the end of Workshop 7/2000

Appendix 6:   Further recommended reading

Appendix 1

Programme - Workshop no. 7/2000

Sunday, 27 August 2000

Arrival of coordinators

Monday, 28 August 2000

Preparatory meeting
Arrival of participants

Tuesday, 29 August 2000

9.00	Registration	
10.00	Official opening	
11.00	Coffee Break	
11.30	Presentation of the project and its objectives; round table	Plenary
13.00	Lunch	
14.30	Setting up T&I programmes: discussion	Plenary
16.00	Break	
16.30	Case studies, presentations by participants and discussion	Plenary
18.00	End of Day One	

Wednesday, 30 August 2000

9.00	Definition of translation/interpretation. Academic and professional aspects. Debate	Plenary
10.30	Break	
11.00	Establishment of working groups (2 groups: French and English)	Plenary
11.30	Setting up T&I programmes	Work in groups
13.00	Lunch	
14.30	Developing T&I programmes: national status reports, needs analyses	Work in groups
16.00	Break	
16.30	Summary of results and discussion	
18.00	End of Day Two	
19.30	Reception in Town Hall	

Thursday, 31 August 2000

9.00	Interpreting: Presentations by external experts from European and international institutions Presentation of the European Masters in Conference Interpreting programme Discussion	Plenary
10.30	Break	
11,00	Discussion continues	
13.00	Lunch	
pm	Guided tour of Graz	

Friday, 1 September 2000

9.00	Training of trainers: Introduction	Plenary
9.30	Discussion of modules for trainer training	Work in groups
12.00	Summary of results and discussion	Plenary
13.00	Lunch	
14.30	Translation and interpreting into the foreign language	Work in groups
15.30	Break	
16.00	Status of the less widely taught and spoken languages	Work in groups
17.00	Summary of results and discussion	Plenary
18.00	End of Day Four	

Saturday, 2 September 2000

9.00	Presentation of initiatives included in the mid-term programme and of possibilities to support follow-up activities	Plenary
	Final decision on networks	
10.00	Evaluation of the workshop	
11.30	Break	
12.00	Official closing of the workshop	Plenary
13.00	Lunch	
14.30	Meeting of coordinators and rapporteurs	

Appendix 2

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Appendix 3

Academic and professional aspects
of translation, educational translation and vocational translation
at university

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We have tried to discuss a number of possible aspects of the contrast between **academic (university)** and **vocational** courses by talking about translation at university or, to be more precise, the teaching of translation at university. Without going into the theoretical problems in depth, we shall from time to time consider the *process of translation*, that is to say the mechanism employed when passing from one language to another. Therefore, when we speak of translation we shall occasionally be referring to its *two aspects - oral interpretation and written translation* - especially as in several languages, notably the Slavonic languages, a single word describes both types of activity.

Only a few years ago, a gulf existed between the training of translators, and even more of interpreters, and the teaching of modern languages, applied linguistics and human sciences. Several reasons - the arrogant contempt that academics or universities might feel towards a vocationally oriented activity and the professionals skilled in translation and interpreting. Conversely, contempt and snobbery was also felt by professional translators and interpreters, who claimed they had had better practical training through the rigour of their strictly vocational schools and added that academics and those responsible for designing university courses had no idea of the realities and requirements on the ground. Another factor - and not the least important one - was the money which professionals earn "quickly" and allegedly easily, albeit with all the attendant insecurity in terms of the supply of work and their self-employed status, risks that "badly but regularly paid" academics do not face. This is an attitude we also encounter in central and eastern Europe, and Daniel Gide reminds us of it in his book *Regards sur la recherche en interprétation de conférence*.

This picture may seem a little distorted, but these preconceived ideas still have to be reckoned with today when new T&I training units are set up. The facilities for training translators and interpreters and those for training teachers, education specialists and researchers were also on two sides of a dividing line without any connecting links, hermetically sealed and with no possibility of moving from one to the other.

Things have changed a great deal in the EU over the last ten years or so, and are also beginning to move in central and eastern Europe. The first change has occurred in the educational institutions, with the good translation and interpreting schools being incorporated into the universities. This has not always happened smoothly, especially as far as training instructors, designing curricula and selecting and assessing students, ie the future professional translators and interpreters, are concerned. Although integration into the universities has been accompanied by certain difficulties for the T&I schools, such as the question of the teachers' so-called academic status, the change has had several positive effects. In most cases, these schools have kept a measure of autonomy as regards their vocational orientation and the

development of practical skills, and they participate actively in the European higher education programmes (Tempus, Socrates, etc). The T&I schools also have other advantages, namely their close contacts with the business world and professional circles through their teachers, the vast majority of whom are translation and interpreting professionals, and their students, who do practical training in the course of their studies and often maintain contact with their school even when they enter working life.

Another aspect of the contrast between **academic** and **vocational** courses can be expressed in the question: "What form must the teaching of *language sciences* take to translators and interpreters on the one hand and to philologists and arts students on the other?". Is there a difference?

It is clear today that a good translator or interpreter must have a good educational background in the humanities and language sciences. It appears paradoxical that a linguist often has no idea of the process involved in translation work. Even those who know one or more foreign languages well and study contrastive or comparative linguistics often overlook translation as a possible area of investigation. Let there be no misunderstanding: we do not expect them to translate, but to understand that translation is not only a profession or an activity but something much more important. Theoretical research into translation and interpreting provides a basis for such disciplines as *translation theory* and *translatology* which, by definition, are limited to vocationally oriented training courses. An illustration of this paradox is, to mention just one linguistic reference work, the *Dictionnaire encyclopédique des sciences du langage* by Oswald Ducrot and Tzvetan Todorov, which makes no mention at all of the field of translation. Even the term itself is absent. Yet this dictionary can be a useful tool in training future translators.

However, should the same language science courses be provided both for translators and for students of literature and modern languages? There are numerous language sciences and they can be approached from the point of view of different schools of thought. It is not uncommon for a university to bring together very high quality specialists in a particular human science - scholars who gather a following, train young researchers and publish seminal works. Great efforts are, for example, put into semiology at one place and semantics at another, and this quite often takes place to the detriment of other human sciences. Obviously, no university institution, however big, can offer the same quality and choice for all disciplines in a given field of study. From the educational point of view, such a situation is not catastrophic for language students: having been taught at a centre of excellence in a particular discipline, such as semiology, they can learn the general tools, methods and approaches they will be able to employ later on elsewhere to penetrate the subtleties of another science, such as pragmatics. In order to study a new area at the theoretical level, it is first necessary to hold the key to the door, ie to know how to approach the subject, to have plenty of time and to possess a very open mind.

It is necessary to possess several keys to exercise a profession, in this case that of the translator, and not everyone always has the willingness or the time to spare to think about a new theoretical approach. For this reason, I view teaching language sciences to future translators **very differently from teaching them to linguists**. The translator needs to have a firm grounding in several human sciences, but this knowledge must not just form a mosaic with individual pieces placed side by side in individual compartments. The translation student needs to be provided with a global picture, a concrete overview made up of groups of related sciences. For example, one could imagine a study of the sciences surrounding geolinguistics, comprising such aspects as idiolect, national language, language mixtures and

multilingualism (to which could be added specialised teaching focusing on translation) as well as languages the translator already knows, their categorisation and their definition according to the level of proficiency (A, B and C). A second group could include the essentials, and also an overview, of sociolinguistic sciences, such as ethnology and linguistic anthropology, the European mentality and the countries whose languages the translator works with. Here, too, the study of the human sciences will be based on practical considerations and carried out from the point of view of the future translator's or interpreter's needs. Other examples, in very broad terms, might be the group comprising rhetoric, stylistics, functional linguistics, textual grammar and pragmatics or the psychology-based disciplines, which include mediation, generative grammar, comparative linguistics and contrastive linguistics. A different way of choosing scientific disciplines could of course be selected and a different point of view adopted, etc, but the main thing is to introduce these disciplines with the required skill and to provide material that could be illustrated in translation practice, while at the same time motivating the students to analyse a particular aspect more closely whenever a specialised translation requires them to pay more attention to the psychological side of a text, for example, or to any archaic language or slang it contains.

This type of teaching **should encourage** translators to acquire skills and produce **good results**, motivate them to get to the bottom of a text or message to be translated, strengthen their curiosity to research documents, archives and terminology and arouse their desire to produce work of excellent quality.

In mentioning the possibility of grouping the language sciences differently, I am thinking in particular of ways of establishing much broader groups of human sciences, ie considering linguistic and extralinguistic disciplines as going hand in hand. This will provide a more practice-oriented approach to teaching and be distinctly different from what is done in the traditional *arts* subjects.

Finally, I should like to take a third example to illustrate the distinction that <u>can and must be made</u> between **educational translation** and **vocational** translation. This is a question that has preoccupied translatologists and is now preoccupying all those who teach translation. From the moment we find ourselves in the classroom, such as at a T&I school with a strictly vocational orientation, we are in an educational environment, a setting which, whatever one does, cocoons the future professional. We can, intuitively, grasp the differences <u>between</u> educational and vocational translation, but it is nevertheless necessary to try to establish a more soundly based distinction and certain authors have attempted to do this.

For some, the difference is purely "methodological" (the easiest distinction to make). When translation is a linguistic learning exercise at all levels - from beginners to advanced students - with regard to lexis, grammar, syntax or the learning of cultural elements, it obviously serves an educational purpose, so that this particular case, while common in many modern language schools and methods, does not really interest us here. Problems are more likely to be presented by mixed cases, that is to say those where there <u>may be confusion</u> between educational and vocational translation. This possibility, with which we are confronted every day in our teaching work, is therefore mentioned by various authors in their writings. Jean Delisle speaks of *pedagogical translation* (traduction pédagogique) and *pegagogy of translation* (pédagogie de la traduction) in order to contrast the two approaches, but also to warn against confusing them. J.R. Ladmiral introduces his own terminology too, saying that *translation is an ambiguous term*. He distinguishes between *exercice pédagogique* (translation as an educational exercise) and *traduction traductionnelle* (interpretive translation). In her book *La Traduction aujourd'hui*, Marianne Lederer uses for the same

concepts the terms *traduction linguistique* (linguistic translation) and *traduction interprétative* (interpretive translation), ie educational and vocational respectively. In this work, she tries to apply the approach used in interpreting to the methods of teaching translation. Moreover, she does not reject the idea that linguistic translation can be a learning exercise for students before they embark on translation courses. We therefore see this problem as far from being solved.

What, therefore, is *vocationally oriented translation*? Everyone who looks into this question has his or her own answers to it. Some schools recommend a learning method that pays particular attention to specialised translation (such as technical or legal), ie to preparing the student to translate the basic message. Manuals are produced for this purpose and may be useful for certain very specific texts of a highly specialised nature, such as operating instructions or technical descriptions. But, can we cover, or indeed imagine, all the technical, economic and scientific fields that will develop in the future?

Other authors consider that a previous in-depth stylistic or textual analysis - the dissection of the text, as it were - is indispensable before tackling the translation. Here I am thinking of certain Russian researchers, such as Komissarov. This trend is also becoming apparent among the researchers who try to systematise texts by classifying them in various types - technical, sociopolitical or literary - with varying success and thoroughness. The works of a number of authors - Fiodorov and some members of the Bulgarian School under strong Russian influence, such as Ivanka Vasseva and Iliana Vladova - will serve as examples of this research. The result of this approach is translation based on the functional principle, with the emphasis on an examination of the nature of the source text, on the means employed, on the objectives and on the target text from the point of view of the equivalence of the source and target languages.

A third - by no means the least important - group relies on the impressionistic approach and inspiration and states that if anything happens to disturb the translator after commencing the translation, he or she may "lose the thread" and "inspiration" and no longer be able to return to it in the same mood.

The training of professional translators must encompass all these aspects, but it must also include many others.

Trainee translators must learn how to make a prior analysis of the text. Although they can be asked to spend time during classes on linguistic and extralinguistic aspects, terminology, definition of types and the style and tone of the text - and to **go into detail** - this does not mean they have been made **fully aware** of this necessity. Quite often, too much emphasis is placed on detail in the classroom: teachers take their time and allow themselves to be influenced by their own preferences, and the first time the young translator is confronted with reality he or she is overwhelmed by other pressures and often lacks the time to do this preparatory work. *Teachers must therefore make allowance for the real situation and instil a sense of responsibility.*

One solution (among others) would be to distinguish, in the teaching of translation, between the **skills the young translators should possess and the results they ought to achieve** at the end of their course.

In the university environment and even at vocational schools, it is difficult, but not impossible, to simulate reality. Some examples exist, such as the *Tradutech* initiative, where the students have to produce a professional translation in real time.

Consequently, alongside the need to go into linguistic and extralinguistic aspects, practical objectives, the problems of comprehension and the reformulation of the source text in the target language, it is necessary to change the overall approach to achieve a synthesis of all the elements the translator must take into account, instead of splitting the training into preparatory, linguistic and stylistic elements, translation in the strict sense, revision, etc. This can be done if we employ an interactive method throughout the training and engage in a constant exchange of ideas on the students' translation work, which has to be properly prepared and which the students must be asked to carry out with a maximum of independence and accuracy. Once the work has been handed in we shall not only look at the errors, the best renderings and the theoretical aspects together with the students, but also undertake a first overall assessment and try to identify any <u>skills</u> and "passive" knowledge that could be awakened when the need arises. This will, of course, apply to a large extent to the <u>source language</u>. These skills must demonstrate competence well beyond linguistic abilities and embrace all aspects of cultural, specialist and practical knowledge. It is not a skill when translators recognise that a familiar style is employed in the source text, but they will show skill by understanding that the familiar language of a French text corresponds to a very widely used style of communication. In the target language they will, for example, have to choose a more neutral style so that they do not lapse into the colloquial. This will, for instance, have to be done in the case of a translation into Bulgarian.

Furthermore, an analysis of the translation permits the elements that should be investigated more closely in terms of the translator's <u>performance</u> to be separated from the quality to be achieved, the result to be obtained and the reception of the work that can be hoped for. This goes far beyond the search for the simple functional equivalent between the source and the target language, or stylistic and generic equivalence. Here, attention focuses more on the target language, whether it be the student's mother tongue or a language mastered to an equivalent degree of proficiency. These are probably not new points, but if we try to improve each student's performance we shall be able to adopt a differentiated approach and do a better job of identifying any deficiencies he or she may have.

A teaching method focusing on practical training, on enhancing the *performance* of students of translation and interpreting and on raising the future translator's and interpreter's awareness of the importance of *skills* - ie, the abilities to be developed both during the course and throughout the student's professional life - will, I believe, permit new elements to be introduced into the teaching of translation and interpreting in specialised university courses. The field of education is, of course, always open to new ideas and new research.

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Translation of literary texts and their relationship with the passage of time, consideration of whether a translation can stand the test of time, etc.

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Translation and applied linguistics. A path followed by a number of translator training units in Bulgaria.

А.Ф.**Ширяев**, *Пособие по синхронному переводу*, Французский язык, Москва, 1982г.

Interpreting manual, taking French and Russian as examples.

Appendix 4

Synopsis of the paper:
"How to set up a translation and interpreting course"

Eckhart Hötzel,
Department of Translation, Interpreting and International Relations, Marc Bloch University, Strasbourg

1. General definition of course objectives and content

- teaching and professional objectives
- course duration
- entrance level and criteria
- language choice
- content (general framework)

2. Definition of teaching and administrative framework

- course titles and number of hours
- choice of teachers: profile and skills
- participation of different departments
- teacher training needs
- diploma and academic recognition
- where should the course be located?

3. Definition of course content

- translation and interpreting course
- applied courses
- specialisation

Detailed exposition

1.   General definition of course objectives and content

- *teaching and professional objectives*
- *course duration*
- *entrance level and criteria*
- *language choice*
- *content (general framework)*

*   Does the course (exclusively?) pursue **vocational objectives**? If so, which?

Markets: local and regional / national / European / institutional
Employers: companies / government bodies
Status: employed - self-employed / conditions for practising the profession / market survey

*   **Educational objective** (dependent on the vocational objectives!):

In what context is the course being provided?

Is it a self-contained course (and therefore one with a vocational objective) or a course complementing existing studies (doctorate?)?

Course integrated into the university's administrative framework (see section 2 below)?

Translation and/or interpreting?

*   **Course duration**

Long course:

4 or 5 years
"Y" model or single course
Importance of language learning (languages already acquired or beginner's level)
Double qualification (teacher and translator/interpreter)?

Short and postgraduate course:

1 or 2 years?
What course precedes the postgraduate year?
Organisation of studies: years or semesters?
Selection methods

*   **Practical training:** compulsory? duration? type? validation (training report)?

*   What **teachers**?

Staff teachers; recruitment method
External professional teachers: recruitment method and remuneration

Who is in charge of recruitment (university, person responsible for the course)?
Who lays down the content (ministry, university, person responsible for the course)?

* **Admission level in the case of postgraduate studies:** post-master's degree?

   Levels/diplomas recognised? Who establishes the recognition criteria?

* Admission as part of continuing education? Validation procedures?

   Who validates the vocational attainment?

* Admission of foreign students or students with foreign diplomas?

   Level required in the language of the country - in-service training courses offered?

* **Admission criteria**

   Diploma - entrance examination? What types of test? Translation + xxx?
   Admission panel - who appoints it?

* Choice of **languages**: MT + FL1 + FL2 + ...

   Importance of mother tongue
   Two foreign languages
   Translation/interpretation from/into mother tongue (educational implications!)

* **Content**: translation alone or improvement in linguistic skills?

* Proportion of practical/theoretical teaching

* Applied courses

* Dissertation

* Access to computer equipment?

   word processing
   Internet, databases
   computer-assisted translation software, terminology management software

2.   Definition of teaching and administrative framework

- *course titles and number of hours*
- *choice of teachers: profile and skills*
- *participation of different departments*
- *teacher training needs*
- *diploma and academic recognition*
- *where should the course be located?*

*   **List of courses and number of hours ("curriculum")**

*   Choice of **teachers**:

profile and skills required
participation of different departments
teacher training needs (language teachers?)

*   Choice of **person responsible** for the course: profile and skills

teacher
administrator
translator

*   **Assessment** procedures and **examinations**

continuous assessment
final examination
examination panels/educational committee

*   **Recognition** by the university? By the ministry?

What **diploma**? Who issues it (state, university, faculty)?
Flexible attitude towards possible modifications

*   Where should the course should be located?

Specific course at the university/faculty
Single course with participation of other partners/universities
"Distributed" education through an association of training centres

3.   Definition of course content: postgraduate course or first degree ("Y" model)

- *translation and interpreting course*
- *applied courses*
- *specialisation*

*   Translation and interpreting course

Learning T&I:

Translation: an exercise people believe they have mastered - some false assumptions
Interpreting: a difficult approach - some problems of judgment
Transition from "educational" to "vocational" translation
Introductory courses
Practical courses: experience and training, passing on know-how
Peripheral courses: reflection on translation practice and specific knowledge

Types of text:

original texts
journalistic texts
specialised texts
literary texts
technical texts
sources: texts taken from a publication, texts already translated by the translator-teacher

Teaching by subjects/subject-areas

technical translation
legal translation
economic translation
scientific translation
medical translation
literary translation
etc
or
teaching types of skill (professional instructors)

Introduction to interpretation

liaison interpretation
note-taking techniques

Consecutive interpretation
Simultaneous interpretation

*   Applied courses

Subjects compulsory for everyone or possible specialisation

Subject areas:

> linguistics - "translatology"
> history and theory of translation
> technical subjects
> law
> economics
> institutions/civilisation/administration
> computer translation facilities
> etc

With what teachers?

> internal/external specialists in the department
> staff teachers

Place of applied subjects in the course

> Can a student fail on account of poor marks in the applied subjects?

*   Course sequence

> At the teacher's discretion
> Priorities/subject areas to be covered

*   Assessment procedures and examinations

> Continuous assessment
> Final examination
> Coefficients
> Types of test (whether done in class or in student's free time)
> Problems of assessment
> Dissertation
> Examination panel in interpreting

*   A few remarks on course organisation:

> Translator: continuous learning in a group
>   individual work but group spirit: importance of the network
>   a service provider thanks to modern technical facilities
>
> Interpreter: training in a small group - how to avoid the permanent psychodrama
>   The final examination, a major obstacle: being ready for the big day

Appendix 5:

Working groups set up at the end of Workshop 7/2000

Anna Butašová, Ekaterina Draganova
Zdenka Gadušová, Eckhart Hötzel, Ursula Stachl-Peier

Working groups were set up during the final meeting and five areas of work and research emerged:

I.   TRAINING OF TRAINERS FOR THE TEACHING OF TRANSLATION

1.   Eckhart Hötzel (France) - ITI-RI
2.   Raili Poldsaar (Estonia)
3.   Anita Vaišle (Latvia)
4.   Doris Schmidt-Fourmont (Switzerland)
5.   Éva Kelemen (Hungary)
6.   James Hartzell (Poland)
7.   Štefan Franko (Slovakia)
8.   Zuzana Jettmarová (Czech Republic)
9.   Sunniva Whittaker (Norway)
10.   Pétur Knútson (Iceland)
11.   ...

Leaders: Eckhart Hötzel and Doris Schmidt-Fourmont

II.   TRAINING OF TRAINERS FOR THE TEACHING OF INTERPRETATION

1.   Anita Vaišle (Latvia)
2.   Éva Kelemen (Hungary)
3.   Roland Herrmann (France)
4.   Zuzana Jettmarová (Czech Republic)
5.   Rimantas Remeika (Lithuania)
6.   Sylvia Kalina (Germany)
7.   Ekaterina Draganova (Bulgaria)
8.   ...

Leaders: Sylvia Kalina and Ekaterina Draganova

III.   CURRICULUM EXCHANGE

1.   Robert Campa (Slovenia)
2.   Mirjana Aleksoska-Čkatroska ("The former Yugoslav Republic of Macedonia")
3.   Zuzana Jettmarová (Czech Republic)
4.   Rimantas Remeika (Lithuania)
5.   Sylvia Kalina (Germany)
6.   Pétur Knútson (Iceland)
7.   Raili Poldsaar (Estonia)
8.   Ursula Stachl-Peier
9.   Zdenka Gadušová
10.   ...

Leaders: Ursula Stachl-Peier and Zuzana Jettmarová

IV.   DEFINTION OF THE LEVEL OF COMPETENCE OF A, B and C LANGUAGES

1.   Mirjana Aleksoska-Čkatroska ("The former Yugoslav Republic of Macedonia")
2.   Doris Schmidt-Fourmont (Switzerland)
3.   Rodica Bakonsky (Romania)
4.   Ursula Stachl-Peier
5.   Ekaterina Draganova
6.   ...

Leaders: Ursula Stachl-Peier and Ekaterina Draganova

V.   SETTING UP A T&I COURSE

1.   Rodica Bakonsky (Romania)
2.   Pavlou Lavlos (Cyprus)
3.   Anna Butašová
4.   ...

Leader: Anna Butašová

James Hartzell's idea of compiling a range of market surveys in the countries represented was warmly welcomed, and he will be sent the relevant documentation to enable him to produce a comparative study. All the participants are asked to send him results of studies carried out in their countries, and any help they can give will be appreciated.

Since the initial workshop, a number of people have contacted the co-ordination team and the ECML, asking to be allowed to join this project at a later stage, especially representatives of the countries that had not been able to send participants, such as Simos Grammenidis from Greece. The working groups remain open to new members and we shall be glad to receive their contributions. Similarly, our colleague Yves Gambier, who played a very active part in the workshop, will probably participate in several working groups, as will many of our colleagues.

As soon as the documentation on the Graz Workshop 7/2000 has been published, the co-ordinators will contact the various groups to organise the work. The information will be regularly updated.

We would also remind those concerned that they are asked to contribute to our curriculum exchange so that the working group can study the material and draw the necessary conclusions.

Appendix 6 / Annexe 6:
Further recommended reading /
Proposition de bibliographie complémentaire

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