

# Talk Map

- Increase in T/I training since 1986
- Relevance to the profession
- Combining theory and practice
- Life-long learning
- Interaction with universities

# 1986 - five university T/I courses

*Source: Stephen Slade 'The selection process – Survival of the fittest?' in 'The Linguist's Business', Bath University, 1988*

Bath            Bradford        Heriot-Watt        Kent  
Polytechnic of Central London (= Westminster)

**Plus two:**    Salford (*part-time in 1986*)  
                  Surrey (*non-UK only in 1986*)

# 2006 - 29 T/I courses

*Source: ITI website, Training & CPD section*

UK: Aston, Bath, Birkbeck, Bradford, Buckingham, London City, East Anglia, Exeter, Heriot-Watt, Hull, Imperial, Lampeter, Leeds, London Metropolitan, Manchester, Middlesex, Nottingham, Portsmouth, Roehampton, Salford, Sheffield, SOAS, Surrey, Swansea, Edinburgh, Warwick, Westminster

Ireland: Dublin City, Limerick

# A few reasons for the increase

*Source: Conversation with Ian Kemble and Carol O'Sullivan  
(Portsmouth University)*

- In UK, polytechnics became universities
- Convergence of 'academic' and 'vocational' methodologies
- English as a world language – more foreign students attending UK universities
- Translation Studies matures as a discipline

# Relevance to the T/I profession

*Source: Ian Kemble 'Interacting with the translation profession: a report', 2006, [www.port.ac.uk/translationreport2006](http://www.port.ac.uk/translationreport2006)*

Orientation: Vocational or theoretical?

48% vocationally oriented

24% theoretically oriented

28% in between

- Two-thirds of graduates intend to become T/I
- Half of academic staff translate / have translated
- Extensive use of authentic translated text
- Professional T/I are invited to teach on courses

# Do university courses help?

## No

- courses don't produce fully-fledged translators
- courses are not a passport to work

## Yes

- they give shortcuts to knowledge otherwise acquired the hard way
- many teach new technology
- they give confidence

# Knowledge and skills required



- 💧 Languages and cultures
- 💧 Subject specialisation
- 💧 Business practice
- 💧 Use of new technology
- 💧 Familiarity with profession

# Combining theory and practice

Source: Don Kiraly 'A Social Constructivist Approach to Translator Education – Empowerment from Theory to Practice', 2000, St Jerome

*“My own activities as a freelance translator over the past ten years have made a very significant contribution to this book. It has been by translating professionally that I myself have learned (and continue to learn) how to translate.”*

*“The fact that all of my translation work is embedded in a a real social matrix has been a constant reminder of the myriad real-world constraints on the translator’s work.”*

Don Kiraly, University of Mainz at Germersheim, Germany

**Life-long learning**

**=**

**Initial training**

**+**

**Experience**

**+**

**Continuing professional development  
(CPD)**

# All professionals need CPD

*Source: 'Critical Issues in CPD' Professional Associations Research Network (PARN), UK*

- ☑ To keep knowledge and skills up to date
- ☑ To safeguard public trust in the profession
- ☑ To see the 'bigger picture'
- ☑ To maintain and enhance employability

# CPD for translators and interpreters

- ✓ Language, subject, business, IT, etc.
- ✓ **The bigger picture:**
  - new developments, professional status,
  - new standards, e.g. BS EN 15038, CloL Charter ...

Sharing

Discussion

Antidote to isolation



## **Universities can help the T/I profession by:**

- providing initial training

### **BUT ALSO**

- hosting CPD events
- attending CPD or teaching on CPD events
- inviting professional T/Is to teach
- conducting useful research and surveys
- advising on new teaching formats (e-learning?)

# **Professional T/Is can help universities by:**

- taking part in courses (as student or teacher)
- attending public lectures
- providing placements for students
- suggesting reality-based research topics
- taking an interest in Translation Studies

**Thank you!**