The Herzen State Pedagogical
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Fourth Conference of MoU Universities
Training Language Professionals
for International Organizations

LEARN, TEACH, COACH, MENTOR

A Collection of Articles

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This collection of articles and essays, reflecting on the approaches to training of interpreters and translators which may be used in various professional training programmes, covers both the general principles and specific techniques of translator / interpreter education, and may be found useful by educators and practicing language professionals

CONTENT

FOREWORD

This compilation contains a selection of research and methodological articles published for the fourth international conference of universities that have signed a memorandum of understanding with the United Nations on cooperation in training of candidates for competitive language examinations (Conference of MoU Universities). The conference slogan is 'learn, teach, coach, mentor', and it will lay the groundwork for further cooperation between the United Nations and the participating universities.

The collection covers all six official languages of the United Nations. Language work depends greatly on cultural specifics, a topic which plays an important role in the articles included here. But the collection's chief new contribution is the inclusion of predominant, strategic and time-tested areas for development, which are comprehensive and mutually beneficial and will help further develop translator and interpreter training within universities.

The collection begins with an article from Saint Joseph University in Beirut, which focuses on the double benefit offered by the MoU Universities network – cooperation among universities and cooperation between the network and the United Nations. The article describes the mechanism for developing unified approaches and criteria through collaboration within the network and the pooling of efforts in translator training, and provides some history about work to improve knowledge of United Nations topics.

Three articles produced by Herzen University aim to convey that institution's experience of successfully preparing translators for the United Nations. They discuss the foundations of an educational method that was developed in St. Petersburg and has since evolved into a comprehensive methodological model. The main features of this model include the direct transfer of experience from professionals within their professional environments, a serious approach to selecting the training priorities, a set of basic principles shaping practical methods for teaching interpreting and translating under these conditions, and an assessment of the status of the United Nations' working languages and efforts to secure the positions those languages occupy. All of this makes the St. Petersburg model, to a great extent, a paragon of cooperation with the United Nations.

Much attention is devoted in the Herzen University articles to the idea that translators are the guardians and general representatives of the literary norms of their native language. Strengthening the position of native languages is one of the main social tasks of every university.

Becoming a member of the network prompts a university to introduce changes to its teaching programme, making it more market-oriented. This issue is discussed in detail in the article by the American University in Cairo. Like Herzen University, the American University in Cairo also arrived at the idea of practical higher education programmes with a narrow focus. The article includes valuable information about competency models for written translation and poses the important question of finding the right balance between mental and physical exertion on the part of translators.

Written translation is the focus of the majority of authors featured in this collection. The article provided by ESIT, for example, discusses an editing module as an invaluable component of the translation course at this prestigious Parisian university. It also stresses the importance of training in specialized professional areas, including legal translation.

Alexandr Ponimatko of Minsk State Linguistic University touches on the question of teaching United Nations terminology, in particular through creating a terminology system and terminology maps.

Elena Alonso of the University of Salamanca discusses the possibilities and limitations of integrating translator training for work in the United Nations within a traditional four-year bachelor's degree, generously sharing her experience of dividing this task across multiple university departments and disciplines. She highlights the specifics of training at an early stage. This is important, considering the fact that degrees specifically in translation have yet to gain a firm foothold in Russia.

It is interesting to note that in the articles collected here, the authors do not, as might have been expected, put all the emphasis on master's programmes for translators. The range of possible training methods varies, as we see in this collection, from bachelor's programmes to higher education programmes of different durations, including additional postgraduate study. Such variety in the educational routes on offer is an inevitable trend in modern education.

The authors writing for this compilation arrive at conclusions that are vital for all universities. Notably, the article from the Beijing Foreign Studies University describes partnership with the United Nations as a powerful stimulus for future development. The university system in and of itself is a stable and consistent, but also flexible and receptive framework for advances in methodology. It is when it acts as a unified, coherent body that this system can best serve as an effective partner for the United Nations.

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UNIVERSITÉS ET ONU :
UNE COLLABORATION À DOUBLE SENS

Saint Joseph University has signed the Memorandum of Understanding with the UN in 2010. Since then, there have been a series of actions aiming to prepare the students of the School of Translation and Interpretation of Beirut to UN jobs. This communication tries to reflect on what the university can offer to the UN in order to set up a more efficient partnership and a potential future two-way collaboration between universities and the UN.

Au concours d'entrée de l'École de traducteurs et d'interprètes de Beyrouth (ETIB), il est de coutume d'interviewer les candidats pour mesurer leur niveau de langue et évaluer leurs connaissances générales. Très souvent, les examinateurs leur posent la question suivante : « Pourquoi avez-vous choisi des études en traduction et en interprétation ? » Les réponses classiques sont : « Parce que j'aime les langues. Parce que j'aime voyager. Parce que je rêve de travailler aux Nations Unis. » Les Nations Unies sont donc un rêve auquel aspire un grand nombre d'étudiants, pour ne pas dire tous. Les écoles et les instituts de traduction et d'interprétation sont ce lieu où le rêve se concrétise et devient réalité. L'université sent qu'il est de son devoir, qu'il y va de sa mission de répondre aux aspirations et aux attentes des étudiants, de leur paver le chemin pour que le rêve devienne accessible. Elle sent aussi qu'elle se doit de rester à l'écoute de la demande du marché du travail et d'accompagner l'évolution de cette demande. C'est dans ce sens que la convention de coopération que l'Organisation des Nations Unies (ONU) a voulu passer avec les universités est une bien heureuse initiative.

Depuis 2010, date de la signature du MoU avec l'Université Saint-Joseph, l'ETIB bénéficie d'un soutien pédagogique et professionnel remarquable par le biais d'une série d'actions menées auprès des étudiants. En bon représentant de l'ONU, la Commission économique et sociale pour l'Asie occidentale (CESAO), fut chargée de jouer un rôle de liaison pour que le partenariat prenne forme et soit efficace. Dans cet exposé, nous tâcherons d'abord de faire un état des lieux des différentes activités entreprises pendant les cinq années écoulées. Nous essayerons ensuite de nous interroger sur

l'importance d'asseoir une collaboration ONU-Universités qui aille dans les deux sens.

Bien avant la signature du mémorandum d'accord, l'ETIB avait déjà orienté sa formation vers la préparation de ses étudiants aux métiers de traducteur et d'interprète à l'ONU. Depuis sa fondation en 1980, elle s'était dotée d'un Master en interprétation de conférences, appelé à l'époque Diplôme d'interprète de conférences. Soucieuse de former des traducteurs également, elle affina la spécialisation pour créer en 2008 un Master en traduction de conférences. Des cours tels que « Organisations régionales et internationales », « Actualité », « Terminologie »avaient de tout temps émaillé son cursus. Avec le mémorandum d'accord et la possibilité de travailler étroitement avec l'ONU et plus précisément avec la CESAO dont le siège se trouve être à Beyrouth, le cursus s'est enrichi de cours plus ciblés et mieux en conformité avec ce qui est requis d'un traducteur ou d'un interprète à l'ONU, cours censés par la même occasion préparer les étudiants à la passation des tests onusiens. Ainsi furent introduits des cours intitulés : Traduction de conférences, *Verbatim Reporting*, *Précis-Writing*, *Editing*, *UN Terms*, *UN Exams*, Faits et effets, la plupart étant assurés par des traducteurs de la CESAO dont certains sont même des anciens de l'ETIB. Par ailleurs, l'École a pu bénéficier de séminaires adressés aux interprètes et animés par des anciennes de l'ETIB employées à l'ONU de New York. Plusieurs employés onusiens ont également fait partie des jurys d'examens de fin d'année.

Mis à part la nouvelle orientation des cours, des stages onusiens ont été instaurés. Des étudiants triés sur le volet, ayant passé des tests de sélection ou s'étant distingués lors des cours furent admis à suivre des stages professionnels à deux temps à la CESAO : un mois de stage in situ, et un mois de travail en ligne. Étroitement encadrés et sérieusement accompagnés et supervisés, plusieurs stagiaires furent ensuite embauchés par contrat. D'autres étudiants purent suivre des stages à l'ONU à New York et à Genève, à l'Organisation mondiale de la propriété intellectuelle (OMPI) à Genève, et, pour les interprètes, à l'Organisation des Nations Unies pour l'alimentation et l'agriculture (FAO) à Rome, où des stages en cabine muette leur furent d'un grand secours. L'année académique 2014-2015 a vu l'avènement d'un autre genre de stage, baptisé « stage d'orientation et d'observation ». Ainsi, les étudiants de la dernière année de Licence furent admis à accompagner des traducteurs et des interprètes professionnels sur leur lieu de travail et reçurent des professionnels qui vinrent témoigner en classe, expliquant en quoi consistait leur travail et multipliant conseils et recommandations. Cette immersion, quoique brève, dans le monde concret du travail a pour but de faciliter aux étudiants de la dernière année de Licence le choix de la spécialisation à embrasser en Master et pour la vie.

La collaboration entre l'ETIB et l'ONU ne s'est pas limitée aux cours et aux stages. Répondant à l'appel lancé en 2013 à la Conférence de Shanghai pour traduire vers l'arabe le portail United Nations Language Careers (www.unlanguage.org), l'ETIB s'est engagée à exécuter cette traduction. Ainsi, une équipe d'étudiants s'est attelée depuis quelques mois à la tâche, sous la

supervision d'un enseignant jouant le rôle de mentor et de réviseur. Cette équipe est à présent sur le point de terminer le travail demandé pour qu'une version arabe du site soit à la portée des internautes. Sur un autre plan, l'ETIB a été associée au dixième Concours de traduction Saint-Jérôme, parrainé par le Département de l'Assemblée générale et de la gestion des conférences et ouvert en général aux employés, anciens et actuels, de l'ONU et, pour la première fois, aux étudiants des universités signataires d'un mémorandum d'accord avec l'ONU. Deux étudiantes de l'ETIB ont pu concourir, traduisant vers l'arabe un texte littéraire anglais intitulé « The thinking man's lair », rédigé par Robert Macfarlane et décrivant de manière vivante et détaillée l'appartement de Sherlock Holmes et l'atmosphère fascinante qui y règne. Par ailleurs, la directrice de l'ETIB a été sollicitée pour faire partie du jury d'évaluation des 20 candidats qui ont traduit vers l'arabe, aux côtés de deux réviseurs hors classe travaillant au Service de traduction arabe à New York. Notons que les jurys de traduction vers l'arabe, le chinois, l'anglais, le français, le russe, l'espagnol et l'allemand étaient formés de membres des services de traduction de l'ONU et que les universités n'étaient représentées que par deux membres appartenant l'un à l'Université Saint-Joseph et l'autre à l'Université de Salamanca. C'est peu, pourrait-on penser, mais c'est quand même un bon début.

En l'espace de cinq ans, bien des actions furent menées et nombre d'initiatives réalisées mais le chemin de la collaboration comporte sans doute encore d'innombrables bretelles inexplorées. Il est sûr que le mémorandum d'accord dresse un pont au-dessus du fossé qui sépare formation académique et marché du travail, entre apprentissage théorique décontextualisé et apprentissage pratique sur le terrain. Il est normal que l'ONU exprime ses besoins et définisse ses critères d'évaluation et de sélection ainsi que ses propres normes de qualité. Cependant, après ces cinq années d'expérience de collaboration, il serait bon de s'arrêter un instant pour réfléchir sur la manière de bonifier cette collaboration. La question qui se pose est donc double : quelles autres actions l'ONU pourrait-elle mener auprès des universités et que peuvent apporter les universités à l'ONU ? Néanmoins, il me semble que la réponse ne se situe pas à un double niveau mais réside en une action commune qui serait bénéfique aux deux, tellement la relation entre ONU et universités est similaire à celle qui existe entre deux vases communicants.

L'intervention de l'ONU auprès des étudiants, en fin de parcours, est certes plus que louable. Consciente de l'intérêt d'attirer le recruteur vers les futurs traducteurs et interprètes, l'Université Saint-Joseph a d'ailleurs multiplié les conventions et les actions communes. C'est ainsi qu'elle a signé des mémorandums d'accord avec le Parlement européen et avec la FAO en 2014 et qu'elle s'achemine vers la signature de conventions avec d'autres types de recruteurs potentiels tels que des maisons d'édition. Si les recruteurs définissent les lois de recrutement, il y va de la vocation de l'université de réfléchir sur la manière de satisfaire à ces lois. L'université étant ce haut lieu de réflexion où foisonnent les idées, se constituent les concepts théoriques et

se tracent les stratégies pédagogiques, il serait bon que s'instaurent des actions de réflexion commune partant de la nécessité et de l'intérêt d'un dialogue fructueux entre théorie et pratique. Les conférences périodiques entre l'ONU et les universités signataires du mémorandum d'accord sont, sur le plan international, un excellent début. Ils pourraient cependant être complétés par des actions plus ponctuelles, je pense notamment à des réunions de travail ou des ateliers de réflexion où l'université ne se contenterait pas de demander le soutien de l'ONU ou de réceptionner ses demandes en matière de formation mais jouerait le rôle d'un partenaire à part entière, un partenaire que l'ONU gagnerait à écouter et de l'expérience duquel elle gagnerait à profiter. Ainsi seraient réduits les écarts relatifs à la vision des choses d'un côté et de l'autre. Il y a, à mon sens, encore beaucoup à faire en ce qui concerne la construction d'une vision commune du « comment faut-il traduire » et du « comment faut-il évaluer ». Avons-nous, tous deux, la même conception de la traduction et les mêmes critères d'évaluation ? Il est vrai que le client est roi mais l'ONU est-elle vraiment satisfaite, et à tous les coups, du rendu de ses employés, même les plus chevronnés d'entre eux ? Ne gagnerait-elle pas à réfléchir sur les raisons de ce manque de satisfaction ? L'université qui revisite sans cesse ses programmes et ses stratégies de formation et se ressource sans arrêt en puisant à la source de cette science en évolution permanente qu'est la traductologie n'est-elle pas bien placée pour apporter son grain de sel ? Si l'ONU s'associe à l'université pour la formation initiale des traducteurs et des interprètes, ne serait-il pas bon que les universités s'associent à l'ONU pour la formation continue des employés de cette dernière ? Les universités ne demandent pas mieux que de mettre leur savoir au service de la profession et d'accompagner les professionnels dans leur cheminement personnel et le développement de leurs compétences, d'où la raison d'être des sessions de formation continue régulièrement mises en place par l'ETIB. C'est ainsi que l'École a organisé en 2013 à la demande de la CESAO et dans les locaux mêmes de cette dernière une session de formation à l'utilisation de la mémoire de traduction SDL Trados, expérience qui s'est avérée fort concluante d'ailleurs. N'agissons donc plus chacun de notre côté, admettons que chacun de nous a besoin de l'autre et que chacun est, quelque part, utile à l'autre. Agissons ensemble après nous être mis d'accord sur une même vision des choses. Soyons ensemble ces deux mains qui, pour applaudir, ont besoin de se joindre l'une à l'autre.

Si je me permets d'avancer ces idées qui peuvent, pour certains, paraître déroutantes, pour ne pas dire choquantes, c'est que nous avons eu la chance de travailler en parfait tandem avec cet organisme de l'ONU qu'est la CESAO à Beyrouth. De l'entente qui règne entre nous et du dialogue à cœur et à esprit ouverts sont nés des échanges fructueux et une union d'effort au service d'une meilleure qualité. Aujourd'hui, quatre anciennes de l'ETIB sont cadrées à la CESAO et plusieurs autres sont contractuelles et l'avenir est prometteur. Cette expérience réussie est, pour nous tous, source d'inspiration. Pour que le sens du texte source cesse d'avoir un double sens, œuvrons à instaurer une collaboration à double sens.

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EFFECTIVE WAYS OF TRANSLATOR TRAINING TODAY: A SECRET OF SUCCESS

Professional training for translators should be a swift and efficient process. It should develop the student's ability to look at a text and work with the information therein, as well as to master various translation strategies and techniques. The development of heuristic abilities is central to the training process. We have tested and approved a provisional programme whereby training is divided into three stages: general training, specialization and work on specific projects.

The volume of written translation worldwide is constantly growing. Demand for translation and interpreting is growing on average by 12.7% per year (average annual growth rate), and written translation represents the largest element of this. The job of effectively training translators in such an environment therefore becomes more important each year.

Moreover, in today's world, it is of great importance that translators with a basic education at a general level are able to specialize in a specific field, ideally as early as possible. It is important to clarify how best to take this step. Let us consider a concrete example: the best methods for preparing translators for the UN. Over the past seven years, 16 applicants from the St. Petersburg Higher School of Translation at Herzen University have been successful in obtaining positions within the UN, providing translation and verbatim reporting services. This means that these candidates all passed the UN examinations, which is pretty good, we think, and so I would like to share with you the methods which contributed to these achievements.

I am not saying that our methods are IDEAL (no one can make that claim) but that they are OPTIMAL in the circumstances.

The world moves more quickly nowadays, and it is simply not possible to first spend a long time studying, move on to a process of accumulating practical experience, which takes just as long, and only then claim to be a professional.

What is needed is a *short*, but *intensive* track. Herein lies the key to success.

It is often thought to be the case that the main aspect of any course of teaching should be a well thought-out **system**, based on a combination of strategy and tactics. However, the reality is actually quite different. The key is this: teaching translation at the *ideal moment for the student.* And there you have it – the required system.

So, when does this moment come about?

1. Preparation for starting training

It is often said that the ideal potential translator should have wide **erudition** and a good knowledge of the world, but again, this is not quite the case, it must be a dynamic process: a future translator must first and foremost honestly evaluate their own knowledge and understand where they have gaps, regularly working to improve and add to their knowledge of the world. The main thing is that they start this process on their own terms, and then the teaching can really begin.

The second condition of readiness for training is the **ability to look at a text** and be able to identify its most intricate patterns and rules. A passion for working with texts and the ability to create texts from scratch may well be a personal trait and not something which comes directly from previous experience.

2. The components of training

I will now list the key components of training:

I. Text

1. The ability to distinguish between different types of text.

2. The ability to generate a text which stands alone from the original.

II. Information

3. Ability to work with information.

4. A thorough mastery of the language of the given area of translation, in this case the language of the UN.

III. Strategy and technique

5. The skill of rapidly developing a strategy (a plan for professional action).

6. The ability to quickly make technical decisions and to know which sources to draw from.

7. The ability to look at heuristic approaches in reverse: seeking out the experience which will cement one's personal decisions and being able to do this automatically.

3. Conditions for training

The most important conditions for success in training are as follows:

1. The teachers must have experience of translation within the UN.

2. The employer, that is the UN, should have an active role in supervising the training (attending examinations, teaching courses within the programme) and make changes to the programme based on this experience.

4. The stages of training

The training can be divided into three stages:

I. Familiarization with translation of different types of text.

II. Specialization in a category of text that will be relevant to future work.

III. Translation projects and putting theory into practice.

5. The finer points of methodology

1. Awareness of the steps involved

As is well known, *the devil is in the details*. And the secret lies in just one detail: the process of acknowledging each step; and not just verbally in a metaphorical sense, but with the help of actual words, in a literal sense: it is crucial to explain aloud to yourself why you are making a particular decision, which means essentially that you must be able to justify your decisions.

2. Examples of professionally translated texts

In the training, I always include texts which I have translated in a professional capacity. It is only by doing so that you can get a realistic sense of the decisions involved in translation and create the opportunity to discuss these decisions in a reasoned manner.

3. Not all texts are helpful

What is more, from my personal experience as a translator and a teacher of translation, I can say that some texts can even be dangerous. This is one of the reasons that leads me to suspect that some translation programmes actually hinder learning. In the main, the issue lies with literary texts, which have an obviously idiosyncratic character. The problem is that literary texts are often written to showcase innovative uses of languages. Since accepted approaches for translating these kinds of texts vary widely, they can actually lead the translator astray. In any case, literary texts are not productive as part of an intensive training course.

So, effective training in translation is indeed possible. But to achieve this, we must first overcome the hurdles of teaching and human behaviour – the most important being the illusion that teaching is a one-way process, when in fact all the elements of effective teaching previously discussed are possible only when that process is interactive.

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SYSTEMIC PRIORITIES
IN MAINTAINING MOTHER-TONGUE SKILLS
FOR TRANSLATORS AND INTERPRETERS
OF INTERNATIONAL ORGANIZATIONS

The changing nature of language use, the individual's approach to language, and the rapid growth of various forms of media and other means of communication all make for highly unstable linguistic norms as far as a speaker's native language is concerned. Translators are the main ambassadors and advocates of these norms, along with professional and government initiatives.

The position of languages in the world today is, in my estimation, highly complicated, first and foremost because of the fact that languages are in active use and are constantly developing. The use of language today in text messages, email, online chat, Skype and webinars, among other formats, is utterly unrecognizable from the language used even in the 1990s. The linguistic activity of individuals has increased, and languages now operate in a much more dynamic linguistic environment.

The main problems arising as a result of this change are as follows:

1) a departure from previous standard usage norms, leading to lexical irregularities in speech, especially: mixing of styles, an erosion of the concept of different stylistic registers, inappropriate use of words and constructions, the destruction of lexical collocation, and inclusions from other languages.

The problem is ultimately a social one and, moreover, stems from the loss of the rules of etiquette and ceremony and from the erosion of boundaries in social situations; in its place there are new forms of etiquette emerging (corporate culture, for example). In any case, I do not wish to overemphasize the increasing use of language from the criminal world (words and phrases such as 'conned', 'you're messin' with my head' and so on) but rather the mixing of all registers, which is objectively taking place.

2) a weakened cohesion of texts; the inability to see the connecting logic of statements as a whole. One of the explanations for this phenomenon is the so-called **clipification** or **matrification** of our consciousness, both a consequence of modern information culture. Information is taken in from all sides, and it is uncertain whether any kind of system will emerge which can manage and organize it – there is still a vast store of information waiting to be utilized.

3) The destruction of the forms of written texts: punctuation, capitalization, and the usage of quotation marks and italics are just some examples. The reasons for this are the simplification of punctuation in email and text messages, and the influence of English-language punctuation.

Is this really so bad? Are we just being old-fashioned? Maybe we should just let everybody speak however they want. But then it might not make a great deal of sense to the interlocutor! After all, we have to play by the same rules and live under the same laws. Otherwise, communication will become ineffective! For communication to be effective, it must:
- be consistent
- be varied within set parameters
- comply with conventions

And this is why the present situation is so worrying. Language cannot operate under such intense change and excessive outside interference. Yet today, everything is interfering in the process.

But why? What makes it all so bad?

After all, some of us can still remember a time when the Russian language had indisputable advantages over English or French in terms of its 'organic' integrity. The main advantage was the fact that it possessed a very rare unity, that is to say there were no competing dialects. The reasons for this have been put down to the fact that the population has historically not been fixed in defined territories, but rather in constant migration (population movements across the country, the virgin lands etc.), as well as to strong policies of centralization which sought to unify standards. Now, the migration of Russian speakers has acquired a somewhat haphazard character, centralization has become highly contingent, as the regions also want to have their say, and finally and most importantly, the population has started to use the Russian language in every aspect of life and on an unprecedented scale: in emails, text messages, online chat, forums, social networks, in the expanding world of marketing, in corporate culture and in a whole host of seminars and conferences... I would say that the use of language in mass culture is now completely out of control. It is impossible to implement any kind of control over such a free-flowing verbal stream.

In order to understand how we might be able to improve the quality of the Russian language, we must first try to remember who the speakers of quality Russian actually were:
- radio and television broadcasters
- actors
- writers and journalists
- teachers
- diplomats
- translators

These professions went hand-in-hand with the deployment of exemplary rhetoric, but today they have preserved it to very different degrees.

The first three categories – broadcasters, actors and journalists – greatly depend on elements of popular speech and are forced to make concessions to everyday language, deviating from standard rules and bowing to public pressure. As we will recall, effective communication is sure to suffer as a result.

Teachers and diplomats safeguard the best traditions of Russian literary language, but only in their narrow fields and so are simply lost in the ocean of everyday information.

We are left with translators, for whom effective communication is the central aim. Today, it has fallen to translators to consciously cultivate an awareness of high-quality Russian, and they have risen to the task. The results are striking. Why? Because a translator's use of Russian is under scrutiny and constant review. Because writing a text in Russian on the basis of a foreign language is only possible if every step is taken with care, and if every word is chosen carefully.

A translator is therefore not merely an active guardian and cultivator of the principles of the Russian language, but also a propagandist and propagator for these principles in all kinds of international discourse. Towards the end of the study period, the number of errors that our students make in the use of Russian decreases several-fold, and the teachers believe that this is above all thanks to the students' awareness of their difficulties and their ability to critically evaluate their own work. The important thing is to be aware of your own mistakes.

This applies to everybody else too. This issue of the Russian language should in principle be dealt with at the government level, and can be resolved only if every Russian speaker is prepared to accept the need for self-education and self-correction, and makes a conscious effort to achieve these. To effect this, we must resort to media advertising campaigns which present the Russian language in a positive light: festivals, quizzes, webinars, free resources, and a rewards system. And it is translators who should take on the role of such a programme's paragon, its linguistic prime meridian if you will.

How can these issues be dealt with when it comes to translations between Russian and foreign languages, especially within the UN?

Considering the range of problems, as well as possible ways of solving them, it should be said that as an absolute priority there should be a mechanism for developing Russian language skills among UN translators. The aim of universities working under the auspices of any UN Memorandum directed at solving this issue should be to create the most favorable and productive environment possible. It should be relatively easy to achieve this, but there are a few things which should be marked as essential:

1) Seminars and training in the country of the target language within the MoU university programme.

2) Webinars and distance-learning courses.

3) Training programmes accessible on all kinds of devices.

4) The assembly of glossaries and related lexical resources.

A few words by way of conclusion.

Insofar as I have attempted to show how the problems facing the Russian language in the modern world are of a systemic nature, so too should the path to solving and overcoming them be systemic and regulated. Russian universities in close contact with the linguistic services of the UN are in a

fantastic position to put these systemic approaches into practice. And I am in no doubt that the most effective participants will be the UN translators, especially those who are from Russia and work with the Russian language.

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CONTINUOUS QUALITY ASSURANCE
IN TRAINING LANGUAGE PROFESSIONALS

Today, any interpretation and translation (I&T) training program aspiring to excellence must be closely connected with the profession and based on innovative training methods, appropriate equipment, and cooperation, which will allow students to design their individual training paths. The system of training should also be dynamic, interactive, adjustable to changing needs, and pluralistic in its methodologies and training solutions. This type of training program is efficient only in a professional environment built in clusters. Continuity and coherence of quality assurance (QA) is crucial to the effectiveness of such programs. Thus, QA may be broken into three parts: pre-training QA, post-training QA and in-training QA, each with internal and external components.

The St. Petersburg School of Conference Interpreting and Translation (SCIT) provides non-degree postgraduate training, and its main objective is to provide for intensive preparation of high-class interpreters and translators in order to meet the needs of governmental and international organizations as well as the Russian business community.

Thus, in 2008 a training program was designed to achieve this ambitious goal and to become a world center of excellence in training language mediators. However, today a conference interpreting/translation training program can be successful and efficient only if it is closely connected with the profession, is based on innovative teaching technologies, uses appropriate equipment, and is an intrinsic part of a wide net of cooperation.

The SCIT path to excellence:

– Professionals train professionals: classes in interpretation and translation are taught exclusively by practicing interpreters/translators;

– Innovative teaching technologies which comprise world best practices in training language mediators and rich local traditions;

– Continuous learning programme for trainers;

– Appropriate up-to-date equipment;

– Cooperation – a strong and established net of partners which create a multi-institutional professional environment (UN, EC, EP, ICAO, FAO, IMF, Russian universities, foreign universities, Russian I/T agencies, public organizations) and which contribute to the training of would-be professionals;

– Continuous quality assurance (QA) in training interpreters and translators.

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The SCIT professional environment consists of many layers and is built in clusters.

The term 'cluster', meaning 'a group of the same or similar elements gathered or occurring closely together; a bunch' (The American Heritage Dictionary of the English Language, 4th Edition) is now widely used in many spheres: economics, physics, astronomy, chemistry, construction, IT-technologies etc.

The Cluster Principle of the SCIT Training Programme

International Environment:
International organizations: UN (UNHQ, UNOG, UNOV), FAO, ICAO, WHO, UNESCO, IMF, Interparliamentary Assembly of the CIS Member Nations,
European Institutions: European Commission, European Parliament
Universities (University of Geneva, ESIT, MIIS, University of Germersheim

Federal Environment:
Russian Universities
Government agencies: Russian MFA,
Organizing Committee of the 2014 Olympic Games in Sochi
Public organizations: Translators Union of Russia, National League of Translators,
Russian Translation agencies: Roid, Neotech, Russian Translation Agency, ProfPerevod, etc

Regional Environment:
Interpreters and Translators of St. Petersburg
Government agencies: Plenipotentiary Representative of the President of the Russian Federation in the North-Western Federal District, the Russian MFA Office in St Petersburg
St. Petersburg authorities: Government of St Petersburg, St Petersburg Legislative Assembly
Cultural and Diplomatic Institutions: Goethe Institute and Alliance Francaise in St Petersburg, Diplomatic Club
St Petersburg Translation agencies: Eclectic Translations, Ego-Translation, Technical Translation, etc
St Petersburg universities
Media: ITAR-TASS, Regrum, 100-TV, *St. Petersburg* TV channel, radio *St. Petersburg*, radio *Baltika*, *Consul* magazine

Herzen University Schools:
the School of Philology, the School of Social Science , the School of Modern Languages, the School of Economics, the School of Law, the Herzen Publishing House

SCIT

The cluster principle of I&T training presumes close and mutually beneficial interaction occurring naturally between different organizations involved in multilateral and business communication that requires interpretation and translation, with a focus on a particular programme (SCIT in our case). This creates an environment where every cluster participant not only contributes to the School's training process, but also clearly benefits from cooperation with the School. Indeed, the UN and the Russian MFA, which have been providing pedagogical assistance to the School, have also been selecting its best graduates to work in their language services. In addition to having supported the School, the St. Petersburg Government has also been hiring its graduates to interpret at its major international events (St. Petersburg International Economic Forum, St. Petersburg International Legal Forum, 36th session of the UNESCO World Heritage Committee, etc.). Russian translation agencies such as *Roid* and *Eclectic Translations* have not only assisted the

School by providing bursaries to its best students, but also benefited by employing its well-trained graduates. The cluster environment of the School is conducive to innovations, to breakthroughs in methodology, and to a new level of relationship between the training establishment, employers, national and regional authorities, and international and public organizations.

The School's cluster environment thus makes it possible to invite language professionals from various other institutions, who bring their specific institutional culture and mediation practices. Actually, this diversity is a boon to the program: it offers broader exposure and requires practical flexibility. Moreover, it provides graduates with greater career opportunities – a crucial benefit in a globalized world. The difficult part is to fit providers of pedagogical assistance into various stages of the training process. Thorough planning is required to make the most of institutional pedagogical assistance at each stage of the training process. Diversity of training methods and a good measure of academic freedom for the trainers is a proven advantage that makes the professional School different from the typically rigid programs of traditional college-type education.

Quality assurance may be divided into three parts:

Pre-training QA:

– Rigorous selection of candidates (the effectiveness of aptitude tests is constantly assessed by trainers to see if the tests meet the program requirements and whether they properly reveal the abilities sought in translators and interpreters).

– 'Open' admission and final exams, observed by invitees from major I/T centres (UN, EC, EP, Russian MFA) as well as Russian translation agencies and partner universities. This helps identify common evaluation criteria and screening and testing methods, which results in a better adaptation of the program to international standards and requirements.

In-training QA:

– Continuous and, I would say, meticulous monitoring of students' progress and skills acquisition during their training via regular review meetings of trainers and the use of the School's web-portal.

– The students' group work, or peer-supervised training, is a learning tool whereby students practice in small groups without teacher assistance or formal evaluation (about 8 hours per week). This group work is sometimes (esp. in the beginning of the training process) supervised by 'mock teachers' from among earlier School graduates. This intergenerational continuity is of particular value, bringing, as it does, a spirit of fraternity to the School.

– Virtual classes with major employers (language services of the European Commission and European Parliament) and partner universities (FTI, Geneva, and ESIT, Paris), when students can learn from external expertise and receive feedback from professional interpreters working for various European institutions and IOs.

– E-learning opportunities in translation must not be overlooked either. The School has an ongoing e-learning translation project with the UN Information Centre in Moscow that provides us, in the second semester, with a

variety of texts for translation. In the course of this project, students are encouraged to communicate remotely with a designated UN reviser for advice and guidance. This allows students to compare their performance against UN standards. When a translation is returned, the UN Information Centre provides feedback to students and the School, making it a very valuable skill-building practice. The e-learning exercise can provide UN revisers with an opportunity to continuously monitor and evaluate trainees' progress and to identify prospective candidates for internship and, eventually, employment in the language services of the UN Secretariat.

– Student internship in the UN language services is the apex of the training process. Internships are granted only to the most capable students. We are grateful to the UN Secretariat for its well-balanced and well-organized internship program. A crucial point in a fledgling career, it serves as a means to promote high standards and best practices among young language professionals in Russia. We sincerely hope that, in due course, many of them will bring new blood to the UN language team.

– In the end of the year all students fill in course evaluation sheets which are closely considered by the SCIT administration and used in the development of improved training programs.

Post-training QA:

SCIT closely follows the careers of its graduates during their initial postgraduate years:

– - Graduates regularly report on their first steps in the market;

– - Feedback is provided by employers (Russian MFA, UN, I/T agencies, companies, etc.);

– - Mixed teams of graduates and their former trainers work together at conferences and on various translation projects;

– - Graduates assist a fresh class of students in their group work, which gets them involved in methodological discussions with trainers, in training-for-trainers seminars, etc.

QA that Accompanies Teaching at the School:

– Regular attendance of each other's classes by teachers

– Periodic methodological meetings of trainers and communication via the School's portal

– Publication of papers

– 'Open' classes for trainers from other Russian universities and interpreters/translators from IOs

– An elaborate system of continuous education for trainers (training-for-trainers seminars provided by EU institutions; temporary contracts with the EU and UN language services, which provide additional exposure to the EU / UN translation/interpretation environment).

The SCIT's QA system, coupled with its rigorous implementation of the cluster principle, together ensure that the program is highly effective, quickly bearing fruit. This is reflected in the career paths of the graduates. The School has had 6 enrolments and 81 graduates since 2008.

- **Fifty-six** students have completed internships at the United Nations.
- **Forty-five** are building freelance careers in Russia.
- **Sixteen** work for the UN conference management services in New York, Geneva and Vienna.
- **Fourteen** have successfully passed United Nations' competitive language examinations.
- **Seven** have joined the Russian Ministry for Foreign Affairs.
- **Six** have been awarded temporary contracts by the Russian Translation Section at ICAO, Montreal
- **Six** are employed by the Ministry of Foreign Affairs of Kazakhstan.
- **Four** have held internships with ICAO.
- **Three** have performed temporary contracts for the United Nations offices at Geneva and Vienna.
- **Two** are expecting appointment at the Russian Ministry of Foreign Affairs.
- **Two** have been recruited by the International Monetary Fund in Washington, DC, on a temporary basis.
- **One** is a staff translator and interpreter at the Permanent Mission of the Russian Federation to the European Union.
- **One** is employed by the United Nations Information Centre in Moscow.

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COURS DE PRÉPARATION
AUX CONFÉRENCES A L'ESIT

ESIT has a special weekly class dedicated to meeting preparation, during which second year students learn how to use various meeting documents, such as Agendas and Minutes, resolutions, PP presentations, technical reports, draft budget and programme, etc. in order to better interpret genuine speeches delivered at the UN or its specialized agencies.

All these are generally freely available and often exist in all UN official languages, as is the case for UNESCO documents.

The course is run by practicing conference interpreters who have actually covered the meetings.

Second year classes at ESIT insist on the idea that a good preparation is essential for any meeting, it requires not only meeting documents but also general knowledge of the subject and of the structure and working methods of the organization.

The documents used for this class are always fairly recent and have actually been used (interpreted) by the trainer.

Extra-linguistic information is at least as important as terminology for the interpreter to be able to exercise responsibility and discernment when working for the UN.

La meilleure façon de préparer les étudiants pour leur futur travail à l'ONU est de travailler avec des textes originaux ayant servi lors d'une réunion. Il s'agit, d'une part, des discours prononcés dans une des six langues de travail de l'organisation. D'autre part, d'autres documents sont aussi importants, sinon plus. Parmi ces documents on peut citer l'Ordre du jour (annoté ou non) de la réunion, le procès-verbal de la réunion précédente, des documents de travail ou d'information, des rapports présentés en réunion, des projets de résolution, des présentations power point, des documents concernant le programme de travail d'une organisation et son budget, etc.

Ces documents sont souvent en accès libre et sur le site de l'UNESCO, par exemple, on peut facilement les trouver en anglais et en français. Ils existent souvent dans toutes les langues de travail de l'ONU. Cependant, pour pouvoir expliquer aux étudiants l'importance de ces documents, pour mieux les guider et les conseiller, il est indispensable de prévoir un cours magistral spécialement conçu et exclusivement consacré à cette thématique.

C'est ce que nous faisons à l'ESIT où depuis de nombreuses années les étudiants de Master 2 d'Interprétation de conférence suivent un cours hebdomadaire de «Préparation aux conférences», qui aborde différents sujets, parmi lesquels l'ONU et ses agences spécialisées occupent une place de choix. Le cours est assuré par des enseignants – interprètes de conférence en activité, qui se servent uniquement des documents qu'ils ont eux-mêmes utilisés lors des réunions auxquelles ils ont participé.

Ce dernier point a de l'importance, car il permet aux enseignants de témoigner de la nécessité d'une bonne préparation, d'expliciter tous les points qui relèvent du contexte général relatif à la réunion et de guider les étudiants à travers les arcanes des difficultés terminologiques et procédurales.

Il est indispensable d'expliquer aux apprentis interprètes que leur seule chance de s'intégrer avec succès dans une équipe de professionnels chevronnés consiste à se préparer très soigneusement à la réunion à laquelle ils seront appelés à travailler.

Il s'agit en premier lieu de se familiariser avec le sujet de la réunion, mais il est aussi important, sinon plus, d'avoir une idée bien précise de l'agence spécialisée en question : comprendre sa structure, identifier sa place dans le système de l'ONU, connaître ses organes directeurs, ses domaines de compétence, s'informer sur ses textes fondamentaux, son règlement intérieur, etc.

Pour cette raison, les étudiants de l'ESIT préparent des exposés sur toutes ces questions qu'ils présentent lors du cours de «Préparation aux conférences». Cela leur demande souvent d'effectuer une recherche documentaire très poussée, de préparer des glossaires pour les termes techniques et les sigles, les dénominations exactes des différents organes directeurs, des intitulés des commissions, des comités et d'autres organes subsidiaires.

L'attention particulière des étudiants est attirée sur l'importance de l'Ordre du jour de la réunion. La version annotée, quand elle existe, est une source très précieuse d'informations sur les documents de travail qui seront étudiés

lors de l'examen de chaque point et l'ordre précis dans lequel ces points seront abordés. Elle permet de mieux comprendre les enjeux, les éléments de la procédure et de se référer aux décisions et résolutions adoptées précédemment.

Au tout début de l'apprentissage de l'interprétation simultanée, des documents de travail et des discours originaux seront interprétés par les étudiants en mode «traduction à vue», tandis que les exposés présentés sur le même sujet le seront en consécutive avec prise de notes.

Ces exercices permettent de travailler sur des discours authentiques, parfois très techniques, en évitant des problèmes liés à la méthode de la simultanée non encore maîtrisée. Les étudiants se familiarisent ainsi avec le déroulement d'une réunion, ils apprennent des expressions qui relèvent de la procédure, de la documentation financière, des règles de vote des propositions d'amendement aux textes des projets de résolution, etc.

A l'étape intermédiaire de l'apprentissage de la simultanée, les étudiants interprèteront en simultanée les exposés préparés par leurs camarades, mais continueront des exercices de traduction à vue pour des discours et des documents de séance.

Et, enfin, à l'étape d'enseignement de la simultanée avec texte, des discours seront interprétés en cabine après un temps de préparation qui varie d'une semaine (en début d'apprentissage de la simultanée avec texte) à une vingtaine de minutes (le délai de préparation accordé aux étudiants lors des examens de diplôme à l'ESIT).

L'ESIT n'a pas de problème de recrutement d'enseignants pour ce cours, car il est assuré, notamment, par des interprètes free-lance qui travaillent pour l'ONU et ses agences spécialisées. Les étudiants apprécient leurs conseils et leurs recommandations car ils savent qu'ils leur seront utiles lors des stages en cabine muette à Paris, Vienne, Genève, New York et Rome, et bien sûr pour réussir les tests de free-lance ou les concours de permanents pour l'ONU et ses agences spécialisées.

Nous insistons beaucoup à l'ESIT sur la nécessité de proposer aux étudiants des documents et des discours qui ont été interprétés par leurs enseignants en conditions de travail réelles.

Nous évitons d'utiliser des discours enregistrés ou prononcés lors des réunions sur des sujets qui ne sont plus d'actualité ou auxquelles les enseignants n'ont pas assisté. En effet, il est impossible de rétablir le contexte d'une telle réunion, de celles qui l'avaient précédée, et donc de donner aux étudiants des conseils utiles et précis sur la recherche documentaire et terminologique à effectuer.

Les recherches menées à l'ESIT ont en effet démontré que sans le contexte cognitif plus large, les discours deviennent des textes abstraits qui ne peuvent être interprétés d'une façon satisfaisante.

Les interprètes expérimentés savent très bien que chaque réunion représente un maillon dans une chaîne ininterrompue d'autres réunions : celles qui l'ont précédées et celles à venir. Ils comprennent parfaitement que dans la plupart des cas chaque discours fait référence à ce qui avait été déjà

dit dans d'autres interventions ou avait été écrit dans un document préparé pour la réunion en cours.

Ce sont tous ces éléments extralinguistiques qui éclairent et précisent le contenu des discours, qui aident les interprètes à constituer leur précieux bagage cognitif, ce qui, en retour, facilite énormément leur travail en cabine.

C'est pourquoi le cours de « Préparation aux conférences » à l'ESIT met l'accent sur la nécessité pour les apprentis interprètes de commencer à constituer ce bagage le plus tôt possible pour être en mesure d'assurer une interprétation de qualité dès leur sortie de l'école.

Il est impossible aux enseignants, même les plus expérimentés, de transmettre à leurs étudiants tout leur bagage terminologique et cognitif qui leur a demandé des années de travail. En revanche, ils peuvent transmettre la méthode d'acquisition des connaissances, le savoir-faire dans le domaine de la recherche documentaire, de rédaction des glossaires, etc.

C'est cette méthode qui permettra à leurs élèves de faire preuve de discernement et de responsabilité dans le métier d'interprète de conférence, qui devient de plus en plus difficile et exigeant.

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BRIDGING THE GAP BETWEEN ACADEMIA AND EMPLOYMENT THROUGH THE MOU

All the trainers on the Master in Conference interpreting at ESIT are practising conference interpreters. Both faculty and students have a truly international background: more than 60% are of non-French mother tongue. The training is offered in a dozen language combinations, in particular from and into all the UN working languages.

To bridge the gap, it could be useful to involve young graduates working as staff interpreters with the UN in their university final exams. They may also be asked to teach a class devoted to preparing for UN competitive examinations.

The UN and its specilized agencies could open more widely their free-lance tests, competitive examinations and internships to all graduates of the MOU network regardless of where they were trained.

Students exchanges between schools offering the same language combinations would be very effective as evidenced by the EMCI (European Master in Conference Interpreting) network. This would definitely strengthen cooperation and ties between future colleagues, schools and trainers.

The UN and member schools would greatly benefit from virtual, videoconference classes by UN staff interpreters. Linking at least two schools would optimise resources, time and effort, and enable students to master this new tool and UN staff interpreters to judge by themselves students' potential and invite the most promising for booth practice and/or internships. Academia could better understand the needs of UN agencies and adapt their courses to the real demands of their graduates' future employers.

Introduction

L'ESIT (Ecole Supérieure d'Interprètes et de Traducteurs), fondée par Danica Seleskovitch et Marianne Lederer, forme depuis près de 60 ans des interprètes de conférences et des traducteurs dans une quinzaine de combinaisons linguistiques.

Basée à Paris, l'ESIT fait partie de l'Université Sorbonne Nouvelle – Paris 3 et propose trois Masters professionnels : Interprétation de conférence, Traduction éditoriale, économique et technique, Interprétation français/langue des signes française (LSF) et LSF/français. Elle propose également un Master Recherche en Traductologie qui ouvre la voie aux études doctorales.

La grande particularité de l'ESIT réside dans le fait, que tous ses enseignants (Professeurs d'Université, Maîtres de conférences titulaires ou associés, chargés de cours) sont des interprètes de conférence ou des traducteurs professionnels en activité, autrement dit, tous ceux qui assurent des cours magistraux ou des travaux dirigés, sont en permanence en prise directe avec la réalité des métiers d'interprète et de traducteur.

Le fait que l'Ecole est située à Paris, siège de plusieurs organisations internationales (UNESCO, OCDE, AIE, ESA, etc.), mais aussi grand centre de conférences internationales, de congrès et de colloques scientifiques en tout genre, joue un rôle déterminant dans cette organisation du cursus par les professionnels, interprètes et traducteurs permanents ou free-lance, travaillant régulièrement pour ces organisations.

Concernant plus particulièrement la formation en interprétation de conférence, l'ESIT est la seule institution publique en France qui offre non seulement des cours à partir des langues de travail de l'Organisation des Nations Unies (ONU) vers le français (de l'anglais, de l'espagnol, de l'arabe, du chinois et du russe vers le français), mais assure également l'enseignement vers les autres langues maternelles de ses étudiants (par exemple, du russe, de l'espagnol, du français, de l'arabe et du chinois vers l'anglais; ou encore, de l'anglais et du français vers l'espagnol, le russe, l'arabe et le chinois).

En effet, l'ESIT est une école internationale qui attire chaque année de nombreux candidats venant de différents pays du monde (la Chine, la Russie, les États-Unis, le Canada, les pays arabes, les pays de l'Amérique latine et jusqu'à la Nouvelle Zélande). Pour assurer les cours dans une trentaine de combinaisons linguistiques, l'École peut compter sur les enseignants – interprètes de conférence professionnels, domiciliés à Paris, mais assurant leurs cours vers leur langue A respective. Parmi eux, la grande majorité sont des anciens diplômés de l'ESIT.

Cette «nature» internationale de l'École doit être soulignée, car les membres institutionnels du réseau MOU ONU, ne le savent pas toujours et pense parfois que l'ESIT forme uniquement des interprètes francophones, tandis que plus de 60% de nos étudiants en Master 1 et Master 2 sont des étrangers avec une langue A autre que le français. Il est à noter qu'en tout une

douzaine de langues, dont celles de l'ONU, font partie des combinaisons linguistiques pour lesquelles la formation en interprétation de conférence est assurée chaque année (en 2014-2015 nous avons, par exemple des étudiants en M1 et M2 avec le grec, l'italien, l'allemand, le portugais, le japonais et le BCS, en plus des six langues de travail de l'ONU).

1) Beyond internships and traineeships, how to bridge the gap between academia and employment in the context of the MOUs ?

L'ESIT peut, grâce à ces enseignants-interprètes de conférence travaillant régulièrement pour l'ONU et ses agences spécialisées, à Paris, mais aussi à Genève, Vienne, Rome, Nairobi et New York, assurer le lien le plus étroit avec ces organisations internationales, futurs employeurs de ses diplômés. Elle est aidée dans cette tâche par tout un réseau d'anciens diplômés, devenus interprètes permanents et résidant dans les villes-sièges.

Une des pistes à explorer pour continuer à développer le réseau MOU ONU serait de permettre à ces «intermédiaires privilégiés» de jouer un rôle plus important, non seulement dans l'accueil et l'encadrement des étudiants en stage en cabine muette ou des jeunes diplômés en stage longue durée rémunéré ou non, mais de les laisser revenir plus souvent dans leur «alma mater» pour participer aux examens de diplôme.

Ils pourraient également assurer un ou deux cours spécialement consacrés à la préparation aux concours de recrutement de l'ONU. Rien ne peut remplacer le contact direct avec un ancien de l'École, ayant réussi lui-même le test pour les free-lances et/ou le concours pour les interprètes permanents. Cela permettrait d'assurer un réel rapprochement entre la formation de futurs interprètes de conférence et les besoins tout aussi réels des employeurs potentiels.

2) What vision do we have for the MOU network ?

3) How can we maximize the usefulness of the network for all parties ?

De manière générale, l'ONU et ses agences spécialisées, pourraient ouvrir davantage leurs concours de recrutement aux diplômés de toutes les universités membres du réseau MOU, sans aucune restriction. En effet, il semble un peu restrictif de limiter les candidats aux stages rémunérés ou aux concours d'interprètes permanents, ayant le français en langue A, aux seuls diplômés des écoles d'interprètes des pays francophones, ou des candidats avec l'anglais A aux seuls diplômés des écoles des pays anglophones, ou encore les candidats avec le russe A aux seuls diplômés des écoles russes, de même pour l'espagnol, l'arabe et le chinois. Ce faisant, on risque de privilégier le critère de nationalité sans tenir compte de la qualité de la formation ou du potentiel réel des diplômés d'autres écoles.

Il serait certainement très utile de réfléchir à des possibilités d'échanges d'étudiants, pour des périodes courtes, entre les écoles d'interprètes

proposant la formation dans des combinaisons linguistiques identiques, en prenant l'exemple du réseau EMCI (European Master of Conference Interpreting). Ce réseau européen d'écoles d'interprètes organise chaque année, pour les étudiants de M2 des écoles-membres, des stages d'une ou deux semaines dans l'établissement de leur choix ayant les langues ou les combinaisons linguistiques qui les intéressent. L'expérience acquise par ce réseau montre que cela permet non seulement aux étudiants de renforcer les liens avec leurs futurs collègues, mais également aux établissements de se rapprocher et aux enseignants de mieux connaître les méthodes d'enseignement de chacun.

Toujours à l'instar de la coopération développée dans le réseau EMCI, les agences spécialisées de l'ONU pourraient offrir davantage de séances d'exercices «virtuels» grâce à la visioconférence. Cela permettrait d'atteindre un double objectif très important aussi bien pour les employeurs que pour les écoles d'interprètes.

Premièrement, cela permettrait d'organiser des cours exclusivement consacrés à la thématique de telle ou telle agence spécialisée. Leurs interprètes permanents pourraient proposer suffisamment à l'avance un sujet de conférence technique aux étudiants d'une ou deux écoles, qui, à travers la visioconférence feraient de l'interprétation à partir des textes originaux et seraient écoutés, corrigés et conseillés par les interprètes permanents ayant la même combinaison linguistique. L'utilité d'un tel exercice est indéniable pour les écoles d'interprètes assurant la formation dans les combinaisons linguistiques de l'ONU. De plus, cela permettrait aux étudiants de maîtriser ce nouvel outil, relevant de technologies de pointe, qui est appelé à être de plus en plus utilisé à l'avenir dans le circuit onusien.

Le deuxième objectif qui serait ainsi atteint concerne l'ONU et ses agences spécialisées, qui seraient en mesure de voir le niveau des étudiants, d'en repérer peut-être certains pour éventuellement leur proposer un stage en cabine muette ou un stage rémunéré. Cela permettrait également de comparer les résultats de la formation en interprétation de conférence des différentes écoles pour, le cas échéant, mieux les conseiller ou les orienter vers la thématique spécialisée.

Il s'agit, bien entendu, de quelques pistes à explorer, des exemples de « bonne pratique » à mettre en œuvre et à développer. Cependant, en y mettant de la volonté et des moyens nécessaires, on pourrait arriver dans un avenir proche à des résultats tangibles qui démontreraient à tous l'utilité certaine et le rôle irremplaçable joué par le réseau MOU ONU dans la poursuite d'un objectif commun à tous ses membres : assurer la meilleure relève possible en formant des interprètes de conférence capables de s'intégrer au plus vite dans le métier.

C'est cet objectif qui doit nous guider, nous les formateurs, et vous, les futurs employeurs de nos diplômés. En unissant nos forces nous arriverons à créer une synergie qui permettra d'assurer une formation de qualité répondant aux besoins réels des futurs employeurs.

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TOWARDS A COMPETENCE-BASED MARKET-ORIENTED FRAMEWORK OF TRANSLATION TRAINING

This paper was part of a project to design a translation curriculum at the Languages Department, School of Continuing Education (SCE) of the American University in Cairo. In 2012, the Languages Department decided to change its translation curriculum because the old curriculum was based on a definition of translation competence which focuses on translation production rather than translation provision, i.e. it does not pay much attention to what different clients may require of a translator. The new curriculum is based on a market-oriented competence-based framework of translation training. It classifies the translation competence into three types: General Competence, Translation Production Competence, and Translation Provision Competence. The paper describes the different stages of curriculum design including the idea stage, description of competence components, the translation of competence into learning outcomes and the needs assessment for the learning outcomes.

Introduction

The aim of this paper is (1) to suggest a model of translation competence that is market-oriented and (2) to describe a curriculum design based on that model. This paper was part of a project to design a translation curriculum at the Languages Department, School of Continuing Education (SCE) of the American University in Cairo. The School of Continuing Education achieved much success in the past years in teaching translation. The real challenge, however, is not to maintain its reputation, but to continue to have a greater impact and sustain the high quality of its offerings. Consequently, the School of Continuing Education revisits its offerings from time to time to make sure they are up-to-date and satisfactory to learners' needs.

The Languages Department of the School of Continuing Education is the department that offers translation programs. It is one of the main providers of continuing-education courses in translation in Egypt and the region. The average number of learners enrolling every term is 800 learners, with 100 instructors catering to the classes.

In 2012, the Languages Department decided to change its translation curriculum because the old curriculum was based on a definition of translation competence which focuses on translation production rather than translation provision, i.e. it does not pay much attention to what different clients may require of a translator. For example, the Memorandum of Understanding signed between the United Nations and the American University in Cairo in 2010 with the purpose to prepare students for the competitive examinations in translation and interpreting posed the question of the extent the translation

diplomas at the School of Continuing Education were oriented to the skills required by the UN.

Furthermore, in the Post Program Evaluation Report for Year 2012 (March 2013), which is instruction evaluation by learners, it was reported that "The least common impacted aspect for the learners was the improvement of professional skills" (Post Program Evaluation Report, p. 5). Likewise, in a meeting with learners who almost finished the diploma, they asked for more market-oriented skills. These needs identification tools made it clear that it was time for curriculum change.

1. Continuing Education

The Professional Translation Diploma is a non-degree non-credit-hour diploma. It is offered as part of a continuing education program. In order to define continuing education, it is better to compare it first with adult education. According to Jarvis (1983/1995), adult education is different from other forms of education due to the nature of its students. It is education of adults. The term adult is difficult to define as it may refer to an age (after childhood), a status (what people expect from a person) or a perception (how one perceives him/herself). However, adult education can be defined for the purpose of this study and on the basis of the characteristics of learners of translation at the School of Continuing Education as a form of education that has the following features:

(a) It is post-graduate education (one of the requirements to enroll at the translation diploma is to have BA or BSc);

(b) The learners perceive themselves as adults who are responsible for their own learning (learners frequently discuss their needs with the instructors and with administration);

(c) It is mostly an extension to the learners' university studies (the majority of learners enrolled at the translation program at the School of Continuing Education are already graduates of languages and translation at other universities);

(d) It is mostly vocational (practical tips by the practitioner/instructor are perceived as the most valued substance in the course); and

(e) It is lifelong education (most learners come back, from time to time, for short workshops and professional development sessions)

2. Continuing Education and Undergraduate Education in Egypt

It is mainly employability which attracts people to continuing education in Egypt. In addition, continuing education in Egypt is seen as an extension of subjects in undergraduate education. It is not surprising then that the majority of learners of translation in continuing education are already graduates of languages and translation at other universities. However, due to the gap between their education and the skills required in the market, they join continuing education as an extension of what they have already studied with the hope to match what they learn and what is required in the market:

The mismatch between the outputs of the education system and the needs of the job market is one of the key reasons behind the persistently high level of unemployment in Egypt, which is officially estimated at 12 per cent but generally assumed to be significantly higher. Unemployment is particularly high among the under-25s and among university graduates, who, according to estimates from a regional NGO, Injaz Al Arab, typically take five years to find a job (Loveluck, 2012).

This makes continuing education in Egypt take the form of remedial education. It is remedial in the sense that (a) it compensates for any shortcomings in the education of the learners, and (b) it acquaints them with the skills required in the market.

Since continuing education in Egypt is remedial, it usually focuses on practice since theory constitutes the major part of undergraduate education. In undergraduate education, focus on theory solves problems of teaching to a large audience as well as lack of equipment which is often required for practice. The problem is that lecturing large audience makes it almost impossible to make use of any advantage of lecturing except presenting an overview of a topic. Assessment, in turn, as Hussein (2014) states, tends to reward students on memorization rather than on critical thinking, evaluation etc. The result is that, Hussein (2014) claims, employers complain that these students' knowledge, work ethics and skills are below average.

The above situation made continuing education focus on practice as an attempt to redress the balance. For example, in the translation program, the courses are essentially practical. In addition, it is a must that the instructors are practitioners. Their major role is to provide learners with practical tips and advice on how to improve their translations. So, the class constitutes mainly feedback on assignments. The main methodology used is the flipped classroom where all individual work is done at home, and evaluating the target texts produced by the learners is done in the class. Asking the learners to absorb the material necessary for the classroom tasks at their convenience before coming to the class is essential since learners are conceived of as responsible for their own learning. The precious time of the class, then, is saved for more active learning through problem-solving, critical thinking, collaborative learning etc. (Eric & Martin, 2013; Mangan, 2014; Tucker, 2012; Ullman, 2014).

However, the attempt of continuing education to redress the balance with state university education went too far. Thus, little attention had been paid to (a) theoretical translation issues, and (b) all the skills required by the market but occur outside the tight scope of translation production such as professional relations with clients, speed, rate negotiation, CV writing etc.

In 2012, I invited the learners who were nearly finishing the diploma at that time and asked them to describe the diploma in terms of what they liked and what they did not like. They expressed satisfaction in terms of the quality of translation they came to produce, but they said that the courses did not help them to understand the market of translation. For example, among the issues

raised are rate negotiation, translator collaboration, on-line assignments etc. Some also expressed a concern about recent updates in translation theories and issues. The Post Program Evaluation Report for Year 2012(March, 2013) contained also similar concerns. That made it necessary to look for a new curriculum framework and design.

3. Methodology for Curriculum Design

In order to involve as many stakeholders as possible and obtain their input regarding the future of translation teaching at SCE, several data collection sessions have been conducted.

3.1. Brainstorming Sessions with Faculty, Learners and Administrators

In order to set a strategy for the future of translation teaching at SCE, three separate meetings were organized with faculty, learners and administrators to discuss the following questions:

A) What kind of translator do we need to graduate?

B) What competences should the program contain?

That idea stage was important because it indicated the strengths and the weaknesses of the program. The following statements summarize the results of the sessions:

1. The program was very strong in training learners on producing high quality translations.

2. The program adopted apprenticeship as a form for teaching translation, which allowed the learners to learn what techniques and problem-solving strategies professional translators use when translating.

3. The program also used individualized teaching where every learner received feedback on his/her performance rather than providing collective feedback on common errors.

4. The program helped the learners to improve translation as a mental activity, but it did not tackle any features of the physical process of translation. Thus, the main weakness of the program is that it does not include any market-oriented skills.

3.2. Interviews with Professional Translators

One interview was conducted with a UN reviser. He explained that the main difference between a trainee translator and a professional translator is prioritizing the work particularly when asked to produce a translation within a tight deadline. Elaborating on prioritizing, he referred the type of resources the translator had to resort to; it would be time consuming, he claimed, to read a bulky parallel text when the translation time was already limited. In addition, he stressed team work, communication, planning and organizing, commitment to continuous learning, and technological awareness. Furthermore, he explained that it is important for the translator to edit and revise the work before submitting it to the editor/reviser. He stated that the more one is experienced

and professional, the more the processes of editing and revising take place during translation.

3.3. Focus Group of Selected Faculty

A focus group of selected faculty was assigned the task of defining a framework for the new program. The focus group was composed of professional translators working as part-time instructors at the Languages Department, contractual translators by the UN, and IMF, and university professors. It also included translators at national institutions such as Tax Authority, the National Bank etc. All the members are senior staff at the institution where they work. The focus group suggested a market-oriented competence-based framework.

4. Curriculum Framework

4.1. Translation Competence

Translation competence can be generally defined as "the underlying system of knowledge, abilities and attitudes required to be able to translate" (PACTE Group, 2005, Translation Competence, para. 2). Schaffner (2000) relates the translation competence to the performance of a particular translation assignment. She defines translation competence as "a complex notion which involves an awareness of and conscious reflection on all the relevant factors for the production of a target text (TT) that appropriately fulfils its specified function for its target addresses" (p. 146). EMT (2009) does not only relate the translation competence to an assignment; they relate it as well to how a whole institution perceives translation. They define translation competence as "the combination of aptitudes, knowledge, behavior, and know-how necessary to carry out a given task under given conditions. This combination is recognized and legitimized by a responsible authority (institution, expert)" (p. 3).

4.2. Models of Translation Competence

4.2.1. Psycholinguistic Models of Translation Competence

For Bell (1991), Translation competence consists of four components:
1. Grammatical competence (knowledge of the rules of the code).
2. Sociolinguistic competence (knowledge of language in context).
3. Discourse competence (knowledge of the interaction of form and meaning in different genres)
4. Strategic competence (the mastery of communication strategies)
5. Rydning (2002) believes that translation is a complex problem-solving activity that becomes possible due to the following components:
6. Declarative knowledge, i.e. knowing that,
7. Linguistic knowledge,
8. Cultural knowledge,
9. Procedural knowledge, i.e. knowing how,
10. Translation strategies,

11. Translation norms, and

12. Cognitive knowledge.

4.2.2. Functionalist Models of Translation Competence

For Schaffner (2000), the translation competence consists of the following components:

1. Linguistic competence,
2. Cultural competence,
3. Textual competence,
4. Subject specific competence,
5. Search competence, and
6. Transfer competence.

The major difference between this model and the two above (Bell, 1991 & Rydning, 2002) is the transfer competence. Transfer competence refers to the ability to produce a target text which satisfies the specifications of a translation assignment. This is different from the strategic competence in Bell's (1991) model as the strategic competence facilitates communication without having to do with changes in the target text to satisfy a certain brief.

PACTE (2003, 2005) developed a model of translation competence on the basis of empirical evidence. Translation competence as described in that model consists of the following sub-competences:

1. Bilingual sub-competence (command of two languages)
2. Extra-linguistic sub-competence (bicultural knowledge, encyclopedic knowledge, and knowledge of specific subject matter)
3. Knowledge about translation sub-competence (knowledge about translation and translation profession)
4. Instrumental sub-competence (research skills on hard and soft resources)
5. Strategic sub-competence (translation problem-solving competence)
6. Psycho-physiological components (cognitive such as memory, attention etc., attitudinal such as perseverance, curiosity etc., and abilities such as creativity).

4.2.3. Market-Oriented Models of Translation Competence

This section includes one model (EMT, 2009). This model has been developed with the purpose of implementing a European reference framework for a Master's in translation. The model relates theoretical models to the requirements of the professional market. Translation competence as described in that model consists of the following types of competence:

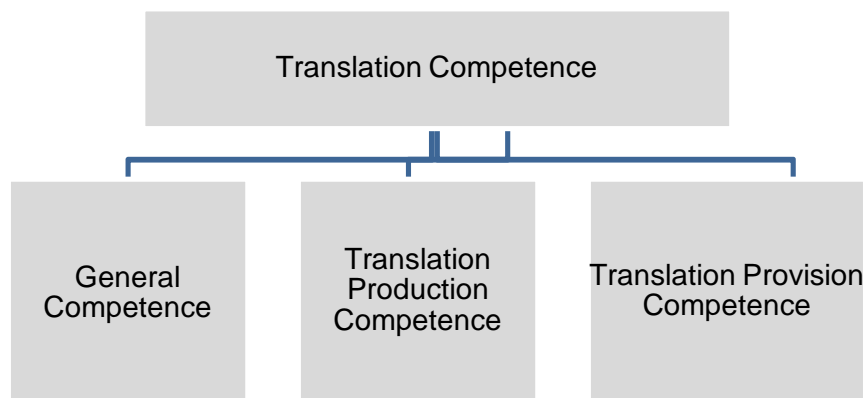1. Translation service provision competence;
2. Language competence;
3. Intercultural competence;
4. Information mining competence;
5. Thematic competence; and
6. Technological competence.

The major difference between this model and the above models is the *translation service provision competence*. The translation service provision competence includes awareness of the social role of the translator, knowing

how to follow market requirements, knowing how to organize approaches to clients, knowing how to negotiate with clients, knowing how to clarify the purpose of the translation, knowing how to manage time, knowing the standards applicable to the provision of a translation service, and knowing how to comply with professional ethics.

5. Market-Oriented Competence-Based Framework for Translation Training

The new curriculum is based on a market-oriented competence-based framework of translation training. It classifies the translation competence into three types:

5.1. General Competence
- Linguistic competence
- Intercultural competence
- Ability to use hard and soft copy resources
- General background knowledge
- Specialist knowledge of the subject matter of the source text

5.2. Translation Production Competence
- Ability to perform language transfer
- Ability to deal with different texts
- Knowledge and awareness of the various translation issues and theories
- Ability to produce a target text that serves a particular purpose (structure, terminology, register etc.)

5.3. Translation Provision Competence
- Ability to maintain both quality and productivity
- Ability to establish and maintain professional relations with people of diverse backgrounds
- Ability to work collaboratively
- Being aware of the quality control mechanisms in the market
- Awareness of translators' ethical obligations and ability to conform to them

6. Benchmarking the Competences

As there is no standard or agreement on the definition of translation competence, the descriptions of translation competence in international institutions such as the UN and American Association for Translators are used for the purpose of benchmarking.

6.1. Competencies required of United Nations translators:

The translation competence as described on the UN website is as follows:

- Excellent writing skills in their main language, high standard of accuracy and faithfulness to the spirit, style and nuances of the original text, as well as good grasp of a variety of subject matters.
- The ability to meet tight deadlines and maintain required productivity without sacrificing quality.
- The ability to use a variety of open and in-house reference sources relevant to the text at hand.
- The ability to establish and maintain effective working relations with people of different national, linguistic and cultural backgrounds with sensitivity and respect for diversity.
- The ability to work collaboratively with colleagues and to demonstrate a willingness to learn from others.
- May be promoted to become revisers and later senior revisers. In addition to translating the most difficult and sensitive texts, revisers check and correct drafts prepared by junior colleagues and provide feedback to them for training purposes.

6.2. Competences for the American Association of Translators (ATA)

The translation competence as described on ATA website is as follows:

- Translation methods knowledge; Translation standards knowledge;
- Technical writing skills;
- Editing and proofreading skills;
- Ability to read a source language and write in a target language of a language pair;
- Ability to recognize and verify correspondence for a language pair;
- Ability to perform language transfer;
- Ability to follow specifications: audience, purpose and terminology;
- Translators ethical obligations; and
- Team player, collegial, collaborative.

As it is clear from the above two lists, the competence components as described in the proposed market-oriented framework are required by international institutions like the UN and the ATA.

7. Translating Competences into Learning Outcomes

Due to space limitations, the following sections are devoted to the conversion of only one set of competences, namely the translation provision competence, into learning outcomes. The following table (Table 1 below) includes the competences and their corresponding learning outcomes:

Table 1

Translating Competence into Learning Outcomes

Competence & Knowledge Sets	Strategy	Learning Outcome
• Ability to maintain both quality and productivity • Ability to establish and maintain professional relations with people of diverse backgrounds • Ability to work collaboratively	Engage with the translation environment	• Perform translation tasks within tight deadlines • Communicate effectively with clients • Negotiate with clients • Write professional CVs and emails • Work in group projects • Perform tasks as team member
• Being aware of the quality control mechanisms in the market	Revise and edit peer and own work	• Apply techniques for revising and editing translation • Revise own and peer work. • Edit own and peer work • Analyze different translation assessment rubrics • Evaluate different translation assessment rubrics • Create a short check list for evaluating a translation • Apply rubrics to evaluate own and peer translations • Write a short evaluation report on own and peer translations
• Awareness of translators' ethical obligations and ability to conform to them	Read various translators' code of ethics	• Analyze different codes of ethics • evaluate translation codes of ethics

8. Needs Assessment

Questionnaires and interviews were both used to evaluate the needs of the learners for the above learning outcomes.

8.1. Questionnaires

The questionnaires targeted learners enrolled at the translation courses in the School of Continuing Education as well as state university graduates and undergraduates who were not enrolled at the School of Continuing Education. The following table includes details of the participants:

Table 2

Participants

Participants	No. of participants	%
Learners enrolled at the School of Continuing Education (SCE)	40	55.6
Undergraduates NOT enrolled at SCE	19	26.4
Graduates NOT enrolled at SCE	13	18.1
TOTAL	**72**	**100**

The questionnaire (see Appendix A) includes ten statements based on the above learning outcomes. The participants were asked to respond to the statements with one of five statuses: *strongly agree, agree, not sure, disagree*, and *strongly disagree*. The following table includes the learning outcomes and the corresponding questions:

Table 3

**Learning Outcomes
and Corresponding Questionnaire Statements**

Learning Outcomes	Questionnaire Statements
• Analyze different codes of ethics • evaluate translation codes of ethics	1. Commitment to deadlines does not have to do with my image as a good translator. 2. Setting a reasonable rate for translation is professional. 3. Awareness of translation ethics such as caring about accuracy is part of professionalism.
• Perform translation tasks within tight deadlines • Communicate effectively with clients • Negotiate with clients • Write professional CVs and emails • Work in group projects • Perform tasks as team member	1. A good translator is a good team member and an effective communicator with others. 2. The more professional, the more I will have contact with other translators, revisers, editors etc. 3. The way a translator writes and presents his/her C.V. reflects his/her professionalism.
• Apply techniques for revising and editing translation • Revise own and peer work. • Edit own and peer work • Analyze different translation assessment rubrics • Evaluate different translation assessment rubrics • Create a short check list for evaluating a translation • Apply rubrics to evaluate own and peer translations • Write a short evaluation report on own and peer translations	1. Editing as a skill is not important for a professional translator. 2. Learning about how to revise and evaluate my own translation makes me professional. 3. As long as my work will be revised and edited by others, I do not have to revise and edit it before submission. 4. If I understand how a translation is evaluated, I will be able to produce a better translation

Table 4 below includes a summary of the responses in percentage. *Agree* and *Strongly Agree* are presented in one column (Column 3) to facilitate comparison with *Disagree* and *Strongly Disagree*, which are presented together as well (Column 5). The table indicates that around one third of the participants (69.5 %) believe that commitment to deadlines contributes positively to the image of a good translator. In addition, the majority agree that

abiding by the code of ethics (94.2 %) including setting a reasonable rate for a translation assignment (80.5 %) is part of professionalism.

Table 4

Code of Ethics and Professionalism

#	Statement	Strongly Agree & Agree	Not sure	strongly Disagree & Disagree
1	Commitment to deadlines does not have to do with my image as a good translator.	25%	5.5%	69.5%
2	Awareness of translation ethics such as caring about accuracy is part of professionalism.	94.2%	2.8%	2.8%
3	Setting a reasonable rate for translation is professional.	80.5%	8.3%	11.1%

Table 5 below focuses on revising and editing the translation before submission. The majority disagree that editing as a skill is not important for a professional translator (97.2 %) or that as far as a translation will be revised and edited by a supervisor, the translator does not have to revise or edit it (86.1 %). Furthermore, the majority agree that learning how to evaluate one's translation (91.7 %) and learning how to revise and edit one's translation (94.4 %) contribute positively to professionalism.

Table 5

Revising and Editing

#	Statement	Strongly Agree & Agree	Not sure	Strongly Disagree & Disagree
1	Editing as a skill is not important for a professional translator.	0	2.8%	97.2%
2	As long as my work will be revised and edited by others, I do not have to revise and edit it before submission.	5.5%	8.3%	86.1%
3	If I understand how a translation is evaluated, I will be able to produce a better translation	91.7%	5.5%	28%
4	Learning about how to revise and edit my own translation makes me professional.	94.4%	2.8%	2.8%

Table 6 deals with communication and professional relations in the market. Over half of the participants (61.1%) agree that a good translator is a good communicator with others and that the more professional the translator becomes, the more contacts s/he will have with other translators, revisers and

editors (88.8%). Over two thirds (88.5%) also agree that C.V. writing and presentation reflects how professional a translator is.

Professional Relations in the Market

#	Statement	Strongly Agree & Agree	Not sure	Strongly Disagree & Disagree
1	A good translator is a good team member and an effective communicator with others.	61.1%	16.7%	22.2%
2	The more professional, the more I will have contact with other translators, revisers, editors etc.	88.8%	5.5%	5.5%
3	The way a translator writes and presents his/her C.V. reflects his/her professionalism.	80.5%	11.1%	8.3%

The questionnaire includes space for comments and/or an open-ended question on the differences between a junior and a more professional translator. The recurrent comments and/or answers contain the following:
– Terminology
– Rate
– Continuous learning
– Techniques
– International clients

After data analysis of the questionnaires, the responses to two statements attracted my attention, and I have to conduct interviews to verify the responses. The following table includes the statements and the responses:

Post Interviews to Explain Data for Two Statements

#	Statement	Strongly Agree & Agree	Not sure	Strongly Disagree & Disagree
1	A good translator is a good team member and an effective communicator with others.	61.1%	16.7%	22.2%
2	Commitment to deadlines does not have to do with my image as a good translator.	25%	5.5%	69.5%

The relatively high percentage of NOT-SURE (16.7%) and DISAGREE (22.2%) to the statement that a translator needs to be a good communicator with others requires, in my view, explanation. In an interview with five people who contributed to the above percentage, two participants stated that a translator needs to be a good communicator and a team player only if s/he is a project manager. On asking them when a translator can be a project manager,

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they said when s/he is experienced and senior. This means that they believe that a senior experienced translator should be able to communicate well with others and perform tasks within a team. Thus, I think the problem is how the statement has been structured rather than what they believe.

Concerning the second statement, the learners related the statement to course assignments. They believed that being late in completing assignments had nothing to do with the quality of the work. I took the question to some professional translators who are also instructors at SCE. One of them believed that commitment to deadlines has nothing to do with his image as a good translator as far as he asks for extension early enough before the deadline. He mentioned that in one of the projects that should have been finished within one year, he asked for 6 months extension. To his surprise, the client said that the project was never finished within one year in the other languages it was translated to. This further information was interesting although it did not affect the results of the questionnaires.

8.2. Interviews

The interviews were semi-structured with two main questions:

1. What do you think are the differences between a trainee translator and a professional translator?

2. What do you think a trainee translator needs to do to build a reputation in the market of translation?

Ten people participated in the interviews. They were learners enrolled at the translation program at the School of Continuing Education; one of them was a UN intern who graduated at the School of Continuing Education. The answers of the two questions can be summarized in the following key words from my notes:

– Confidentiality
– Language command
– Terminology
– Culture
– Networking
– Trust
– Quality
– Rate
– Translation techniques
– Certificates
– Expert in subject matter
– Reviser

As it is clear from the above list of key words, the learning outcomes described above are found necessary for the learners. Words like *confidentiality*, *networking*, *trust*, *quality*, *rate*, and *reviser* are all related to the above learning outcomes.

The answers of the UN intern was of particular interest to me as she had the internship during her study at the School of Continuing Education, and so

she knew what she had to learn to make a good fit into the UN team. She stressed three things in her conversation with me. The first is collaboration as she said she had sometimes to translate a text that started from the middle and so she needed to contact her colleagues who translated the part of the text preceding hers. Secondly, networking for her was very helpful and made things easier. Thirdly, she said she was keen on revising and editing her work before submission. On asking her whether it would have been helpful to work on these skills before starting her internship, she stressed that these skills contributed positively to the quality of her translation; and the more they would be developed, the more the quality of her work would improve.

On the basis of the above needs assessment, two courses were designed to cover the above learning outcomes: (a) Advanced Translation Problem-Solving Strategies, and (b) Project. *Advanced Translation Problem-Solving Strategies* targets translation revision and editing, using translation assessment rubrics, and evaluating (own and peer) translations. *The Project* focuses on group work, collaboration, networking, communication, translation revision and evaluation.

Concluding Remarks

▪ A translation curriculum should be conceived of as a bridge between theory and practice, which should not be taught at the expense of the other. The teaching method should motivate critical thinking, evaluation and creativity. In addition, learners should have samples of translations that represent the different theories and should themselves translate texts using different approaches.

▪ Internship is an important experience for students of translation. In addition to many other advantages, it makes it clear for the students what skills they may still need to fit in the market of translation.

▪ Balance between the mental process and the physical process of translation, in both research and teaching, should be maintained. Concepts like collaboration, networking, creativity etc. need to be integrated in the translation curriculum and research. For example, a translator can put on the hat of a creative marketeer in translating an advertisement for the institution s/he works at

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APPENDIX A

Questionnaire

This questionnaire is carried out as part of needs assessments performed with the purpose of designing translation diplomas at the School of Continuing Education of the American University in Cairo.

Please indicate your opinion by putting a tick in the column that reflects your opinion. The second column includes a statement followed by five columns that forms a scale from **strongly agree** to **strongly disagree**.

Name (optional):…………………………………………………………..

	Statement	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1	Commitment to deadlines does not have to do with my image as a good translator.					
2	A good translator is a good team member and an effective communicator with others.					
3	Setting a reasonable rate for translation is professional.					
4	Editing as a skill is not important for a professional translator.					
5	Learning about how to revise and edit my own translation makes me professional.					
6	As long as my work will be revised and edited by others, I do not have to revise and edit it before submission.					
7	Awareness of translation ethics such as caring about accuracy is part of professionalism.					
8	The more professional, the more I will have contact with other translators, revisers, editors etc.					
9	If I understand how a translation is evaluated, I will be able to produce a better translation					
10	The way a translator writes and presents his/her C.V. reflects his/her professionalism.					

Comments and/or what makes a translator more professional?

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WRITING SKILLS
AND EDITORIAL REVISION

A course proposed by the School of Paris, ESIT, since 2013 in all the nine native languages of the students. Teachers conceive translation as a creative writing activity for writing and translation inevitably cross paths. The aim for students is not only to master their dominant language but to develop professional writing skills through varied exercises based on grammar and style, enrichment of vocabulary, understanding language registers as a means to more effective communication.

We would like to insist on the link made between translation competency and writing competency, not only by researchers (e.g., Delisle 2005: 36-37), but also by the profession.

The texts that a translator will be asked to translate will most often contain a high level of writing in the original language, and that high level of writing must be passed on into the translation.

As far as editorial revision is concerned, our aim is to make each translation perfect in itself. The corrections made in the text should result in a coherent text submittable to the publisher.

Text revision in the classroom is similar to revision for editorial purposes and offers a clue to the quality assessment of translations.

Le cours de compétences rédactionnelles et révision a été mis en place à l'ESIT en 2013.

Il répondait d'une part à une sollicitation formulée par les responsables de l'Organisation des Nations Unies (ONU) lors de la première réunion du MoU à l'Université de Salamanque. Selon eux, les candidats se présentant aux concours accusaient des faiblesses dans leur langue maternelle, quelle que soit celle-ci : français, anglais, arabe, russe, chinois, espagnol. Il serait utile selon eux que les Écoles et Instituts de traduction songent à introduire un cours qui ne relèverait pas du perfectionnement linguistique à proprement parler mais aiderait l'étudiant à reformuler de manière idiomatique, à varier son expression et lui ferait prendre conscience de la qualité d'une langue de traduction. Cette demande était justifiée puisque la traduction générale du concours était la plus déterminante et qu'elle était surtout éliminatoire.

L'ESIT n'étant pas une École de langues, elle sélectionne ses candidats à partir du niveau licence et de prérequis qui sont la maîtrise des langues de travail.

C'est la section Traduction de l'École qui a choisi de mettre en place ce cours pour chacune des langues A : français/anglais/arabe/allemand/chinois//espagnol/russe/portugais/japonais.

Nous partageons avec Jean Delisle (2003) l'idée que « La traduction est un art de réexpression fondé sur les techniques de rédaction ». En effet, cette

réexpression ou reformulation linguistique et rédactionnelle, donne ou non vie au sens appréhendé et c'est essentiellement d'elle que dépendra le succès de la démarche de traduction. D'où l'importance de ce cours qui a nécessité une réflexion pédagogique de la part des enseignants. Il était important que ce soit un traducteur qui le dispense et non un professeur de langue puisque le cours avait un lien étroit avec la reformulation qui entraîne parfois des fautes de sens, non plus dues à la compréhension ni à l'élucidation du sens mais bien à sa reformulation qui est loin d'être aussi spontanée selon Georges Bastin.

Comme son intitulé l'indique, le cours a un double objectif : Pallier aux insuffisances en matière de rédaction et initier à la révision des textes traduits. En fonction de ce double objectif, le cours a été divisé en deux parties, la première consacrée à la rédaction, la deuxième à la révision, notamment bilingue.

Si l'on regarde l'approche méthodologique de chaque cours, on remarquera des points communs et des particularités propres à chacune des langues. Un autre critère a été retenu, celui du public.

Concernant le volet rédaction, plusieurs exercices ont été envisagés pour amener les étudiants à réfléchir, entre autres, sur les choix lexicaux et le niveau de langue approprié :

Rédaction dans les langues A, à partir d'une interview rédigée en anglais, d'un article intitulé « portrait ». Les étudiants ont été invités à rédiger leur article dans deux registres de langue différents (un groupe d'étudiants devait rédiger dans un registre soutenu et sobre et l'autre groupe dans un registre léger et humoristique), en veillant à ce que le fond reste fidèle au texte source (en l'occurrence l'interview en anglais). Le premier objectif était d'obliger les étudiants à vraiment dégager le sens du texte et à le restituer en s'affranchissant totalement de la forme du texte source (puisqu'il y a passage d'une interview à un portrait). Le deuxième objectif était de les inciter à changer de registre de langue sans pour autant modifier le fond du texte et à prendre conscience des procédés utilisés pour y parvenir.

- Selon les langues (arabe/espagnol/portugais), les enseignants ont mis l'accent sur l'ordre logique des mots dans la phrase. Les règles syntaxiques propres à chacune de ces langues ont été abordées à partir d'exemples puisés dans les textes (la voix passive, l'organisation interne de la phrase, la place des compléments par rapport au noyau de la phrase …) ;

- Présentation de textes administratifs/juridiques dans chacune des langues pour étudier les règles de présentation et les conventions linguistiques. L'attention est focalisée ici sur la terminologie et la phraséologie. Par la suite, la traduction du même type de textes s'avère plus aisée.

Sur un plan plus global, les problèmes de cohésion, de cohérence et de concision ont été étudiés selon une approche comparative entre les deux langues en question, l'objectif recherché étant de sensibiliser les étudiants aux différences entre les deux langues et aux moyens variés dont elles disposent de manière à guider leurs choix.

Pour la partie révision, le premier cours a été consacré à la définition des critères à retenir pour évaluer la qualité de la révision et des critères de qualité d'une révision : identifier les éléments à réviser, méthode à adopter, ordre à suivre, choix à faire et objectifs à atteindre : fautes de logique (par exemple les non-sens, les contradictions, la non-concordance des temps, les relations logiques erronées, le charabia) et les erreurs factuelles, conceptuelles et mathématiques très graves pour la communication.

Révision, à partir de ces critères, de la traduction d'un communiqué de presse publiée sur le site Internet de Human Rights Watch (distribution du texte cible ; repérage et qualification des « erreurs » ; distribution du texte source et confrontation des deux textes ; propositions de modifications).

- Révision d'un document de type marketing (présentation d'une entreprise). L'objectif était d'aborder un autre type de texte, faisant appel à un registre de langue très différent.

- Révision d'une traduction d'un extrait de texte de l'OCDE. La révision a été effectuée en fonction de deux scénarios : révision dans le même registre de langue que la traduction originale (hypothèse : le document traduit est destiné à l'OCDE) et révision avec changement de registre (hypothèse : le document traduit est destiné à être publié dans la presse). Là aussi, l'objectif était de permettre aux étudiants de prendre conscience des différences de registre et des caractéristiques de différents registres.

Discussion sur les textes réécrits à partir d'un support traduit : vérification de la cohérence et de la cohésion.

Choix de textes mal traduits et redressement des erreurs de logique, de sens, de cohésion. À chaque fois, le texte original est fourni. La discussion porte sur la lisibilité de la traduction.

Conclusion

Il faut reconnaître que ce cours a été plébiscité par les étudiants, conscients des lacunes qu'ils pouvaient avoir au niveau de la reformulation et désireux qu'on les guide pour acquérir très vite une expression idiomatique adaptée au type de texte.

Les enseignants, réticents au début, ont très vite compris l'intérêt qu'ils pouvaient en tirer pour leur cours de traduction. Les réunions pédagogiques élargies aux différentes langues permettent d'échanger et de s'inspirer de tel ou tel type d'exercice choisi par un collègue. L'intérêt, en fin de compte, étant de s'adapter au public et à ses lacunes même si nous retrouvons parfois des questions communes traitées par l'ensemble des intervenants.

Par ailleurs, l'invitation d'intervenants de l'ONU et la présence, parmi les enseignants de l'ESIT, de traducteurs exerçant à l'UNESCO ou à l'OCDE, nous permettent d'enrichir le cours quant aux règles de rédaction appliquées dans ces organismes.

Noel Muylle
European Commission

L'ENRACINEMENT DU MULTILINGUISME :
L'IDENTITÉ D'UN PEUPLE – BACKYARD
OF INTERPRETING AND TRANSLATION (TRAINING)

> On peut dominer le monde économiquement et politiquement, culturellement c'est une autre affaire.
>
> *Regis Turrini* (2005)

> Sans verser le moins du monde dans la psychanalyse, personne ne doute plus désormais que les mots soient tout sauf innocents. Ne serait-ce que parce que leur histoire c'est aussi la nôtre. Parce qu'ils témoignent de la façon dont une communauté humaine s'est bâtie au cours des siècles des rapports et des coups de force du pouvoir religieux ou laïc mais aussi de l'évolution des locuteurs, autrement dit de nos ancêtres.
>
> (Historia 2005)

Multilingualism is linked to multiculturalism. It is even the logic consequence and support of it, the corner stone of differences in being, behaving, reasoning, expressing thoughts and feelings, in eating and clothing all elements of cultural patterns of mankind and society.

Multilingualism and multiculturalism is the "backyard" where upon communication professions like I and T should focus and build upon first and foremost not on words and semantics, terminology and databanks coming second.

Multilingualism exist with over 6000 tongues at large in the world, 2500 in Africa alone, all different but equal in value since charged with history, rituals and identity.

Learning, teaching, coaching and mentoring these professions should start from these premisses: looking for solutions "behind the words", the meaning, the message, sens and sensitivity, the cultural patterns shaping the Cognitive.

Multilingualism does not engender automatically PLURILINGUAL men with a few exceptions often the product of family, ethnic and social environment and connections.

So, to engage in "learning" I and T professions presuppose broad horizontal knowledge continued updated curiosity, a clear mind with its clear writing and speaking compound: a polished mother tongue.

The teaching, coaching and mentoring academic world should anchor this "backyard", setting the frame and mindset for those involved in quality training of I and T rather than starting the learning curve with terminology and wording.

J'ai trouvé cette phrase en guise d'introduction d'un dossier sur l'histoire de la langue française, préparé et publié par **Historia**, en juillet 2005. Elle est valable pour toutes les langues dans le monde et me paraît caractériser précisément l'enracinement de son multilinguisme et, faut-il dire, le possible plurilinguisme de ses citoyens.

Nous nous accordons tous à reconnaître que la richesse du multilinguisme est dans sa diversité culturelle, dans sa variété linguistique et que ces langues et cultures sont porteuses de valeurs fortes partagées.

N'est-il dès lors pas étonnant de constater que, dans le Traité de Rome (25 mars 1957), il n'y a pas un mot sur la culture ***par crainte sans doute de voir la Communauté économique d'alors s'immiscer dans l'esprit des nations, dans l'âme des peuples*** (Régis Turrini 2005).

Les pères fondateurs de la Communauté économique européenne, avaient-ils, en effet, peur d'amarrer à cette pacification voulue, à ce rassemblement des peuples d'Europe sur un grand projet, cette diversité culturelle et linguistique séculaire, source de nationalisme exacerbé du passé et qu'ils voulaient combattre.

La réponse ne peut être que non, évidemment. N'attribue-t-on pas volontiers à Jean Monnet, un des pères fondateurs, ... ***si c'était à refaire, je commencerais par la culture.***

Ainsi, comme dans la Charte des Nations Unies, le premier règlement voté au Conseil des ministres de 1958 (Traité, Article 217) porte précisément sur le statut des langues, langues officielles et de travail dans les Organisations et les Institutions, donc sur la diversité linguistique et culturelle à préserver facteurs de progrès et de paix entre les peuples. Cette égalité de traitement des langues, fixée à l'unanimité lors de la création de la CEE, a été maintenue et reconduite dans les textes à chaque élargissement amenant de nouvelles langues celui des Nations Unies maintenu tel quel jusqu'à ce jour.

Dans ce qui suit, j'essaierai de développer, trop brièvement sans doute, car le sujet est vaste, deux aspects du multilinguisme :

1. la langue, un patrimoine culturel qui unit ;
2. le »coût« du non multilinguisme.

Le premier thème se rapportant à l'histoire de la langue enracinée dans la culture, l'autre se rapportant à la « modemité », la langue comme instrument de communication par excellence dans un monde globalisé.

La langue, un socle culturel qui unit

Les chiffres nous sont suffisamment connus : 6 000 langues parlées dans le monde, près de 6 600 avec des langues régionales, locales, minoritaires qui se développent ou disparaissent, 2 000 et plus en Afrique selon ACALAN, 6 langues officielles aux Nations Unies, 23 langues oficielles et de travail dans l'Union européenne actuelle constituent le patrimoine linguistique qui caractérise l'UNION dans la diversité.

C'est ici que la définition du multilinguisme en Europe prend toute sa place, toute sa mesure, toute sa signification : cette coexistence de plusieurs communautés linguistiques dans une zone géographique donnée, cette capacité naturelle d'utiliser et d'apprendre plusieurs langues facilitée par la proximité des autres.

C'est ici aussi que les Articles 21 et 22 de la Charte des droits fondamentaux de l'Union européenne dispose que cette dernière respecte la diversité culturelle, religieuse et linguistique.

Certes, le citoyen est restreint dans sa capacité d'assimiler et d'apprendre les langues et il y a lieu de faire la distinction entre les langues plus ou moins répandues et utilisées dans nos négociations diplomatique et des affaires.

Le citoyen, en effet, de par ses racines, son goût personnel, ses préférences linguistiques et la proximité de l'autre, voire l'oeil rivé sur l'utilité immédiate, au sens économique du terme, aura souvent opté pour la maîtrise d'une langue ciblée, en dehors de sa langue maternelle, une langue de communication qui ne sera pas une langue artificielle, car sans références culturelles. Cela vaut aussi pour les délégués dans les négociations internationales.

Est-ce l'anglais ? Sans doute dans bien des cas, et pour des raisons d'opportunité ou de commodité, le monde étant devenu global en effet. Est- ce nouveau ? Non, l'histoire nous précède, car même le Traité de Versailles, en 1919, a été négocié et écrit en anglais, sur proposition de Lloyd George et avec l'assentiment de Clémenceau, détrônant ainsi, pour la première fois, le français comme seule langue diplomatique et de négociations internationales. Ironie du sort pour une langue que François I avait décrétée, en 1539, « obligatoire » dans les actes juridiques et administratifs, dans le souci d'une meilleure compréhension entre parties et d'une réduction de l'incertitude dans l'interprétation des textes officiels. Le latin, langue de l'Église et des savants, de la Bible et des Saintes Écritures, mais langue non enracinée dans le peuple, avait vécu.

Le début de la tour de Babel ?

Diversité linguistique actuelle en effet ... L'eurobaromètre (Edition 63,4) montre que 50% de la population en Europe peut s'exprimer dans une autre langue que la langue maternelle, allant jusqu'à 99% pour les Luxembourgeois et 90% pour les Lettons et les Maltais. Cette excellence dans d'autres langues baisse beaucoup dans d'autres pays : 73% des Hongrois et 70% des Anglais, des Espagnols, des Portugais et des Italiens ne s'expriment que dans leur seule langue maternelle. Ces quelques indications fort incomplètes ne donnent évidemment qu'une image instantanée et elles ont un pendant qui démontre que les langues les plus parlées sont l'anglais (47%), l'allemand (30%), le français (23%), l'italien (15%), l'espagnol (14%).

Nous sommes donc loin de la « macdonaldisation » que d'aucuns craignent. Au contraire, il y a comme un regain d'intérêt pour les langues minoritaires, voire l'utilisation ou la mise en valeur des dialectes ou du parler local, contredisant Talleyrand qui disait :

il faut enseigner en langue nationale, le françois, afin de chasser cette foule de dialectes corrompus, derniers vestiges de la féodalité. (Pierre Giolitto: « Le bon français entre à l'écôle »)

Bien sûr, il faut placer cette évolution dans son contexte historique et être plurilingue est aussi un choix personnel que l'on cultive, voire une nécessité qui facilite les rapports, la diplomatie, le commerce sous toutes ses formes avec les autres.

La langue est facteur d'équité et de non-discrimination entre citoyens grâce à son utilisation appropriée dans leurs rapports avec l'Administration, les Cours, les hôpitaux. La langue, cet instrument d'interculturalité, qui rapproche et qui unit dans la diversité en effet.

Le »coût« du non multilinguisme

Ce titre peut surprendre et je le remplacerais volontiers par « la société plurilingue : coûts, bénéfices et équité », titre d'un excellent exposé du Professeur François Grin présenté au Colloquium of the Swiss Academy of the Social Sciences and Humanities, à Berne, le 30 mai 2003.

Dans cet exposé, pour le moins novateur, le Professeur Grin fait entrer le multilinguisme dans l'économie, sujet, sans doute encore quelque peu ignoré par certains, en tout cas pas assez exploré à mon avis jusqu'ici, les concepts notamment de la « valeur marchande et non marchande des langues ». Voilà un thème qui mérite que l'on s'y attarde. Il y présente un propos structuré sur les coûts et les bénéfices inhérents à la société plurilingue ainsi qu'aux problèmes d'équité de la position des langues dans le concept de l'interculturalité et les perspectives économiques. Si la dissertation s'axe en premier lieu autour de la situation de l'enseignement des langues et leur utilité dans la pratique en Suisse couvrant la sphère culturelle, éducative et juridique, le schéma me paraît être valable pour d'autres pays : le statut du multilinguisme et ses conséquences sur le plan social, la mobilité des personnes, la création d'emplois, la compétitivité des entreprises, la concurrence.

C'est ici qu'entre en jeu le concept des valeurs dites non marchandes aussi pertinentes que les valeurs marchandes. Si ces dernières sont *palpables, parce que lisibles sur le marché, dans les salaires, les prix ou les ventes,* la valeur ajoutée des premières l'est moins : *évaluer l'avantage de l'accès direct à de nouvelles sphères culturelles, l'attitude et l'aisance dans le comportement avec autrui, la disposition à gérer dans la coopération grâce aux langues.*

Nous sommes donc loin du slogan, un peu dépassé, « tout en anglais », cette langue internationale de communication par excellence, il faut le reconnaître, mais en même temps un possible instrument de mondialisation d'une certaine culture, avec tout ce qui s'ensuit : une uniformité linguistique plus ou moins bien maîtrisée, un avantage certain du locuteur anglophone sur les autres, la fausse impression du non locuteur anglais d'être à égalité à la prise de parole dans les débats publics. C'est ici précisément que la valeur ajoutée et non marchande d'une langue se concrétise.

Tous ces phénomènes sociaux-linguistiques n'ont pas été suffisamment étudiés jusqu'à présent *ni l'avantage qu'ont les pays anglophones sur les autres pour « non dépense », comme le dit le Professeur Grin, pour enseigner et apprendre les langues, l'épargne réalisée pour non traduction de livres et matériel pédagogique, l'économie énorme donc du « non investissement » dans l'enseignement et l'apprentissage des langues.*

Pourtant, le vent commence à tourner au Royaume-Uni. Le rapport du Right Hon Alan Johnson, MP, **Secretary of State for Education and Skills**, du 28 février 2007, le prouve et plaide pour un retour de l'apprentissage de langues étrangères dès l'enseignement primaire au Royaume-Uni. Même aux États-Unis, après le 11 septembre, les autorités du pays ont compris que la maîtrise des langues étrangères peut s'avérer être de la plus haute importance politique pour un pays.

Le socle linguistique monolithique et mondialisé se révèle être fragile au regard des conséquences sociologiques, économiques et politiques.

Que gagne l'homme en renonçant à sa culture, à sa langue d'origine ? N'est-ce pas renoncer quelque peu à sa propre identité, à son authenticité, à l'aisance de la spontanéité dans l'expression, la force de frappe égalitaire dans les négociations ... Que gagne l'économie en refusant de communiquer avec l'autre dans sa langue ?

Une première enquête sur **les Effects on the European Economy of Shortages of Foreign Languages in Enterprise (ELAN, 2005)**, menée au Royaume- Uni, auprès des PME (2 000) opérant dans l'exportation, commanditée par la Commission européenne souligne l'importance des langues pour la compétitivité de nos entreprises contribuant à l'innovation, la recherche et le développement, intensifiant la cohésion sociale, la productivité, la mobilité et **citizenship skills.**

A-t-on fait l'inventaire de la valeur économique, j'ose dire du chiffre d'affaires de **l'industrie langagière**, des maisons d'édition, des agences de traduction et d'interprétation, des banques de terminologie, des développements technologiques dans ce cadre, tel que la traduction automatique, la reconnaissance vocale, les techniques de sous-titrage au cinéma, les vidéoconférences avec interprétation à distance, l'industrie cinématographique, les conférences internationales multilingues, au regard du nombre d'emplois créés dans tous ces domaines ?

Historiquement et culturellement, le multilinguisme et le plurilinguisme vont bien au-delà des formules budgétaires.

Dans son livre **The World Is Flat**, Thomas L. Friedman consacre un chapitre entier à la **«globalisation of the local - the culture of revolution is about to begin »**. Si, dans tout le livre, Friedman développe, dans les moindres détails, avec des exemples très précis, de façon scientifique, l'impact de la mondialisation de la technologie d'information et de communication sur notre manière de vivre, de communiquer, de coopérer, et d'entreprendre, bref sur l'économie, la politique, la géopolitique, l'environnement et les arts, ce chapitre démontre que la mondialisation n'est pas, n'a pas été, une « américanisation », une homogénéisation de la pensée et de la culture avec son effet rouleau compresseur mais au contraire source de diversité et de diversification jamais vue avant.

Il appelle effet « uploading » le pouvoir, grâce à ces nouvelles technologies, de créer ses propres sites, ses propres informations, ses vidéos, ses logiciels, ses encyclopédies, et les faire connaître au monde entier en

anglais mais aussi en langues locales. Ceci a engendré ou réinstauré l'autonomie culturelle personnalisée, un renforcement de l'identité, la non nécessité de quitter le pays, Bangalore ou Bollywood par exemple, ou d'immigrer pour faire partie du club, rester dans l'enclos familial et régional, dans sa culture et donc son authenticité, en tirant profit de ces outils nouveaux, pour le faire connaître.

Ce n'est pas pour rien que Google a développé ses services, donc son commerce, en 116 langues, du zoulou a l'arabe et plusieurs langues chinoises malgré l'omniprésence de l'anglais dans ce domaine de communication par excellence qu'est Internet.

En 1784, Antoine de Rivarol trouve l'allemand guttural et encombré de dialectes, que l'espagnol invite à l'enflure, que l'italien traine avec trop de lenteur et que la langue anglaise se ressent trop de l'isolement de l'écrivain du peuple pour conclure que ce qui n'est pas clair n'est pas français.

Si Richelieu installa l'Académie française en 1635, David Hume prédisait que les établissements anglais en Amérique assureraient la stabilité plus durable de la langue anglaise.

Tout ce qui précède est le « perfumed garden » de œux et celles qui se destinent à jouer un rôle de communicateur, de ciseleur de mots, de messager entre les hommes : ils s'appellent traducteurs ou interprètes car si le multilinguisme existe dans le monde, l'homme plurilingue par naissance est plutôt une espèce rare qui ne manipule souvent que sa seule langue maternelle avec précision pour convaincre ayant besoin d'assistance d'experts linguistes formés au niveau universitaires, pur mieux lutter à armes égales.. pour mieux comprendre... ce qui est derrière les mots.

Le cours de l'histoire est riche en rebondissements et l'on ne saurait résumer trop succinctement, comme ici, toute l'authenticité des langues, ces pierres angulaires de notre culture, l'enracinement du multilinguisme dans l'histoire. Elle nous démontre en même temps que l'interrogation sur l'uniformité linguistique ne date pas d'hier. C'est dire, en effet aussi, que l'on peut dominer le monde économiquement et politiquement mais que culturellement et, j'ajouterais linguistiquement, c'est une autre affaire.

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TRAINING ACTIVITIES WITH THE UN:
THE SALAMANCA EXPERIENCE
WITH UNDERGRADUATE STUDENTS
(WHAT IT MEANS TO BE YOUNG!)

Translation and interpreting are experiential learning activities and, as such, thrive on personal experiences, intellectual maturity and a technique that only improves with practice. As teachers in a Bachelor's Degree programme, we have a 4-year span, with students' aged 18 to 21 (or 20-21 in the case of interpretation training), to indulge our burgeoning language professionals with nurturing experiences and know-how. How can we provide undergraduates with all the tools necessary to become language professionals in such a limited timeframe? What would be the role of the UN? This paper intends to outline the particularities of our curricula and to analyze the training activities in cooperation with the UN so as to analyze how these joint endeavors have contributed to Salamanca's academic success.

1. The context

The University of Salamanca is the oldest university in Spain and also one of the oldest in Europe. It was founded in 1218, so we will soon celebrate its 800th anniversary. Salamanca is the cradle of Spanish as a foreign language programmes. Established in 1992, the School of Translation, whose degree in translation and interpreting will be analyzed in this paper, is the youngest school in the oldest University in Spain.

On 20 February 2009, a Memorandum of Understanding on Cooperation in Training of Candidates for Competitive Language Examinations was entered into between the UN and the University of Salamanca. The ceremony was attended by the United Nations Under-Secretary-General for General Assembly and Conference Management, Muhammad Shaaban. The Memorandum is subject to the implementation of separate protocols aimed to endorse traineeship programmes, among other activities. At the time, the University of Salamanca was the only Spanish-speaking university that took part in this network; subsequently the University of Córdoba (Argentina) has also signed a MoU with the UN.

As a result of the partnership with the UN, an initiative was taken by our School to organize the first Conference of MoU Universities, which was held in Salamanca in May 2011. Several UN representatives attended the meeting along with members from the 18 MoU participating universities. The meetings included master classes on translation and interpretation addressed to undergraduates and Master's students. The Conference was followed by an intensive seminar on translation of UN texts, given by the Head of the UN Spanish Translation Service in New York, María Nóbrega. The Memorandum

of Understanding with the University of Salamanca has already been renewed once and currently remains in force, endorsing multiple activities, including the UN Language portal and information sessions given by UN translators and interpreters.

2. Outreach

At the first MoU Conference, the main purpose was "to launch a network of universities and tertiary-education schools that are committed to enhancing their programmes for training translators and interpreters so that they can better meet the United Nations' requirements". But it also became clear that this was to be achieved through synergies between the academic orientation of universities (research and training) and the task-oriented, institutional nature of the UN language services. In that context, our University has been offering tailor-made training courses to staff translators and interpreters upon request from interested international organizations. These training courses comprise refresher modules for interpreters with passive Spanish skills, or modules of Spanish for specific purposes (politics, the press, etc.) and other courses dealing with cultural and historical references that interpreters who wish to incorporate Spanish to their working languages or improve their language combination may find useful.

Between 2008 and 2014, six editions of the Seminar on Legal and Institutional Translation for International Organizations were held at our School for the purpose of exchanging scholarly research and staging professional and training experiences that channel the expertise and advice gathered by the translation and interpreting staff at international organizations. The free-of-charge seminars were attended by a significant number of professionals from a number of international organizations, mainly from the UN system and the European Union.

Owing to the partnership between our School and the UN, Salamanca has hosted, free of charge, UN competitive examinations for translators, interpreters and verbatim reporters on several occasions, the latest in 2013 – UN competitive examination for Spanish interpreters, with 23 candidates. This makes the University of Salamanca one of only two examination centres in Spain.

3. The principles behind the project

Translation and interpreting are experiential learning activities and, as such, thrive on personal experiences, intellectual maturity and a technique that only improves with practice. As teachers in a Bachelor's Degree programme, we have a 4-year span, with students' aged 18 to 21 (or 20-21 in the case of interpretation training), to indulge our burgeoning language professionals with nurturing experiences and know-how. How can we provide undergraduates with all the tools necessary to become language professionals in such a limited timeframe? What would be the role of the UN?

It is widely assumed that a good professional performance is based on four pillars: a bulletproof mother tongue, a set of both linguistically and culturally sound working languages, very wide general knowledge, and specialized skills, which in the case of interpreting amounts to consecutive and simultaneous interpretation techniques. These four pillars rely on a robust foundation: practice. And not just any type of practice but a systematic set of exercises as close to real professional situations as possible. How can we provide all of these tools to our students in such a limited timeframe?

We are a very small higher education institution with a total of nearly 300 students, which renders an excellent student-teacher ratio (41 teachers to 300 students, 1:7.3). We have a restricted access policy which limits the maximum number (*numerus clausus*) of first-year students to 75 per year and thus guarantees quality in our classrooms. Every year, we receive 300-350 applications to enter our Bachelor's Degree through the admission test, which aim to assess the competences of our potential students both in Spanish and their first foreign language (either English, French or German). Needless to say, even when they pass, they still are very young and have a long way ahead of them, but our admission procedure at least proves that they have the potential and the language skills to make the best use of the specific training they will receive.

It is true that in the interpreting profession, seniority (in terms of experience, usually associated with age) is in our favor. However, being young can also be an asset. All of our students are digital natives; they find it easy to work with CAT tools in their daily work and they are willing to take on new technologies and apply them to their academic self-assessment, expand their learning materials and even try the recent developments in remote interpreting. In this regard, and given that the Bachelor's Degree programme significantly relies on how much each individual student devotes to independent learning, new technologies have also become a remarkable asset for teacher supervision of students' work, as well as a valuable tool for the provision of further materials for them to practice at home.

In addition, young students are usually more flexible and responsive to the corrections made by instructors. Eagerness is another of their virtues; they are young and happy to compete for work experience practice opportunities, institutional internships, volunteer experiences, and so forth.

4. The curriculum

So as to explain how our curriculum works, let us take as a reference an imaginary student whose working languages are English and French and who chooses to specialize in interpreting in the 4th year of the degree. The student must have passed the English language admission test, since it is his/her first foreign language, and will start with the second foreign language courses in his/her 2nd year. By the end of the student's Bachelor studies, our young professional will have completed 240 ECTS credits –i.e. 6,000 hours, divided as follows:

Fields of Knowledge	SUBJECTS	ECTS (1cr.= 25 hours)	TOTAL	Classroom hours	Supervised non-classroom hours + Unsupervised Independent Work
COMPULSORY SUBJECTS					
SPANISH	Spanish Language 1	6	54	52	98
	Spanish Language 2	6		52	98
	Spanish Language 3	6		65 on-line	85
	Spanish Language 4	6		52	98
	Documentation Applied to Translation	6		55	95
	Linguistics for Translation	6		70	80
	Terminology for Translation	6		60	90
	Introduction to Economics and Law: Basic Concepts and Terminology	4.5		On-line	77
	Introduction to Scientific and Technological Language	4.5		28 + On-line 28	7
	Lexicographical Resources for Translation	3		31	47
ICTs	Basic Computer Studies	6	18	55	45+50
	Technological Resources for Translation	6		54	46+50
	Terminology and Project Management	6		51	4+95
FOREIGN LANGUAGES	First Foreign Language 1 : English	6	24	60	90
	First Foreign Language 2 : English	6		60	90
	Second Foreign Language 1 : French	6		60	90
	Second Foreign Language 2 : French	6		60	90
TRANSLATION	Introduction to Translation Practice	3	48	45	105
	Translation: English>Spanish	6		44	
	Translation: Spanish>English	6		60	90
	Translation I: French>Spanish	6		90	60
	Translation II: French>Spanish	9		45	105
	Translation for Law and Economics	6		42	28+80
	Scientific and Technical Translation	6		42	28+80
	Specialized Translation:Spanish>English	6		50	100
INTERPRETING	Introduction to Consecutive Interpreting	6	25,5	60	90
	Introduction to Simultaneous Interpreting	6		60	90
	Simultaneous Interpreting	4.5		45	67
	Simultaneous Interpreting	4.5		45	67
	Interpreting Modalities	4.5		45	67
RESEARCH	Undergraduate Dissertation	6	6	10	140
ETHICS	Aspects of the Professional Ethics of Translation and Interpreting	4.5	4.5	36	76
OPTIONAL SUBJECTS : 60 ECTS of which					
INTERPRETING	Consecutive and Simultaneous Interpreting (language: Portuguese)	6	12	60	90
	Advanced Simultaneous Interpreting EN	6		60	90
RESEARCH	Studies and Trends in Interpreting	6	6	50	100

   * For further information on optional courses and elective specializations within the undergraduate programme on translation and interpreting, see our curriculum webpage (http://exlibris.usal.es/index.php/35-espanol/grado-traduccion-e-interpretacion/59-plan-de-estudios-traduccion) and the English appendix that follows this document.

At this point, we would like to briefly refer to the AIIC in order to guide the reader throughout our curriculum. In its endeavor to represent the interests of all conference interpreters, the AIIC has a twofold objective. On the one hand, the AIIC is the main negotiating partner with international organizations –UN, EU, AU– to discuss interpreters' working conditions and remuneration. Eventually, all conference interpreters, even if they are not AIIC members, benefit from those conditions. On the other hand, the AIIC is the largest and most influential interpreters' association, determining the way in which its members' professional conduct is regulated.

In light of the above considerations, we highly respect the initiatives undertaken by the AIIC, and therefore wish to instil the gist of its principles into our students' training. In this regard, the twelve features provided on the AIIC's website to answer the question "**What kind of personal traits do I need to be a conference interpreter?"** will be taken as reference in our journey across our curriculum.

First year: our programme focuses on helping students strengthen their mother tongue, as a sine qua non suggested by the AIIC:

- *a polished command of their own native language over a range of registers and domains*
- *a commitment to helping others communicate*

In regard of the latter, we understand that when students volunteer to sit further admission tests before entering university they have a genuine interest in becoming language mediators.

Students initiate their studies with two courses of Spanish language applied to translation and interpreting, where students learn to properly write specialized tests and to translate and interpret from and into Spanish language –which in most cases is their mother tongue or their preferred language of habitual use. Students are expected to fulfil a number of requirements: an excellent command of their mother tongue (both written and spoken); development of textual, stylistic and socio-linguistic skills; ability to analyze, summarize, organize and implement theoretical knowledge and language skills into practice, and rigorous proofreading and quality control criteria.

This training is complemented by other Spanish-centred courses such as Linguistics, Documentation and Lexicographical Resources for Translation which are intended for students to understand a range of different language-related topics such as the complexity of human language and its use, the differences between language uses and registers, the importance of taking communicative situations into consideration when approaching a text, information management resources and techniques, as well as documentary supporting tools for translators and interpreters, and the basic concepts and particularities of both paper-based and digital dictionaries, where students learn how to use online search engines and dictionaries and develop a critical attitude that allows them to properly assess the reliability of the information found in such sources.

As for the First Foreign Language courses, students have to build on their already advanced knowledge of English, French or German demonstrated on the admission test in order to keep improving their active and passive skills and become aware of the different registers of language. These courses take for granted that students will already have a C1-C2 level of their first foreign language according to the Common European Framework of Reference for Languages. After these two courses, students are expected to be sufficiently qualified to pass world-renowned language tests such as the Certificate of Proficiency in English by the University of Cambridge (CPE). In addition to this, students will have enhanced and improved their translation-oriented reading and analysis skills and will have developed writing skills that are to become useful for their Spanish-into-English translation courses during the second year.

Second year: students are expected to lay solid foundations of their working languages and corresponding cultures, as suggested by AIIC:
- *a complete mastery of their non-native languages*
- *a familiarity with the cultures in the countries where their working languages are spoken*

Although, as mentioned earlier, students are assumed to have a C1-C2 level of their first foreign language at the beginning of their studies. Nonetheless, their second foreign language has not been subject to assessment yet. In order to facilitate their command of that second foreign language, students are encouraged to spend at least one semester in a foreign university within the framework of the Erasmus+ Programme during their second year. Choices include: to spend the whole year or only one semester in one foreign university, or to spend two semesters abroad, one at a university where their first foreign language is spoken and the other semester at a university where their second foreign language is spoken. By spending some time in a country practising their first and/or second foreign language skills, students take their first steps in translating from their working languages into Spanish.

Third year: at this point, we focus on the acquisition of specialized translation and interpreting skills. Following AIIC's recommendations, in this year students can achieve:
- *good training*
- *an interest in and understanding of current affairs, plus an insatiable curiosity*
- *the ability to concentrate and focus as a discussion unfolds*

At this point, students are expected to consolidate techniques in translating into Spanish in specialized fields of knowledge, i.e. financial, legal, scientific and technical texts from their first foreign language.

In addition, the third year is the starting point of interpreting techniques for undergraduate students: both consecutive and simultaneous interpretation courses are introduced throughout the year in separate courses. The aim of

these modules is to help students get to know the different types of interpreting, the professional settings where they are required and to develop basic knowledge of consecutive and simultaneous interpreting techniques. The topics of the speeches used in class vary according to the circumstances, since they are meant to echo current events and news. That approach intends to make students aware of the main national and international issues that may be discussed in multilingual conference settings. Nonetheless, the specific syllabus prepared every year for these courses always includes recurring topics of essential cultural knowledge, including detailed study of those institutions and organizations which may become their potential employers, namely the UN and the EU, and detailed description of their structure, bodies, programmes, funds and activities. Topics such as the environment, human rights, the new world order, gender equality and the empowerment of women, children's rights, poverty alleviation and social exclusion, and international financial institutions, among many others, feature high on those organizations' agendas.

Fourth year: finally, students have to choose a specialization track, either translation or interpreting. Since the purpose of this paper is to analyze the specialized training in interpreting at an undergraduate level, we will center only on the interpreting programme, which in turn should focus, according to AIIC's recommendations, on the following:
- *a pleasant speaking voice*
- *a friendly, collegial attitude*
- *calm nerves, tact, judgment and a sense of humor*
- *a willingness to adhere to rules of conduct*

There is no radical division between translation and interpreting. We assume both are related and function as complementary disciplines. However, in order to provide highly specialized training tracks, students choose the specialty which they find most appealing or feasible according to their personal skills. This training programme offers the possibility, both for translation and interpreting students, of pursuing translation traineeships at several institutions, including the UN, UNHCR, UNAIDS and several NGOs and private companies. The different compulsory courses in the programme explain the machinery underlying language services and intend to make students understand the ethics of the profession and walk them through their first steps into the professional world. In addition, we make the most of former and current UN interpreters, who visit our school and deliver workshops on UN interpreting services.

The main specificity of the interpreting track is that students have full access and exposure to booths in class from day one and to real-life practice of all the types of interpreting situations: accompanying teachers in their professional interpreting assignments, attending hearings in the provincial court when foreign language-speakers are involved; performing dummy booth practice in lectures or real interpreting practice for real audiences in some

lectures; field visits to the interpreting services at the UN headquarters in Geneva and Vienna, where students can have first-hand practical work experience under the guidance of real UN interpreters during their traineeships, etc. Of course, all these activities are closely monitored by the interpretation teaching staff in our School, who take responsibility for the students' performance and teach best practices for booth manners, teamwork and stress management. In addition, in the framework of the subject called Interpreting Modalities (Interpreting practice), mock conferences are held every two weeks where students interpret real speeches in pairs. Their work is assessed by teachers often in one-on-one tutorial sessions in order to keep track of each student's needs, enhance their strengths and correct their weaknesses. Such monitoring requires an intensive dedication from teachers, who know their students by name from day one and who on many occasions offer additional tutorial sessions in the evenings so students can have further practice. In addition, students are required to hand in an individual report for each of the tasks conducted in the framework of this course so as to make them reflect not only on their performance but also on the circumstances in which interpreting takes place, on the behavior of other social agents towards the interpreting exercise and on their own conduct during their performance.

With our training, we aim for a comprehensive approach that allows our students to become aware of otherness, diversity and multiculturalism. During the last year of their training, we emphasize the importance of ethics (which complements and strengthens their learning of the profession), expecting students to understand other dimensions of interpreting aside from technique and helping them understand the formal needs of the profession. In this regard, we focus on relevant topics such as tax requirements for professional interpreters, negotiation strategies, booth manners, *dos and don'ts* in community interpreting, as well as the importance of professional associations and their codes of ethics. As teachers, we aim to set an example based on exceptional professional manners in order to make students understand the demanding requirements of appropriate professional conduct.

5. Training activities in cooperation with the UN

Our School benefits from a long-standing pedagogical assistance from the European Union and the UN. This fact has helped us bring our students closer to the actual conditions of the conference interpreting profession in two outstanding institutions and to practice and reinforce the skills and manners already developed in previous translation and interpreting courses.

In the UN-Universities MoU framework, we have carried out different activities in both the field of interpreting and also translation.

With regard to translation training, since 2002 we have held an agreement with the Department of Public Information (DPI) for the Spanish translation of their website. This agreement was mentioned as an example of a cooperation model between the UN and civil society by former Secretary General, Mr. Kofi Annan, and has been praised on many occasions by several

UN officials. The agreement was granted the UN XXI award and, more importantly for us, since the beginning of our partnership, the Spanish version of the website is the second most visited after the English version, significantly ahead of other languages.

Since 2005, we have also held an agreement with the Joint United Nations Programme on HIV and AIDS (UNAIDS) for the Spanish translation of their website. In addition, our school and UNAIDS are joining efforts to create a terminology database that is expected to become a database of reference for Spanish language in this field. In November 2013, the University of Salamanca provided professional services to UNAIDS in the provision of exam correction for EN-SP and SP-EN freelance applicants.

We have had a series of webinars between UN-New York Translation and our School, the last of which took place during the 2013-2014 academic year. The Spanish Translation Service of the United Nations in New York offers a videoconference cycle on 'Translating for the UN' addressed to our translation and interpreting students. The webinars focused on subjects such as translation of documents for the Security Council, the General Assembly and the other Committees, the use of CAT tools in the United Nations, and the admission test required to work at the UN. An important feature of those webinars is that they included practical activities in the English-Spanish language pair. There was one session every two weeks, amounting to eight sessions in total, distributed between March and June 2014.

We regularly encourage our students to participate in the St. Jerome Annual Translation Contest to commemorate International Translation Day, to celebrate multilingualism at the UN and to highlight the important role played by translators and language professionals in our societies. The Contest is open to all current and former United Nations staff members. In 2013, the award was granted to an in-house UN interpreter, but there were also three special mentions to translation students from Westminster, Córdoba (Argentina) and Salamanca. In 2014, one of our third year students has also been selected for recognition among all the entries submitted in Spanish.

As far as interpreting is concerned, we have had regular fieldwork activities at UNOV (1 week) and at UNOG (2 weeks) for the past 14 years. Every year we select two students for each duty station based on their academic performance, as reflected on their transcript of records, with special attention to interpreting subjects. The students selected travel to Geneva or Vienna and have dummy booth practice from English and French into Spanish. Occasionally, our students provide real interpreting for participants in side events of the Annual Session of the Commission on Crime Prevention and Criminal Justice, in Vienna and in other venues.

The University of Salamanca also holds an annual Model United Nations (MUNUSAL http://munusal.org/2015) in April, where students from several disciplines, mainly Law and Political Science, replicate the operation of several UN Committees, discussing and participating in groups in order to learn how the UN works. Every year, our interpreting-track students are invited to

interpret into Spanish and into English lectures given by visiting scholars for the whole benefit of the attending audience to understand (made up mostly of fellow students). This experience not only enhances the capacities of our students but also tries to replicate to a certain extent the way the language issue and discussion process is addressed at the UN.

6. The results

Over time, our staff has managed to transform early interpreting training programmes –until then completely centered in the Spanish and the European institutional market– into a professionalizing experience where students are actually closer to their future employers in a broader transcontinental market. Back in 2000, we tried to find an accurate answer for a recurring question that remained unanswered: Who would be the ideal graduate for the UN? A graduate who performs to high standards, indeed, but also a graduate who thinks critically and is able to react to contingencies without readymade answers from a fixed set of guidelines potentially learned from their teachers. When the UN boasts of how much its stresses the need for recruiting the highest caliber staff members, the premises behind that principle are not only based on performance criteria but also on a set of values that are precisely the *raison d'être* of the Organization. So the ideal graduate should be ready to go beyond the mere reproduction of skills learned from their teachers and be ready to improve upon what they have learned, for instance regarding technological (r)evolution or their awareness of the different (types of) markets, speakers or end-users.

As a result of our efforts to provide the right type of training in this regard, it is worth highlighting the fact that some of our former students are currently working as staff or freelance interpreters in Brussels and Luxembourg, as well as some staff interpreters in New York and Geneva, or freelance translators in Vienna.

In addition, students from Salamanca applying for positions in the private market tend to be considered highly qualified insofar as they show experience as translation and interpreting trainees for a prestigious institution such as the UN during their degree-end academic stages.

We have already explained the amount of practice hours required from students who choose the interpreting specialization track and the extensive translation training they receive throughout the four years of their studies. The quality of our training is, to a certain extent, certified by the fact that the University of Salamanca is the only Spanish university that takes part in the UCG, it is the only Spanish university participating in the MoU and one of the few Spanish universities invited by the SCIC-DG Interpretation to its annual conferences. In addition, we are one of the few schools that receive pedagogical assistance from the SCIC every year.

During the first MoU conference in Salamanca and all of the editions of the Seminar on Legal and Institutional Translation, we were lucky to have our interpreting students participate as trainee interpreters in all plenary sessions,

as well as providing touristic guidance and liaison interpreting for the representatives of the international organizations attending the conferences at our School. In addition, student interpreters from Leeds and Bath hosted by the University of Salamanca have also participated in the conferences to make sure that the participants not understanding Spanish and English respectively could still follow the seminars. In all occasions, they were greatly appreciated for their effort.

The feedback received so far confirms that these seminars are very successful and highly appreciated by both the Academia and the International Organizations (and needless to say, our students!). After six editions, the "knowledge-bartering" initially proposed has become a reality, a trademark for the Salamanca model. Exchanging first-hand expertise for updated academic research and reflection is our success story.

Likewise, Salamanca is an exception amongst the universities offering interpretation programmes, since for the past several years we have offered a new subject on research in the field of interpreting which has raised a great deal of interest to our students. The photo exhibition named "The interpreters' One Hundred Years of Solitude: Between History and Memory" resulted from the students' collective research project in the 2011-2012 academic year and has been shown in many institutions, including many universities in Spain and abroad. The original texts in Spanish drafted by our students were voluntarily translated into French and English by SCIC interpreters for the 2013 DG Interpretation-Universities Conference, and have been translated into Italian, German, Japanese and Dutch by students from other universities. These activities not only help our students to become aware of the importance of interpreters throughout history, but they also help to raise awareness of subjects such as interpreters in conflicts.

With the goal of ascertaining where our graduates end up working after completing our degree, the departmental Quality Commission has recently sent out a survey to all those who have completed the degree since it was adapted to the Bologna directives in 2010. Among the anonymous respondents, preliminary results show a high percentage are employed exclusively in the translation and interpreting sector (as opposed to merely language-related employment) and the vast majority express satisfaction with the training received, particularly with the work experience practice subject.

7. Proposals to expand cooperation

For the time being, we are more than satisfied with our cooperation with the UN. Without any doubt, the signature of the MoU with the UN is a remarkable milestone in our curriculum.

As a public institution, we are staunch advocates of equal opportunity. There is only so much an institution can do with limited financial and material resources, so in certain regards we cannot compete with those of a Master's Programme in Interpreting. Nonetheless, we have learned to optimize the resources we do have and, we may add, results prove us successful. We still

struggle to keep improving every day and in this regard, our aim would be to encourage blended learning as the most cost-effective tool we can use. In line with this idea, we would like to encourage an increased presence of UN language professionals in our classes through online learning resources, with some element of student control over time and under our supervision. Combined with the possibility of supervised classroom hours with UN professionals for selected students (either by means of pedagogical assistance visits or traineeships), both approaches could contribute to the creation of an integrated learning experience. In fact, our students have in the past expressed their interest in –and gratitude to– UN officials attending our Seminars in Legal and Institutional Translation. Likewise, IT-based tools such as the organization of webinars or the provision of real speeches for practice are also highly ranked among our students' preferences.

Finally, and bearing in mind the success of our students so far in internships with several UN bodies, such as the DPI, UNAIDS or the UNHCR, any additional internship offer would be more than welcome. As already pointed out, our students are young and enthusiastic, eager to learn and willing to grasp any opportunity that is offered to them. Beyond doubt, we assume that the economic climate and the complexities of the market are not always welcoming to young professionals trying to find their place. And yet, isn't it wonderful that we can walk them through their first steps towards their goals?

APPENDIX

Location	**Country**	Spain
	Institution	Universidad de Salamanca
	Entity responsible for the programme	Department of Translation and Interpreting of the School of Translation and Information and Library Sciences
Identification	**Programme name**	Degree in Translation and Interpreting
	Level	Bachelor's Degree
	Type	Full time
Description	**Duration**	4 academic years
	ECTS credits	*240 ECTS*
	Start/End dates	September/July
	Language(s) of instruction	Spanish and/or German/French/English/Japanese Portuguese/Italian (optional)
	Working language pairs	Spanish/German, Spanish/French, Spanish/English, Spanish/Japanese (Spanish/Portuguese, Spanish/Italian)
	Programme modules	**CORE SUBJECTS** (60 ECTS) **COMPULSORY SUBJECTS** (114 ECTS) **OPTIONAL SUBJECTS** (students must choose 60 ECTS out of 219) **UNDERGRATUATE DISSERTATION** (6 ECTS)

	NB: A Language = Spanish **B Language = English, French or German (First Foreign Language)** **C Language = English, French, German or Japanese (Second Foreign Language)** *Year 1/Semester 1:* Introduction to Translation Practice (B Language) (3 ECTS); B Language 1 (6 cr.); Spanish Language 1 (6 cr.); Linguistics for Translation (6 cr.); Lexicographical Resources for Translation (3 cr.); *Year 1/Semester 2:* B Language 2 (6 ECTS); Spanish Language 2 (6 ECTS); Translation (B>A) 1 (6 ECTS); Documentation for Translation (6 ECTS); *Year 2/Semester 3:* Basic Computer Studies (6 ECTS); Translation (A>B) (6 ECTS); C Language 1 (6 ECTS); Introduction to Scientific and Technological Language (4.5 ECTS); *Year 2/Semester 4:* C Language 2 (6 ECTS); Translation (C>A) 1 (6 ECTS); Spanish Language 3 (6 ECTS); Introduction to Economics and Law: Basic Concepts and Terminology (4.5 ECTS); *Year 3/Semester 5-6:* Translation (C>A) 2 (9 ECTS); *Year 3/Semester 5:* Translation for Law and Economics (B Language) (6 ECTS); Introduction to Interpreting (B Language) (6 ETCS); Terminology for Translation (6 ECTS); *Year 3/Semester 6:* Scientific and Technical Translation (B Language) (6 ECTS); Introduction to Simultaneous Interpreting (B Language) (6 ECTS); Spanish Language 4 (6 ECTS); Technological Resources for Translation (6 ECTS); *Year 4/Semesters 7 & 8:* Translation Practice (German) (6 ECTS); Translation Practice (French) (6 ECTS); Translation Practice (English) (6 ECTS); *Year 4 (Elective subjects):* Audio Description (3 ECTS); Subtitling for Deaf and Hearing Impaired People (3 ECTS); C Language 3 (6 ECTS); Localization (6 ECTS); Audio-visual Translation (6 ECTS); Translation of Legal Texts (French) (6 ECTS); Literary Translation (German as B Language) (6 ECTS); Legal Translation (French) (6 ECTS); Advanced Simultaneous Interpreting (6 ECTS); Studies and Trends in Interpreting (6 ECTS); Consecutive and Simultaneous Interpreting (Portuguese) (6 ECTS); *Year 4/Semester 7:* Terminology and Project Management (6 ECTS); Specialized Translation (A>B) (6 ECTS); Translation Seminar (B Language) 1 (4.5 ECTS); Translation Seminar (C Language) (4.5 ECTS); Simultaneous Interpreting (B Language) (4.5 ECTS); Simultaneous Interpreting (C Language) (4.5 ECTS); *Year 4/Semester 8:* Undergraduate Dissertation (6 ECTS); Professional Ethics of Translation and Interpreting (4,5 ECTS); Translation Seminar (B Language) 2 (4.5 ECTS); Interpreting Techniques (4.5 ECTS).	
	CAT tools taught and used	*Translation memory systems* (SDL Trados 2009 Studio, Déjà Vu X2, MemoQ 4.5, Wordfast Classic, Wordfast Pro, Lingobit Localizer 7, SDL Passolo, Alchemy Catalyst, Virtaal & The Translate Toolkit, Swordfish II*); Terminology tools* (SDL Multiterm 2009, SDL Multiterm Extract, Lexicon [Déjà Vu X], PlusTools, Terminus, Anchovy [Swordfish II], Apsic XBench*); Concordancers* (Wordsmith Tools 5, Terminus); *Machine translation systems* (Google Translate [within SDL Trados Studio])

		Yes
		Optional
		1-4 months
		Translation and interpreting-related
	Traineeships	United Nations (DPI), UNAIDS, UNHCR (Spanish Committee), Spanish Gendarmerie Corps (*Guardia Civil*), ACAF (NGO), UMOYA (NGO), University of Salamanca, Fundación Vicente Ferrer (NGO), Bluechip Translations (translation company in Barcelona), Internet Advantage (SEO and Internet analysis company in Salamanca), Eurologos (translation company in Brussels), Erasmus Bruin Café (Salamanca), Michelin (Valladolid factory), ACNUR (NGO), MUNUSAL (http://www.munusal.org), SAP (technology company in Germany), Spanish Red Cross, Transleit (translation company in Valladolid), etc.
Our graduates in the labor market	**Professions/job profiles (last three years' graduates)**	Estimated percentage of working graduates (preliminary results by the Quality Commission): 1. In translation and interpreting-related positions: 40.4% 2. In language related positions: 30% 3. In other types of employment: 29,6%
Admissions	**Student intake**	75 students
	Qualification required	High-school diploma and PAU or COU [state-required university entrance examination]
	Conditions	Admission test: Spanish and B Language exam Fees: 20.07 Euros per credit + administration fees (96.72 euros) Admission test: 91.56 Euros
	Application	http://exlibris.usal.es/
	Contacts	Elena Palacio Alonso (elenapalacio@usal.es) Departamento de Traducción e Interpretación Universidad de Salamanca Francisco Vitoria, 6-16 37008 Salamanca (Spain) +34 923 29 45 80
Additional information	**Joint programmes**	Joint Degree Programme with Université de Pau et des Pays de l'Adour + Language Teaching Assistant at the ISTI in Brussels
	Related doctoral programmes	Master's and Doctoral programme in Translation and Intercultural Mediation (Department of Translation and Interpreting, USAL)
	Other	Student mobility for students and staff mobility for teachers by means of Erasmus Bilateral Agreements with 12 German-speaking HEIs, 10 French-speaking HEIs and 11 English-speaking HEIs; Bilateral agreements with several Japanese universities for student exchange programmes.

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ТЕРМИНОВЕДЧЕСКИЕ АСПЕКТЫ ИНСТИТУЦИОНАЛЬНОГО ПЕРЕВОДА В ПОДГОТОВКЕ ПЕРЕВОДЧИКОВ ДЛЯ МЕЖДУНАРОДНЫХ ОРГАНИЗАЦИЙ[*]

High quality translation as a product and process depends on several factors including developed translator's competences and consecutive stages of text processing. Terminology work makes part of the preliminary analytical stage of work with a text belonging to a special subject area. At this stage specialists identify and define key terms of their texts, establish the relations between them and create terminology systems or glossaries that allow making an informed choice of equivalents at further stages of work and, consequently, enhancing the efficiency of translation and improving its quality. The main goal of the terminology course at Minsk State Linguistic University is to help translation master's degree students to develop skills of terminology system modelling. The course consists of both lectures and seminars. Students are offered practical exercises in modelling terminology systems, harmonization of terminologies and creating parallel text corpora. These activities are closely connected with the students' institutional translation tasks – terminology classes serve as preliminary stage at which the students analyze and process the texts given to them as their weekly assignment. Moreover, all the terminology activities contribute to the creation of the University's common term base and parallel texts corpus.

Обучение переводчиков трансляции смысла осуществляется на основе овладения коммуникативно-достаточным объёмом языкового и речевого материала, который отражает специфические характеристики контактирующих в учебном процессе институциональных дискурсов. Смысл институционального дискурса проявляется на всех языковых уровнях при обеспечении логико-композиционной, структурно-семантической и риторической организации текста, являющегося результатом дискурсной деятельности участников межкультурного делового общения. Особую сложность для перевода представляет терминологическая система дискурса, являющая собой весьма сложный лексический пласт, так как «терминология любой отрасли знания находится в состоянии постоянного количественного и качественного изменения. Устаревают, выходят из употребления одни термины, возникают и создаются другие, обозначающие новые понятия или более точно передающие содержание старых... возникает и вариантность как отражение одного из фундаментальных свойств языковой системы [1, с. 19]. Верный перевод терминов как ключевых единиц специального дискурса является необходимым условием точности всего перевода. Между тем, при работе с текстами по специальности у неспециалистов довольно часто возникают трудности, связанные

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[*] Terminology aspects of institutional translation in training translators for international organizations.

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с правильным пониманием и переводом терминов. Вследствие этого, качественный перевод требует предварительного анализа и обработки исходного текста, которые подразумевают информационно-справочный поиск, чтобы понять, о чем говорится в тексте, а затем уяснить, как и какими средствами автор достигает поставленной цели [2].

В рамках образовательной программы второй ступени высшего образования по специальности «Перевод и переводоведение» в Минском государственном лингвистическом университете это обеспечивается за счет специальных общепрофессиональных дисциплин, обеспечивающих посредством учебных пособий, справочников, энциклопедий, публицистических материалов, интернет-источников ознакомление студентов со структурой международных организаций, сферой, проблематикой и спецификой их деятельности, характерными особенностями производимых ими документов. Другим способом формирования данного компонента профессиональной компетенции будущих переводчиков является непосредственное взаимодействие с международными организациями и их представительствами (УВКБ ООН в РБ, БОКК, ЮНФПА, ЮНИСЕФ и др.) в республике в ходе самостоятельной учебно-познавательной деятельности, переводческой практики и учебных стажировок. Результаты информационного поиска находят свою материализацию в личных картотеках справочных источников (специализированные словари, глоссарии, традиционные и мультимедийные справочники) студентов, которые в дальнейшем будут пополняться, и использоваться в процессе работы переводчиками. При письменном переводе консультации в нескольких источниках помогают им компенсировать отсутствие сведений об авторе, и подтвердить точность и полноту понимания иноязычного текста.

Таким образом, в ходе обучения студентов информационно-справочному поиску осуществляется их знакомство с последовательностью поиска необходимой информации, с источниками информации и методами отбора справочной литературы, с методикой поиска и составления терминологических баз для оптимизации дальнейшей работы. Последний этап является особенно важным, если речь идет о текстах, относящихся к специальным предметным областям, требующих максимальной точности в передаче терминов. На этом этапе студенты должны научиться выделять на базе исходного текста ключевые термины предметной области, а также находить им эквиваленты в языке перевода. Выбор такого эквивалента должен быть информативным: студенты учатся использовать стандартизированные и гармонизированные терминосистемы, толковые и специальные словари, корпуса параллельных текстов и другие ресурсы, анализ которых и позволяет им выбрать наиболее точный вариант. Кроме того, составление глоссария или терминосистемы для переводимого текста требует знания и понимания отношений между понятиями и принципов моделирования терминосистем. Именно поэтому знания в области терминоведения и терминографии, а также навык составления таких терминосистем становятся необходимыми для формирования компетентности переводчика.

Работа на практических занятиях по терминоведению и термино-графии по возможности тесно связана с заданиями, выполняемыми на занятиях по письменному институциональному переводу. На базе одного и того же текста одновременно отрабатываются и навыки моделирования терминосистемы, и письменный перевод. Сначала текст подвергается предварительному анализу на семинаре по терминоведению: определяется предметная область, выделяются основные понятия и их характеристики, устанавливаются отношения между ними, выбираются обозначения понятий (терминов), составляются терминологические карты и целые терминосистемы. В терминологических картах, в отличие от базы терминологических данных, предлагаемых порталом http://untermportal.un.org, фиксируется основная информация с указанием темы, подтемы, грамматических характеристик, выходных данных, контекста, сочетаемости, синонимов/антонимов и др., что позволяет переводчику в дальнейшем, в случае необходимости, обратиться к нужному источнику для получения дополнительной информации. Вследствие чего, терминологические карты дополняются, уточняются по мере дальнейшего информационно-справочного поиска. Составление терминологических карт позволяет сделать работу студента с терминологией по специальности профессионально направленной, осознанной, познакомить его с международными нормами перевода терминологии, с возможностью пользоваться международно признанными терминологическими банками данных. Более того, это дает возможность рассматривать термин в контексте, а не изолировано, что значительно повышает точность его перевода.

Терминологические карты и терминосистемы используются в ходе подготовки письменного перевода текста к занятию по институциональному переводу. Кроме того, после выполнения и проверки перевода студенты формируют собственные корпуса параллельных текстов, включаемые в сопоставительные таблицы с указанием терминологических и грамматических соответствий, которые могут быть использованы в дальнейшем для работы с текстами той же предметной области или типовыми документами (как, например, резолюции Генеральной Ассамблеи ООН, регламенты Совета Европы и т.д.). Для создания таких корпусов используется специализированное программное обеспечение (системы автоматизированного перевода Déjà Vu, SDL TRADOS).

В качестве теоретической базы для выполнения практических заданий по меделированию терминосистем используется стандарт ISO 704:2009 (ГОСТ Р ИС0704:2010) «Терминологическая работа. Принципы и методы» и некоторые другие международные стандарты. Данный документ широко применяется ведущими международными организациями, работающими в области разработки, стандартизации и гармонизации терминосистем (например, Infoterm), и достаточно подробно описывает основные элементы терминографической работы и ее суть. В процессе моделирования используются тексты определенной предметной области, в которых, вначале, выделяются ключевые понятия и типы существующих между ними связей (иерархические, ассоциативные), затем определяются

свойства понятий, фиксируемые в виде характеристик (определений) в таблицах-глоссариях.

Помимо составления терминосистем для перевода, на семинарах по терминоведению и терминографии выполняются упражнения на гармонизацию терминосистем, которые представляют собой наиболее сложные, но в то же время интересные задания. В рамках таких заданий составляются сравнительные таблицы терминов и определений, осуществляется перевод, даются комментарии о степени эквивалентности объемов понятий или обозначений и наиболее приемлемых гармонизированных вариантах.

Стоит отметить, что этот вид работы сложен в первую очередь тем, что в реальности он должен проводиться совместно со специалистами предметной области: в одиночку переводчик этот вопрос решить не всегда может, так как не обладает нужным объемом знаний в той или иной специальной области. Однако результаты именно его работы лежат в основе последующего согласования терминосистем международными рабочими группами или техническими комитетами. На уровне существующей образовательной программы он воплощается в разработку внутренней теминологической базы для обучения институциональному переводу.

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THE UN OUTREACH PROGRAM
FOR THE FUTURE — REACHING BEYOND
THE LANGUAGE PROFESSION

Close cooperation between Beijing Foreign Studies University (BFSU) and the United Nations goes back to the 1970s. The UN sponsored translator and interpreter training program is the first of kind in China and it offered training to 288 people at the postgraduate level, all of whom succeeded in the UN recruitment exams. When the Organization began to recruit young language professionals through global competitive examinations, such cooperation continued. BFSU has benefited from the MOU with UN as it is frequently visited by seasoned UN professionals and offered internship opportunities with the Organization. With its experience of developing language training programs for

international organizations and enterprises, the university stands ready to explore possibilities of providing more in-depth content-based training to prepare our future generation of professionals to work for the organization and other international institutions. It has launched a new MA program specifically geared to training professionals in language, legal and management services for international organizations. It is also planning for various programmes which are dedicated to preparing professionals, language or non-language, to better work for UN and other international institutions.

The UN Outreach Program was launched in 2008. With some twenty universities from different parts of the world signing the MOU for cooperation with the United Nations, its impact on training is already being felt and it is still growing. Close cooperation between Beijing Foreign Studies University (BFFU) and the United Nations goes back to the 1970s, when People's Republic of China resumed its seat in the UN as a founding member of the Organization and UN-sponsored Translator and Interpreter Training Program was launched.

The UN sponsored translator and interpreter training program is the first of kind in China and it offered training to 288 people at the postgraduate level. All the trainees succeeded in the UN recruitment exams and none of them failed, which bears proof of the quality of training offered and the fruitful and effective cooperation between BFSU and the UN. Today, many of our graduates of that time are still working at different duty stations of the Organization. Moreover, the level of language competence and communicative skilled acquired during their training and work afterwards has enabled many of them to become pillars in China's diplomatic corps, for instance, Cui Tiankai, China's current ambassador to the United State, and Liu Jieyi, China's current ambassador to the United Nations, both of whom received their training at the UN Language Training Program and served their terms with the Organization upon their graduation.

The cooperation between BFSU and the UN continued when the Organization began to recruit young language professionals through global competitive examinations. Many of those who have succeeded in such exams and later became new staff members were again graduates from our training program. BFSU has benefited from the close cooperation with the UN in the past and we have also maintained a high degree of academic and professional excellence in our training today, attracting the most gifted youth all over the country and from overseas to become competent professionals offering their skills and talents to serve the needs of development of the country and of the world community.

Under the MOU with UN, we at the university have had frequent visits by seasoned professionals, who shared their knowledge and experience with our students. Some of the students have also had the opportunities to work as interns with the organization, which has become a very valuable part of their training.

We would like to make use of our cooperative relations with the UN under the present MOU, and in particular, we would like to explore possibilities of

providing more in-depth content-based training to prepare our future generation of language professional to work for the organization and other international institutions. For instance, we can enhance our training by having access to more content-based resources in the UN and its specialized agencies, by visits of professionals in other fields and increasing internship opportunities in other departments.

With China becoming the second largest country in the world in terms of its GDP volume, it is expected to be more engaged in global development and in the world. On the other hand, BFSU has in the past developed language training programs for World Bank and FAO project management in China, for enterprises such as Agricultural Bank of China (ABC), China National Petroleum Corporation (CNPC) and for the language department of HK SAR government. More recently, the university has launched a new MA program specifically geared to training professionals in language, legal and management services for international organizations.

- Content-based training of future UN language professionals for a focus on in-depth knowledge on issues of international concern;
- Training in language enhancement and other areas of Chinese studies to UN staff;
- Training for language cross-cultural communication to people who are preparing themselves to work for the UN and other international organizations in areas such as project management, law and technology.
- Training in translation and interpreting studies and other areas of Chinese studies to international students, particularly those from other MOU network universities.

We have done a remarkable job of cooperation with the UN in the past and have had rich experience and expertise in offering training and language communication and service in an international and cross-cultural setting, which is much needed and valued in a world community with increased communication. The MOU Network under the UN Outreach Program provides excellent opportunities for cooperation for both for the Organization to make use of its influence and resources to spread good practices for language service and training and for the signatory universities to explore new grounds for exchanges and cooperation to the benefit of our younger generation who are committed to serve the international organizations and the international community as a whole.

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Fourth Conference of MoU Universities
Training Language Professionals
for International Organizations

LEARN, TEACH, COACH, MENTOR

A Collection of Articles

Edited by
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