

# Thematic Network Project in the area of Languages

## Sub-project 7: Translation and Interpreting

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### NATIONAL REPORTS ON THE TRAINING OF TRANSLATORS AND INTERPRETERS

**Sub-project 7: Translation and Interpreting**

National Reports on the Training of  
Translators and Interpreters

Appendix to the Final Report for Year Three

# Thematic Network Project in the area of Languages

## Sub-project 7: Translation and Interpreting

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## National report on the training of translators and interpreters in Austria Ursula Stachl-Peier, Karl Franzens Universität, Graz, AT

### *1 Introduction*

This report was completed in 1997 and has not undergone revision since then. A major reform is currently being discussed between on the one hand the universities in Vienna, Innsbruck and Graz and the Austrian Ministry of Education. For an update readers are referred to the parties directly involved.

#### *1.1 The national linguistic situation*

##### *1.1.1 National language(s)*

German is the national language. Slovene (in Carinthia), Hungarian and Croatian (in Burgenland) are officially recognised minority languages.

##### *1.1.2 Language policy*

There are some bilingual/multilingual (grammar) schools in Carinthia and Burgenland.

#### *1.2 The system of higher education*

There are no matriculation or entrance examinations; Latin is required for some subjects. (see SIGMA report)

#### *1.3 The impact of secondary education on language studies in higher education*

Most secondary schools offer English and French (and Latin); other European languages are less widely taught. For T&I degrees this has entailed that ab-initio courses have to be offered in all languages except German as a Foreign Language, English and French.

## *2 The training of translators and interpreters*

### *2.1 Institutions responsible for training*

Schools of Translation and Interpreting (Institute fuer UEbersetzer- und Dolmetscherausbildung) exist at 3 Austrian universities, i.e. Vienna, [www.univie.ac.at](http://www.univie.ac.at), Graz, [www.kfunigraz.ac.at](http://www.kfunigraz.ac.at), and Innsbruck, [www.uibk.ac.at](http://www.uibk.ac.at).

### *2.2 Content of training programmes*

Students study at least two foreign languages. The course is divided into two sections, the *Erste Studienabschnitt* and the *Zweite Studienabschnitt*. At the end of each students take a *Diplompruefung*, which is a major, written and oral, examination comprising general and specialised translation, written language skills, civilisation, and for students selecting the "Interpreting branch", consecutive and simultaneous interpreting. The *Erste Studienabschnitt* concentrates on ab-initio language instruction (except in English and French), development of advanced language skills, introductory courses in translation, civilisation (geography, history, politics), introduction to law and economics, aspects of their professional future, and introductory lectures and seminars in translation studies. In the *Zweite Studienabschnitt* the focus is on perfecting language proficiency, advanced translation and interpreting skills, and seminars in translation theory. Students also write an undergraduate thesis on topics including translation analyses, terminology or contrastive analyses.

### *2.3 Structure of programmes*

Each *Studienabschnitt* comprises at least 4 semesters. At the end of each, students take a *Diplomprüfung* (see 3.1).

Because few students actually complete their course within the stipulated minimum period of time, the three Schools for Translation and Interpreting have drawn up a reformed curriculum which provides for an additional one-year introductory phase, allowing intensive language study for ab-initio students.

Except for the *Diplomprüfungen*, which are set exams, assessment is organised on a semestrial basis, generally continuous assessment or end-of-semester written or oral examinations.

### *2.4 Impact of community programmes to date*

All three Schools of Translation and Interpreting participate in ERASMUS exchange programmes. These exchange possibilities are being taken advantage of by a large proportion of our students, and are generally seen as an excellent opportunity to further the aims and objectives outlined in our curriculum. Both student mobility and teacher mobility have come to be regarded as a major factor in improving cross-cultural awareness and cooperation.

## *3 New needs and requirements in the training of translators and interpreters*

### *3.1 Seen in relation to the development of language studies*

Introduction of further language programmes, to ensure that all the official languages of the current (and future) members of the EU can be studied at Austrian Schools of Translation and Interpreting; introduction of more of these languages into the Austrian school syllabus, and where this is not practicable, supportive measures for ab-initio language teaching at University level; continuation of programmes like ERASMUS and TEMPUS to ensure students are given an opportunity of acquiring profound communicative skills and an in-depth knowledge of foreign cultures.

### *3.2 Seen in relation to professional requirements*

Further training programmes for practising translators and interpreters and training courses for trainers, organised at European level, to ensure that the standard of linguistic and cultural competence of the graduates is sufficient to allow them to compete in the professional world of translating and interpreting. Given the demand for highly qualified translators and interpreters on the one hand, and growing competition (which is further increased by modern communication technologies) on the other hand, the successful translator and interpreter will have to be an expert in his or her field. This implies that practical experience during the course of study is of paramount importance, including better access to EU-sponsored industrial training programmes such as COMMETT and "stages" with European organisations and institutions.

In addition it will be necessary to enhance technical skills especially in the field of computer aided translation and the use of terminology data bases by establishing adequate training programs and providing access to existing databases.

In addition, firms and institutions increasingly employ graduates with a degree in technical subjects who also have excellent language skills rather than translators. Here, the LINGUA V scheme could make it possible for students to acquire the necessary skills.

### *3.3 Seen in relation to the creation of Europe*

EU-sponsored programmes such as SOCRATES and TEMPUS make a significant contribution to further-training schemes. A joint project of cooperation between second and third-level institutions (in accordance with Art. 127 EUT), especially in the area of further education and retraining, would aid increased cultural awareness, help to overcome stereotypes and prejudice, and could be used to promote the teaching of the less widely spoken languages in Europe.

### *4 New needs in the area of language studies in the training of translators and interpreters*

It would be desirable to outline minimum requirements for T&I studies within the EU generally and also to define a clear profile of the interpreter and/or translator which incorporates the different expectations in the various EU countries.

### *5 Measures to be taken to satisfy the new needs identified*

This definition of a clear profile requires close cooperation between universities offering T&I programmes both within and between the various countries which would be aimed at harmonising course contents and assessment criteria. Another important factor would be more intensive collaboration with the main employers of interpreters and translators within the EU institutions such as the Commission and the European Parliament.

# National Report on the training of translators and interpreters in Belgium

Christine Pagnouille, Université de Liège, BE

## 1 Introduction

### 1.1 The national linguistic situation

#### 1.1.1 National languages

Belgium has three national languages: Dutch, French, and German. The respective geographical spread of their native speakers determines the jurisdictions of three official cultural and educational bodies called "communities" (*gemeenschap, communauté, Gemeinschaft*), with further complications due to the fact that some boroughs, though belonging to one "community", have provisions for a large minority of inhabitants who are native speakers of another national language. The capital city Brussels (nineteen boroughs) has a special status as a bilingual entity.

#### 1.1.2 Language policy

The language of all administrative transactions, of recognised cultural activities, and of teaching is compulsorily the language of the "community" in which they occur. Federal institutions are constitutionally bilingual Dutch - French (German is official only in the German-speaking community). The first foreign language offered in schools is French / Dutch, English, or occasionally German (in the east of the French-speaking part), with little compulsion or guidance. In some schools a Romance language such as Spanish can also be chosen as second foreign language. The first foreign language is taught for six years; the second foreign language for four, sometimes five years. In secondary schools modern languages are taught for four fifty-minute periods a week, with exceptions. It should also be noted that school systems are different depending on the "community". An excellent job in language training is done in courses taught as continued education for adult students (*Promotion sociale/Sociale promotie*).

### 1.2 The higher education system

Post-secondary education in the field of languages can be divided into three categories

- schools offering a three-year degree,
- schools offering a four-year degree (*licence/licentiaat*),
- universities.

To this division we should add a specifically Belgian cleavage between official schools (either directly depending on their respective language "community" – *Vlaamse Gemeenschap, Communauté française* or *Deutsche Gemeinschaft* – or on the local town or province) and private (mostly Catholic) schools, all of them being ultimately subsidised by their decentralised "Community".

Officially no school or university is allowed to set an entrance examination, except the Faculty for Applied Sciences (for historical reasons). However, the *Ecole d'Interprètes Internationaux* has a selection system (see below). The

absence of entrance exams results in a predictably high rate of failure at the end of the first year.

### *1.3 Impact of secondary school education on language studies*

For the majority of students who choose to go straight on with further studies after obtaining their secondary school certificate, secondary education has a direct impact on language studies. Over the last two decades, language teaching has placed greater emphasis on oral expression in contrast to writing, which on the whole is a positive development, but may go hand in hand with a looser sense of logical structure, perhaps even with a certain resentment of the constraints involved in some grammar rules.

Languages learned in secondary schools are predominantly the other major national language (Dutch for French-speakers and French for Dutch-speakers) and English, followed by German and often some Spanish or Italian (see also 1.1.2. above). This is reflected in the expectations of translation schools or universities.

It seems that as a rule Dutch-speakers are keener on learning foreign languages than their French-speaking counter-parts, and this can be felt in language schools too.

## *2 The training of translators and interpreters*

### *2.1 Institutions responsible for training*

We only consider schools offering a four-year degree and / or a postgraduate degree, thus leaving out the several schools that offer three-year degrees, all of them in the Flemish-speaking part of the country.

Basic training in translation offered immediately after completing secondary schools is available at 9 institutions. All of them have an option in interpreting in the third and fourth years.

Five are located in the Dutch-speaking community:

Erasmushogeschool

[www.ehb.be](http://www.ehb.be)

Hogeschool Antwerpen - Vlaamse Autonome Hogeschool  
Formerly Hoger Instituut voor Vertalers en Tolken (HIVT)

[www.hobu.be](http://www.hobu.be)

Hogeschool voor Wetenschap en Kunst  
Departement Toegepaste Kunde (formerly Vlekho)

[www.hobu.be](http://www.hobu.be)

Katholieke Vlaamse Hogeschool Antwerpen

[www.hobu.be](http://www.hobu.be)

Mercator Hogeschool (Provincie Oost-Vlaanderen)  
Departement Toegepaste Taalkunde

[www.mercator-hs.be](http://www.mercator-hs.be)

Four are located in the French-speaking community:

Ecole d'Interprètes Internationaux (EII), now part of the Université de Mons-Hainaut

[www.umh.ac.be/~eij](http://www.umh.ac.be/~eij)

Institut Libre Marie Haps (ILMH), now part of the Haute Ecole Léonard de Vinci

[www.ilmh.be](http://www.ilmh.be)

Institut Supérieur de Traducteurs et Interprètes de la Communauté Française de Belgique (ISTI)

Now part of Haute Ecole de Bruxelles 1 (HEB1, section Traduction et Interprétariat)

[www.technopol.be/isti/isti.htm](http://www.technopol.be/isti/isti.htm)

Supérieur de Traduction et Interprétation – Cooremans

Now part of the Haute Ecole Francisco Ferrer,

[www.brunette.brucity.be/heff](http://www.brunette.brucity.be/heff)

Post-graduate training in translation is available at most of the above-mentioned institutions:

A Master's degree in translation has been organized at the University of Liège since 1986:

D.E.S. en Traduction

Université de Liège

[www.ulg.ac.be](http://www.ulg.ac.be)

Five of these institutions belong to the CIUTI: ISTI, EII, Mercator, HIVT (Antwerp) and KVH (Antwerp).

## ***2.2 Content of training programmes***

In all institutions offering a four-year degree the first two years establish a broad general basis on which specialisation can be developed. This includes strengthening of the mother tongue, a solid training in two other languages (which in some cases already includes an introduction to the foreign countries' culture and institutions), an introduction to law and economics, some notions of linguistics, psychology, aesthetics, logic, philosophy, and history, and often an introduction to translatology. In the third and fourth years students have to choose between translation or interpretation. At this stage in-depth study of international institutions and of national cultures (including literature) is introduced.

### ***2.2.1 Language combinations***

The following schools have Dutch as first language:



Mercator offers combinations of the following foreign languages: French, English, German, Spanish, and Russian (though the combination Spanish - Russian is excluded). It also offers Chinese and Japanese as options.

Erasmushogeschool has German, English or French as second languages, and Danish, Italian, Greek, Spanish, Portuguese and Russian as third languages, with Swedish as a further option in the third and fourth year.

Hogeschool voor Wetenschap en Kunst offers combinations of French, English, German (one of these being compulsory) with Russian, Italian and Spanish. In their third and fourth years students can study one of the first three foreign languages as optional course in addition to the original combination.

HIVT has German, English and French as second languages (one of them being compulsory), Italian, Spanish, Portuguese and Russian as third languages; a fourth language is introduced as an option, either in the second year (Arabic, Chinese or Greek) or in the third year (Danish).

KVH has German, English and French as second languages (one of them being compulsory), Italian, Spanish, and Russian as third languages, and the possibility to study a fourth (optional) language in the third and fourth year (Greek, Portuguese, Arabic, Chinese or Japanese).

The next four have French as first language:

Cooremans has a combination of English with Dutch, German, Spanish, Russian or Italian. As at ISTI, other foreign languages can be studied as optional courses.

ILMH has French as first language and a combination of English, Dutch, German, Italian, Spanish and Russian as second and third languages; a fourth (optional) language can be studied in the third and fourth years; it will be either one of the above or one of the following: Portuguese, Swedish, modern Greek, Polish, Arabic, Turkish, Chinese or Japanese. It has also developed a special training for German-speakers.

ISTI has French as first language and offers a combination of the following foreign languages: Dutch, English, German, Italian, Spanish and Russian, as well as the possibility to study more exotic languages such as Polish, Czech, Portuguese, Arabic, Rumanian, Hungarian, Chinese, Korean, Japanese, Arabic, modern Greek, Norwegian, Swedish, Danish, Finnish, Persian, Turkish, or sign language as optional courses.

EII has French as first language, English, German, Dutch, Italian, Spanish, Danish and Russian to be combined as second and third languages, and the possibility to study yet another foreign language as optional course in the licence (to the seven languages offered as first or second choice are added Arabic, Portuguese, Swedish, Norwegian, Hungarian, Greek, Japanese, and Chinese).

### ***2.2.2 Postgraduate training***

Only degree-programmes consisting of at least one year are listed below:

UMH offers two kinds of one-year postgraduate degrees in the field of translation: DES (a full-blown programme in specialised studies for translation and conference interpreting) and DEA (a degree in translatology which can lead to the completion of a Ph.D.).

HIVT offers a European Master's degree in conference interpreting (one year, after an admission test, initiative of the European Commission) and coorganises a postgraduate degree in translatology (*G.G.S. Vertaalwetenschap*) (see below).

KVH organises a certificate training in conference interpreting (admission test and one-year training) and coorganises a postgraduate degree in translatology (*G.G.S. Vertaalwetenschap*) with KULeuven, UGent, Vrije Universiteit te Brussel and H.I.V.T.

Mercator offers a one-year degree for interpreters.

ILMH has an MA in Applied Linguistics (now organized in collaboration with the University of North London and the Hogeschool Maastricht), including conference interpreting, and specialised fields such as medical translation and terminology.

ULg's Master's degree has either French as first language and English, Dutch or German as second language, or German as first language and French as second language.

ISTI offers a special degree in literary translation organized by the Centre européen de Traduction Littéraire. (Twice a month on Friday nights and Saturday mornings over two semesters major European translators provide their guidance to registered students. With French as target language source languages are German, Spanish, Dutch, English, or Portuguese; French can also be a source language with German or Spanish as target languages. Publishers are involved in the assessment of final translations.)

Most schools have a test on language competence, but no proper entrance exam (with the exception of EII where the entrance examination consists of an oral synthesis of a text and of answers to a series of grammar questions).

Students are expected to have a good command of their mother tongue, a fair competence in languages such as English and French or Dutch depending on whether they are Dutch or French speakers, but as a rule no preliminary competence in other languages.

### *2.3 Structure of programmes*

The respective lengths of each training programme have been described above.

### *2.4 Certification*

In Belgium, the profession of translator has not so far been regulated. Anyone can set up shop claiming to be one. Even the official function of 'sworn translator' (*traducteur juré*) is hardly protected. The national association of translators and

interpreters (CBTIP/BKVTP) has been busy campaigning for regulations over quite a number of years.

However, while institutions may apply and become members of the CIUTI, individual translators and interpreters can increase their credibility by becoming members of the CBTIP/BKVTP and/or of AIIC.

Degrees are awarded by each institution (and ratified by the community government in the French-speaking part of the country). There are written and oral examinations at the end of each year. A final long essay or *mémoire* is compulsory at the end of both four-year study cycles and post-graduate studies.

### *2.5 Impact of European Community programmes to date*

Most of the institutions listed above have greatly benefited from exchange programmes, both standard ERASMUS/SOCRATES exchanges and programmes involving Central and East European universities and institutions (TEMPUS). Particularly where language enhancement is involved, staying in a foreign country where the studied language is spoken is essential.

### *2.6 Career prospects outside the areas of T & I*

Some graduates will either combine teaching with translating or use their language skills to go into business, generally as junior associates or junior executives, when not as secretaries or clerks, or to find jobs in the tourism industry. It often turns out that even in fields for which they had no initial training such as journalism, their command of languages and sense of initiative makes it possible for them to reach senior executive positions.

## *3 New needs in the area of T & I*

### *3.1 European definition of standard requirements*

While international organisations have fairly clear standards on what is expected of a conference interpreter (and while the needs in this area are now much more efficiently met thanks to the development of a European degree at advanced level in conference interpreting), we badly need a definition of criteria to be met in order to be entitled to function as a translator. These criteria, however, should be flexible enough to combine professional experience and training.

### *3.2 The training of translators and interpreters in relation to professional requirements*

#### *3.2.1 Experience and expertise*

No school can turn out *experienced* translators and interpreters in any one field. But they should continue to focus the training they provide on a critical expertise in the complex matter of transferring texts / discourses within different languages and cultural communities. As pointed out by Philippe Anckaert and Jan Walravens in their article on the training of translators<sup>1</sup>, employers are often

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<sup>1</sup> ANCKAERT, Philippe, and Jan WALRAVENS, "La formation des traducteurs en Communauté Française: trop théorique voire inadéquate face aux attentes du marchés?", *Idioma* 7 (1997), 217-31. See in particular the following statements in the section on employers' expectations ("La demande"): Au-delà des savoir-faire techniques et des connaissances diverses, l'école fournit moult opportunités d'émancipation intellectuelle, sociale et culturelle que l'entreprise privée peut difficilement garantir. Qu'il s'agisse de rigueur scientifique dans l'exercice de la traduction,

more interested in open-minded, sensitive and *thinking* agents than in highly-specialised but blindly obedient translators.

### ***3.2.2 Competent teachers***

As is currently the case, teaching of translation and interpreting should be carried out by teachers who have both professional experience and pedagogical skills.

### ***3.2.3 Acquisition of computer skills***

All schools are now aware of the need to include computer skills in the training of translators. It is essential that a translator should be able to use modern information and communication technologies. In this respect courses on CAT and terminology management are indispensable. Since schools cannot be expected to update their computer equipment every six months, stress should be laid on a clear, and therefore transferable, understanding of the principles along which data bases or elaborate word processors function.

## ***3.3 The training of translators and interpreters in relation to the development of Europe***

Whatever the number of languages involved, the European Union should continue to hold a language policy that protects and preserves all national (and indeed also regional) languages. This means more language teaching, and an ever-greater need for competent translators and interpreters. Language combinations which include languages of countries about to become members should be encouraged, as well as combinations with non-European languages such as Arabic, Chinese or Japanese.

## ***4 Measures to be taken to satisfy the new needs identified***

### ***4.1 Initial or in-service language teacher training***

Since a thorough knowledge of one's mother tongue and the acquisition of foreign languages are crucial, the training of teachers is essential. However, an efficient command of the language is not enough. Two other components are at stake.

(1) They must be able to stimulate autonomous and structured reasoning, in whatever language they operate.

(2) They must be able to provide a good introduction to the cultures of the countries in which the languages they teach are spoken.

It follows that the training of teachers ought to benefit from more generous funding, and that teachers' mobility among European countries should be further encouraged.

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d'engagement social pour combattre un décret gouvernemental ou d'activités d'éveil à la sensibilité esthétique, l'école fonctionne (ou devrait fonctionner plus?) comme un lieu privilégié de l'épanouissement de l'individu et du citoyen. . . . Le credo humaniste n'est d'ailleurs pas l'apanage de l'homo academicus: de plus en plus de responsables des ressources humaines recherchent des collaborateurs répondant à ce profil ouvert. (p.228)

In-service training should more often consist in two to four weeks of subsidised training abroad.<sup>1</sup>

#### *4.2 At the level of institutions*

Considering the number of institutions training interpreters and translators in Belgium, a sensible approach might be to recommend complementary specialities in terms of language combinations.<sup>2</sup>

#### *4.3 At the level of the organising bodies*

Sufficient financial means must be available to schools for them to (continue to) provide the high-quality teaching that both students and employers are entitled to expect.

Agreements between schools and hardware and software producers as well as access providers to the Internet should more often be concluded in order to reduce the cost of equipment and of using modern communication technologies.

#### *4.4 At the level of the European Union*

In order to boost international exchange programmes which are essential in the training of interpreters and translators, the Commission ought to substantially increase the amount of the grants students receive when they go abroad.

Staff mobility is another way of exposing both students and teachers to other approaches. Co-ordinated development programmes and European modules enable universities to combine their fields of expertise. They ought to be further supported in the future.

Internships abroad too should receive European support (for instance through the LEONARDO programme).

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<sup>1</sup> Several schools including KVH and Mercator offer optional in-service language training in business situations.

<sup>2</sup> A specialisation in terms of fields covered is a double-edged weapon since doors should be left open to later specialisations. But inevitably, depending of who teaches where, strong points will emerge.

**National Report on the training of translators and interpreters in  
Germany**  
**Heidrun Gerzymisch-Arbogast, Universität des Saarlandes, Saarbrücken,  
DE**

*1 Introduction*

*1.1 The national linguistic situation*

*1.1.1 National languages*

German is spoken as a native language in Germany, Austria, Liechtenstein, most of Switzerland, South Tyrol (northern Italy) and in small areas of Belgium, France (Alsace) and Luxembourg along the German border. Some German minorities in Poland, Romania and the countries of the former Soviet Union have partly retained the German language. As regards translations into foreign languages, German is third after English and French. More works have been translated into German than into any other language.<sup>1</sup>

*1.1.2 Language policy*

German is the only official language in Germany with some influence exerted by the national languages of the neighbouring states on the bordering *Länder* (exemplified, for instance, by an increased influence of French on the *Saarland*: French being taught at pre-school and elementary levels, bilingual French-German secondary schools and university degree programs (*Centre juridique franco-allemand*, MBA-Europe/ME-Europe with efforts under way to establish a German-French University at the University of the Saarland).

*1.1.2.1 Translation and Interpretation (T&I) Training Policy*

The translation and interpretation (T&I) training situation in Germany is characterised by the following basic deficiencies which are generally well-known:

(1) The lack of any official definition as to what qualifies a "translator" or "interpreter". Attempts to define professional standards beyond the knowledge of foreign languages have recently been made by the *Koordinierungsausschuß für Praxis und Lehre* (Committee for the coordination of training and professional practice) within the German professional organisation for translators and interpreters (*Bundesverband der Dolmetscher und Übersetzer e.V.*, BDÜ) and within the efforts to develop the DIN Norm 002345 *Übersetzungsvorhaben*. Legal certification is required for document translators and court interpreters (cf. Jessnitzer, Kurt (1982) *Dolmetscher*. Köln u.a.: Heymann). However, there is no generally accepted, official qualification required for using the designation "translator" or "interpreter".

(2) The absence of official guidelines as to what constitutes a "course" in translation (and/or interpretation) and the general deficit of methodological principles in teaching translation and interpretation. This deficit has led to a widespread equation of translation and interpretation courses with general foreign language

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<sup>1</sup> "Facts about Germany", Internet, <http://www.government.de>

courses. Only recently have there been efforts to develop course components specific to translation and interpretation courses.<sup>1</sup>

(3) The absence of officially recognised qualifications for translation and interpretation trainers. This has perpetuated and reinforced the tendency to equate T&I training with foreign language training or more general “language studies”.

#### *1.1.2.2 Critical Comments*

The absence of (2) and (3) have led to a situation at German university T&I training programs where T&I courses are often taught by foreign language specialists and not by translators and interpreters. As a consequence, the already weak translation and interpretation course profiles are diluted to foreign language courses.

This effect is aggravated by the present budget restraints and cost-saving measures at German universities, as a consequence of which T&I courses are integrated into the translation courses of philology departments.

The situation in Germany is further aggravated by the fact that T&I training is being threatened to be shifted to *Fachhochschule* level as a result of financial considerations: Instructors and professors at *Fachhochschulen* have a teaching load that is twice as high (24 and 16 hours per week) as that of university instructors (16) and professors (8) and thus incur half the cost of university professors. This trend is exemplified by the increasing creation of new T&I training programs at *Fachhochschulen*. *Fachhochschulen* are not recognised as research institutions which would exclude translation and interpretation from research in this area.

#### *1.2 The system of higher education*

The major pillar of the tertiary education system of the Federal Republic of Germany are the academic universities, including technical and a number of other specialised universities. Studies at universities generally offer a four-year training and lead to a masters degree, a diploma or the so-called “state-examinations” (*Staatsexamen*), a doctorate and possibly a *habilitation* (qualification for university professors).

Another type of tertiary college are the *Fachhochschulen*, specialised institutions of higher learning (corresponding approximately to the polytechnical colleges in some other countries). During a three- to four-year training period they provide “scientifically based” practical education in numerous fields, leading to diplomas and in most cases directly to employment. *Fachhochschule*-graduates are disadvantaged in academic status (no doctoral programs) and lower remuneration in official (civil service) salary categories.

The continued strong demand for T&I courses at universities has led to largely ineffective admission restrictions (*numerus clausus*) which in turn financially leads to unfavourable internal bureaucratic evaluation ratios and feeds the

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<sup>1</sup> cf. “C.I.U.T.I. Handbook” (C.I.U.T.I. (1995): *Translation and Interpreting Studies at C.I.U.T.I. Institutes*), p. XVII - XXIII.

downward spiral of financial disadvantage and neglect of academic T&I programs.

By German law, universities cannot set entrance examinations.

*1.3 The impact of secondary education on language studies in higher education*  
English and French are taught at secondary schools (9, 7 or 5 years). The language proficiency obtained at the end of secondary school still falls a long way short of what is required for T+I training.

Universities sometimes offer intensive language courses prior to T&I training for the “non-school” languages (Spanish, Italian, Russian). Language courses are also needed for language taught at secondary school level, even though this feeds the tendency to equate T&I courses with language courses.

The inability to effectively control admission leads to a high rate of failure and thus an inefficient use of funds on students who are not able to pass their exams.

It is thus recommended to introduce entrance examinations for university programs.

## *2 The training of translators and interpreters*

### *2.1 Historical development*

Formal training of professional translators and interpreters in Germany did not generally begin until after World War II, when the Nuremberg trials made professional interpreters indispensable and the creation of the “Common Market” and other regional and international organizations accentuated the need for high level translation and interpreting in scientific, technical, economic and legal fields.

### *2.2 Lack of academic qualification*

The newly created “Dolmetscherinstitute” at the Heidelberg, Mainz (Germersheim) and Saarbrücken universities were “attached” to the universities with no provision for doctoral or habilitation procedures. They were “integrated” into the universities in the seventies with doctoral programs established in the eighties and the first “habilitations” (the formal requirement for becoming a university professor in Germany) at the beginning of the nineties.

Today, there are still only three professional translators instituted as professors in T&I programs at German universities and *Fachhochschulen*, all of them specialising in translation, none in interpretation.

### *2.3 Consequences of academic neglect*

Due to the non-existence of doctoral or habilitation procedures and the ensuing lack of young scientists in the field of translation and interpretation, vacancies in teaching positions have largely been filled by candidates specializing in adjacent disciplines, mostly linguists and philologists, thus providing the setting for a gradual shift in profile in translation and interpretation courses to general language courses:



- away from professional translation and interpretation contents, which, in the absence of an established T&I syllabus and methodology, were downgraded to purely “practical” language courses,
- towards “scientific” seminars - “scientific” understood in the sense of mostly linguistic and/or philological content matter with a possible reference to translation and interpretation.

This has led to a gap between what was thought to be “translation theory” (adjacent academic fields represented by non-translators and non-interpreters) and translation and interpretation “practice” (represented by practitioners in the field). This trend reinforced the general tendency of equating translation and interpretation with foreign language studies which has proven to be detrimental within the present financial restrictions at universities, making T&I a prime candidate for budget cuts either

- in the form of moving T&I training entirely to the Fachhochschule level,
- integrating it into the philology or general language departments
- and/or postulating that T&I courses should exclusively be taught at postgraduate level.

The last option would mean for German students (1) an overload of the T&I curriculum with philological content matter (literature, historical linguistics, didactics) and (2) prolongation of the already lengthy university program in Germany (with a regular requirement of at least 4 (mostly 5 or 6 years) lasting longer than any other European university program) by an additional 2 years of postgraduate practical T&I training.

Apart from the fact that this would limit research to linguistic and philological areas and eliminate translation and interpretation research, German students would need about 7 years of training for what can be done in 4 years in other European countries. This would put them at a considerable disadvantage with regard to their European colleagues.

#### *2.4 Institutions responsible for training*

Over the past 10 years there has been a rapid expansion in the number of institutions offering translation and/or interpreting courses, mostly at *Fachhochschule* level.

We cannot provide a detailed account of the privately funded or state non-academic institutions (state commercial schools IHK *Industrie- und Handelskammern*, Berlitz schools) offering translation and interpretation courses with certificates (officially) recognised by the state. The content, quality and structure of these numerous schools vary greatly and thus largely resist systematic categorisation within the framework of this report. Reliable data on career prospects of non-academic translators and interpreters are largely unavailable. Data provided by the *Bundesanstalt für Arbeit* (Federal Employment Agency) list all jobless translators (regardless of whether academic, non-

academic or without any training at all) and suggest that there is a relatively high jobless rate with non-academic, non-certified translators (and interpreters).

Excluded from the following summary are academic programs for training literary translators (which, to our knowledge, is only offered at the University of Düsseldorf) and training programs that are not oriented towards training professional translators.

#### **2.4.1 C.I.U.T.I. Member Universities**

Fachbereich Angewandte Sprach- und Kulturwissenschaft (GER), Studiengänge  
Diplom-Übersetzer und Diplom-Dolmetscher  
Johannes-Gutenberg-Universität (Mainz), [www.uni-mainz.de](http://www.uni-mainz.de)

Institut für Übersetzen und Dolmetschen (HD)  
Studiengänge Diplom-Übersetzer und Diplom-Dolmetscher  
Universität Heidelberg, [www.uni-heidelberg.de](http://www.uni-heidelberg.de)

Fachrichtung 8.6 "Angewandte Sprachwissenschaft (SB)  
sowie Übersetzen und Dolmetschen"  
Studiengänge Diplom-Übersetzer und Diplom-Dolmetscher  
Universität des Saarlandes, [www.uni-sb.de](http://www.uni-sb.de)

Institut für Sprach- und Übersetzungswissenschaft (L)  
Studiengänge Diplom-Übersetzer und Diplom-Dolmetscher  
Universität Leipzig, [www.uni-leipzig.de](http://www.uni-leipzig.de)

#### **2.4.2 Other Universities**

Institut für Sprach- und Übersetzungswissenschaft (L)  
Studiengänge Diplom-Übersetzer und Diplom-Dolmetscher  
Universität Leipzig, [www.uni-leipzig.de](http://www.uni-leipzig.de)

Institut für Angewandte Sprachwissenschaft (HIL)  
Studiengang Diplom-Fachübersetzer Technik  
Universität Hildesheim, [www.rz.uni-hildesheim.de](http://www.rz.uni-hildesheim.de)

Studiengänge Diplom-Übersetzer und Diplom-Dolmetscher (B)  
Fachbereich Anglistik/Romanistik  
Humboldt-Universität Berlin, [www.rw.hu-berlin.de](http://www.rw.hu-berlin.de)

Diplom-Studiengang Übersetzen (BN)  
Rheinische-Friedrich-Wilhelms Universität, [www.uni-bonn.de](http://www.uni-bonn.de)

#### **2.4.3 "Fachhochschulen"**

Fachhochschule Köln (K)  
Fachbereich Sprachen  
Studiengänge Diplom-Übersetzer (FH) und Diplom-Dolmetscher (FH), [www.fh-koeln.de](http://www.fh-koeln.de)

Fachhochschule Flensburg (FBG)  
Studiengang Diplom-Technikübersetzer (FH), [www.fh-flensburg.de](http://www.fh-flensburg.de)

Fachhochschule Magdeburg (MBG)  
Fachbereich Fachkommunikation  
Studiengänge Diplom-Fachübersetzer (FH) und Diplom-Fachdolmetscher (FH),  
[www.fh-magdeburg.de](http://www.fh-magdeburg.de)

Fachhochschule München (FHM)  
Studiengang Übersetzen und Dolmetschen, [www.fh-muenchen.de](http://www.fh-muenchen.de)

The Fachhochschule Ulm is reported to institute a T&I program.

### **2.5 Content of training programs**

Professional translation and interpretation is taught in several types of institutions:

#### **2.5.1 C.I.U.T.I. Member Universities**

These universities provide a T&I training of at least a four-year program. Admission is usually restricted by *numerus clausus* requirements (cf. 1.2). The German C.I.U.T.I. member Universities are Heidelberg, Mainz-Germersheim, and Leipzig. The basic principles of the C.I.U.T.I.-recognised T&I programs are outlined in the "C.I.U.T.I. Handbook"<sup>1</sup>. The following features are representative:

A largely identical structure (with a basis of a four semester training in translation and interpretation) and a main course study of further four semesters separating translation from interpreting.

The necessary language requirements are presupposed for the languages that are taught on secondary school level (English, French). For those languages which are not taught at secondary school level a so-called intensive "preliminary course" (*Propädeutikum*) is offered in one semester before taking up regular T&I studies.

The C.I.U.T.I. standards are outlined in the "C.I.U.T.I. Handbook"<sup>2</sup>. Graduation is through a diploma for translation and interpreting on a university level, at Heidelberg and Germersheim also through a *Akademisch geprüfter Übersetzer*-exam (6 semesters, 1 foreign language, no diploma thesis), which in general is not recommended to students because of the reduced profile and unclear job perspectives.

The curriculum of the C.I.U.T.I. institutions contains generally (with a principle of "equity in diversity") the following components:

- Native language competence (1st and partly 2nd year of study)
- Foreign language competence (1st and partly 2nd year of study)
- Cultural competence (1st to 4th year of study)
- Basic translatorial competence (1st and 2nd year of study)
- Translation theory and linguistics (1st and 2nd year of study)
- Methodology of translation (1st and 2nd year of study)

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<sup>1</sup> C.I.U.T.I. (1995): *Translation and Interpreting Studies at C.I.U.T.I. Institutes*, p. XIII - XVI

<sup>2</sup> C.I.U.T.I. (1995): *Translation and Interpreting Studies at C.I.U.T.I. Institutes*

- Linguistic data processing and machine translation (1st to 4th year of study)
- Technical specialisation (economics, science and technology, law, etc.; 2nd and 3rd year of study)
- Translation and interpretation theory (3rd and 4th year of study)
- Translational competence: translation of "general" texts (3rd and 4th year of study)
- Translational competence: translation of LSP texts (3rd and 4th year of study)
- Interpretation competence: consecutive interpretation (3rd and 4th year of study)
- Interpretation competence: simultaneous interpretation (3rd and 4th year of study)

### **2.5.2 Other Universities**

Translation and/or interpretation as university programs are also taught at the universities of Hildesheim, Berlin and Bonn. The basic requirements are similar to those of C.I.U.T.I. university programs (at least 8 semesters of studies, plus/including a diploma thesis). They provide courses of study with a difference in focal area and domain-specific studies.

The "Institut für Angewandte Sprachwissenschaft" in Hildesheim specialises in technical translation granting a diploma in the translation of scientific and technological texts ("Diplom-Fachübersetzer Technik"). Their languages extend to English, French and Spanish without an interpretation program.

The T&I program at the Humboldt-Universität of Berlin is largely integrated into the philology departments. They grant degrees for translators.

The university translation program in Bonn specialises in oriental languages (Arabic, Persian, Chinese, Japanese and others). An interpretation degree is not offered.

### **2.5.3 "Fachhochschulen"**

The regular course of study is 6 semesters plus one semester of a required internship in Germany or abroad and/or one semester dedicated for the diploma thesis requirement.

## **2.6 Structure of programs (length, assessment, etc.)**

Within the C.I.U.T.I. institutions, the structure and exam provisions are fairly transparent and comparable. They usually comprise a minimum requirement of 8 semesters with a "preliminary diploma examination" after four semesters and a final diploma after 8 semesters with a joint translation and interpretation program in the first four semesters and specific translation or interpretation programs after the first two years of study.

The number of hours constituting a diploma course of translation and interpretation usually ranges from 150 to 160 hours in 8 semesters, being slightly higher than other academic programs (e.g. psychology or business administration). Time spent abroad is usually not included in the 8-semester requirement, but is strongly advised to students and highly recommended as an integral part of the course of study.

Language combinations vary widely. For translation and interpretation usually the most commonly used languages English and French are offered in all institutions.

Among the other institutions offering translation and/or interpretation the course structures vary, which is hardly surprising as there is no official definition of what constitutes translator or interpreter training.

Some institutions offer language training in less widely used languages. However, translation and interpretation training is not always included in these language training programs. Japanese and Chinese are offered at Bonn University, leading to a translation, but so far not an interpreting degree.

One of the problems that arise for the institutions offering T&I programs in languages that are less widely used is the lack of sufficiently specialised translation teachers. This deficiency combined with the low student numbers make T&I programs in these less widely used languages a financially costly effort, which is generally not supported or recognised by either the university or the organising bodies.

### ***2.7 Impact of Community programs to date***

Community programs (Sokrates and others) have been extensively used but are, again, purely language learning programs. Erasmus students - due to their considerably lower language standards - have been experienced as somewhat of a burden to existing T&I programs, requiring special attention and course set-up, which - as honourable as these efforts may be - mostly exceed the organisational framework and scarce financial resources of T&I programs.

Needed are programs geared towards the needs of T&I (exchange) students. Efforts should be made to direct students to studying specific subject matters abroad (economics, science and technology, law, etc.) and/or to seek internship placements in the countries they selected as their B- and C-language; these internships could very well be organised within the framework of the Leonardo programme.

### ***2.8 Career prospects outside the areas of T&I***

According to information provided by the different T&I institutions mentioned above, students have a good chance to find employment in the following domains outside T&I:

- bicultural technical writing and technical editing;
- terminology, "intercultural" consulting for firms, organisations and institutions;
- public relations, marketing, international sales, adult (continuing) education;
- intercultural management.
- Executive positions in international companies

### ***3 New needs in the area of T&I***

The new needs in translation evolve from the deficiencies identified above:

- the creation of a generally accepted national and European official qualification for the designation “translator” and “interpreters”;
- a national and European consensus on (obligatory and facultative) course contents for translation and interpreting training;
- a national and European consensus on the qualification standards for translator and interpreter trainers;
- On top of these long-term desiderata, T&I training needs
- a stronger T&I research component in T&I training as a basis for young T&I scientists moving into the university teaching posts;
- a clear T&I directed language policy, strengthening the awareness of near-native foreign language ability as a precondition for T&I studies and reflecting a clear distinction between language and T&I policies;
- a stronger transparency of (auxiliary) subject-matter courses as an additional perspective for exchange programs, possibly with dual academic degrees;
- flexible continuing education programs in the form of intensive, career-accompanying online-seminars with refresher courses possibly offered by the individual T&I institutions or at European level.

### 3.1 The training of translators and interpreters seen in relation to the development of language studies

The training of translators and interpreters needs to be recognised as a specialised academic discipline.

Existing foreign language programs are often not advanced enough to provide future translators and interpreters with the necessary language skills to successfully pursue T&I training. Therefore, quality language teaching programs and/or exchange programs designed to T&I needs within the respective countries are needed.

Excellent knowledge and skills in the native and at least 2 foreign languages should be tested before admittance to an academic 4 year T&I program.

### 3.2 The training of translators and interpreters seen in relation to professional requirements

The training of translators and interpreters needs to be oriented to the professional requirements of the market.

Users of translations/interpretations need to recognise that translation and interpretation programs cannot gear their programs to the ad hoc specific needs of one particular industry or user. Qualified T&I programs do not turn out experienced translators and interpreters but experts who have been trained (in an exemplary way) to deal with the complex matter of transferring

texts/discourses within different language and cultural communities. Experience comes with the job, not with university training.

Exposure to practice (case studies, internships) should be integrated as an integral part of a T&I university program, but it can only be exemplary at a university level.

Teaching should be provided by T&I professionals to ensure market orientation.

### 3.3 The training of translators and interpreters seen in relation to the creation of Europe

The language requirements necessary to fulfil a T&I course need to exceed the levels currently provided by ERASMUS exchange program courses and should be designed to develop near-native language capabilities in the selected T&I working languages.

The training programs of translators and interpreters need to be transparent in a European context, with specialised resources accessible to users in different European training institutions. Not all institutions need to offer everything. Procedures and criteria need to be set up to coordinate and direct the efforts of the national institutions on a European level (European clearing house).

#### *4 Measures to be taken to satisfy the new needs identified*

With respect to Germany, the ELC begins its work in a financially adverse scenario that is extremely negative for new and expert T&I developments.

The following measures are recommended:

##### 4.1 On a European level

*It is necessary to convince the decision-making regional and national authorities of the rising professional demand for translators and interpreters in an expanding Europe and a globalisation of markets and technologies; this can be done by confidence-building measures and active initiation and/or participation in national and/or European training programs, coordination of specialised interchange programs, establishing a forum of discussion for matters related to T&I training and training of trainers. The increased awareness of T&I needs will enhance the necessary structural reforms within T&I programs.*

##### 4.1 On a national/regional government level

It is necessary to create the legal framework for entrance level exams and dedicate the funds commensurate with the eminent importance of promoting a profession whose goal it is to mediate between languages, cultures, multi-lingually diverse subject areas and technologies in an expanding Europe and a globalized international environment; this can be done by effecting the necessary structural reforms, by reversing the trend to equate T&I courses with philological courses, i.e. by recognizing T&I as a separate specialized discipline in its own right. The impetus emanating from this reorientation will lead to strengthening T&I programmes as valuable focal areas of any European-oriented university program.

#### *4.3 On a university-institutional level*

It is necessary to initiate the necessary structural reforms in the outdated existing curricula to provide future translators and interpreters with the course contents and the professional trainers that will enable them to do their job in an increasingly complex and versatile market; steps in that direction involve establishing a consensus on the course contents and teacher/trainer qualifications, establishing programs for continuing education for trainers, initiating discussion and critique groups within and beyond the individual training institutions.



## National report on the training of translators and interpreters in Denmark

Karen M. Lauridsen, Handelshøjskolen i Århus, DK

### 1 Introduction

[The introduction is based on the SIGMA national report on Denmark by Althea Ryan (European Commission DG XXII, 1995)]

#### 1.1 The national linguistic situation

##### 1.1.1 National language(s)

The national language is Danish. Other languages are spoken by small minorities of immigrants (about 3% of the population).

##### 1.1.2 Language policy

Insofar as there is a language policy, this is only reflected in the education system. The first foreign language for Danes is clearly English, which is an obligatory school subject from 4th form (age 10). Most Danes under the age of 50 can communicate quite well in everyday English. German and French are the second and third foreign languages respectively. German must be offered to all pupils from 6th form (age 12), and French may be offered as an alternative to German. At second-level schools (from age 16) both must be offered. Some second-level schools also offer Spanish, Russian and/or Italian, and there is experimental teaching in Japanese in a few schools.

There is a very strong linguistic and cultural influence from English, particularly American English, through TV, film, music and literature. There is a positive attitude to English in the population (particularly to British English among older generations and American English among younger generations). The languages of the surrounding countries also exert an influence via cable TV, satellites, etc., and this is often realised as a considerable receptive competence. Danes tend to be surprised (and delighted) if a foreigner speaks Danish, and coming from a small language area they realise the necessity of learning one or more international languages. English is basically regarded as the international lingua franca.

#### 1.2 The system of higher education

The system consists of state funded higher education institutions of basically three types: 12 universities or equivalent degree awarding institutions with research facilities (and regulated by the same university act), 18 teacher training colleges and a number of specialist colleges. The degrees of translation and interpreting are awarded only by the business schools (*handelshøjskoler*; university type institutions) in Copenhagen and Aarhus respectively.

The university institutions offer the following degrees within the humanities: Bachelor (3 years), Master (+2 years), Ph.D. (+3 years) and Doctor of Philosophy.

There are two methods of admission to first degree programmes: 1) performance in the school leaving exam (end of secondary education; approx. age 19) and 2)

performance in the school leaving exam combined with a points system which takes into account not only exam grades, but also work experience, study or work abroad, etc.

The business schools primarily admit students according to the first method; the entrance requirements are completion of secondary education with a sufficient number and level of foreign language modules.

### *1.3 The impact of secondary education on language studies in higher education*

The Danish school system has two levels. Schooling starts at the age of 7 and attendance at the primary level schools (*folkeskole*) is compulsory from 1st to 9th form. There is a 10th optional form. Second level (*gymnasium* or *handelsgymnasium*) has 3 forms (approx. age 16 to 19).

English is a compulsory subject taught from the 4th form; German and/or French are offered from the 6th form. All primary level schools must offer German, but they do not have to offer French. Thus pupils continuing to second-level education all have English as well as either German or French.

Entrance to the business schools (translation and interpreting at the faculties of modern languages) is possible through the second level *gymnasium* or *handelsgymnasium* (commercial college).

Pupils choosing second level *gymnasium* basically enter one of two branches: languages or mathematics. In the maths branch English and one other foreign language are compulsory in the first two years. In the language branch English and two other languages are compulsory for the first two years. In the third year pupils in both branches may choose which (if any) languages to study (a maximum of 3). All schools offer English, German and French, some offer Spanish, Russian or Italian, and a couple offer Japanese.

The curriculum of the *handelsgymnasium* also includes business-related subjects. English is compulsory and other foreign languages are available (notably German and French).

As mentioned above, foreign languages are compulsory throughout the second-level school system, and build on the level acquired in up to 7 years of study at the primary level (depending on the language). English is predominant: all school leavers with a diploma of second-level education will have had at least 9 years of English.

## *2 The training of translators and interpreters*

### *2.1 Institutions responsible for training*

The degree in translation and interpreting (*cand.ling.merc.*) is awarded by the Copenhagen Business School (*Handelshøjskolen i København*, [www.cbs.dk](http://www.cbs.dk)) and the Aarhus School of Business (*Handelshøjskolen i Århus*, [www.hha.dk](http://www.hha.dk))

### *2.2 Content of training programmes*

The degree is offered at the two business schools under the same rules and regulations (Danish Ministry of Education) at both institutions: *Bekendtgørelse om de erhvervsproglige uddannelser* (#677, 20 August 1993).

The 2-year T&I programme leading to the degree build on a 3-year BA degree in two foreign languages (languages for special purposes). Although there are differences as regards structure and content between Aarhus and Copenhagen, the degree programmes cover the core disciplines of translation and interpreting, including ICT, as well as optionals within T&I or related disciplines. Optional modules are completed with exams passed at exchange institutions abroad or at the home university. There is a final thesis.

The language combinations covered in Aarhus are Danish A and English, French, German or Spanish B.

The language combinations covered in Copenhagen are Danish A and English, French, German, Italian, Russian or Spanish B.

### ***2.3 The structure of the programmes***

All students must complete a 3 year BA in LSP (languages for special purposes; two foreign languages); entrance requirements to the 2-year master's programme (*cand.ling.merc.*) is completion of the BA programme. According to the rules and regulations of the Ministry of Education, there are no entrance exams or aptitude tests. Students are admitted to the programme on the basis of their secondary education results.

In Aarhus any one of 4 BA specialisations (or similar degrees from other business schools or universities) gives access to the MA programme.

The Copenhagen Business School offers 3 BA specialisation's and each of them gives access to a particular MA programme, one of them being the T&I programme.

All modules are assessed by the teacher and an internal or external examiner. A minimum of 1/3 of all assessment (final written or oral exams) involves an external examiner appointed by the Danish Ministry of Education. The final thesis is graded by a teacher as well as an external examiner.

### ***2.4 Accreditation and certification***

Both the Copenhagen Business School and the Aarhus School of Business are accredited by CIUTI (Conférence Internationale des Instituts Universitaires de Traducteurs et Interprètes).

With an MA in T&I from either one of the two business schools (Aarhus or Copenhagen) the graduates may seek authorisation and become certified (sworn) translators and interpreters (the Danish Ministry of Business and Industry).

### ***2.5 Impact of Community programmes to date***

Especially in a language area of one of the less widely used and taught languages of Europe it is of paramount importance to the T&I students that they are given

the opportunity of a period of study abroad in connection with their language and/or T&I studies.

Between half and three quarters of the Danish T&I students have spent at least one semester abroad before they complete their T&I master's degree, and on top of that the majority of the students have already spent a period of work/study abroad between finishing their secondary education and entering university. Danish T&I students, therefore, have a considerable amount of experience abroad which, apart from improving their language and cultural competence, also adds significantly to their personal development.

The European Community student and staff mobility programmes have had a tremendous impact on the quality of the exchanges and the number of students exchanged every year.

## *2.6 Career prospects outside the area of T&I*

As mentioned in 2.2, the MA degree (*cand.ling.merc.*) has a specialisation in T&I, but there is also one in public relations and international marketing communication (Aarhus and Copenhagen) as well as computational linguistics (Copenhagen and Southern Denmark University). Even though some graduates enter into careers as translators or interpreters every year, a large number of them pursue careers which focus on other aspects of their language expertise, notably international communication in a wider sense.

This is of course due to the fact that in Denmark, communication across more than a few hundred kilometres is international communication involving one or more foreign languages, and on the private market a number of major DK-based companies / corporations do not have Danish, but rather English (in a few cases other foreign languages) as their corporate language.

## *2.7 Any other matters*

### *2.7.1 The need for a post-graduate degree in Conference Interpreting*

The MA programme (*cand.ling.merc.*) is a combined degree in translation and interpreting; this is obviously due to the question of limited volume and limited resources in a small country with one of the less widely used and taught national languages in Europe.

However, very few Danish students - apart from those that have a special multilingual / international personal background - find that they are immediately qualified to pursue a career as conference interpreters without further training.

As a consequence of the lack of conference interpreter training, the Copenhagen Business School established a Centre for Conference Interpretation in 1977. This centre has held a large number of 6-month post-graduate courses in conference interpreting in co-operation with the SCIC/JICS of the European Commission. As of 1998/99 the Copenhagen Business School is piloting the European master in Conference Interpreting (The European degree at Advanced level of Conference Interpreting).

The conference interpreting course is taught by experienced conference interpreters, many of whom have free-lance work experience from the EU Parliament and the EU Commission.

### *2.7.2 Open University programme in public service interpreting*

In order to cater for the special needs of the law courts, immigration and other authorities as well as the social and medical services at all levels, the business schools have started to offer a 1 year diploma in public service interpreting in languages not taught in any of the MA T&I programmes (typically non-European immigrant languages). The programme is primarily aimed at people with native speaker background in one of these languages and an advanced level of Danish competence, and the content focuses on interpreting techniques, interpreting ethics and subject area knowledge / background.

## *3 New needs in the area of T&I*

### *3.1 The training of translators and interpreters seen in relation to the development of language studies*

Contrary to what is the case in most other European countries, the T&I programmes in Denmark are located at the business schools (*handelshøjskoler*) within the framework of a set of rules and regulations given by the Danish Ministry of Education. The T&I degrees, therefore, do not rely on the development of traditional language studies at the humanities faculties of the universities, but rather on the BAs in two foreign languages offered at the business schools and other university institutions.

### *3.2 The training of translators and interpreters seen in relation to the professional requirements*

The professional requirements are in principle two-fold: the private market is ruled by the general principle of supply and demand, whereas the European Union requires translation and interpretation between - in principle - all of the official European languages.

The language combinations offered in Denmark between Danish and the major European languages generally satisfy the needs of the private marketplace, whereas translation/interpretation between Danish and especially the other less widely used languages in the European Union is a major problem.

The new Open University programmes in public service interpreting will hopefully meet the need for foreign language services outside the major European languages in the course of the next few years.

### *3.3 The training of translators and interpreters seen in relation to the creation of Europe*

As mentioned under 3.2, translation and interpretation between Danish and the other less widely used and taught languages of Europe is an increasing problem.

First of all, at present translators and interpreters with Danish must translate/interpret both to and from their Danish A language because there are not enough qualified translators/interpreters who can translate/interpret from

Danish and into the other 11 (and in a few years more than 11) official languages.

Secondly, translation/interpretation to/from Danish is very often carried out via one of the major languages (relay). Measures are needed to remedy this situation, especially in a situation where it must be expected that new languages (non-Germanic and non-Romance) will cross the threshold to the European Union within the next few years.

#### *4 Measures to be taken to satisfy the new needs identified*

##### *4.1 Measures to be taken in the areas of initial and in-service language teacher training*

As for the situation in Denmark, the problems do not seem to lie at the language teacher training level.

##### *4.2 Measures to be taken in universities*

###### *4.2.1 Measures within the responsibility of the institutions*

The business schools responsible for the training of translators and interpreters would be very interested in, and willing to offer, courses such as language enhancement courses for foreign students wanting to add Danish to their list of foreign (B or C) languages.

The business schools responsible for the training of translators and interpreters would be very interested in, and willing to offer, new language combinations; however, with the size of the population of native speakers of Danish, there is a problem of volume. There is not a sufficient number of students within T&I to run a programme between, say Danish and Portuguese, Danish and Finnish, etc. This is especially so, because under the Danish rules and regulations the business schools are required to employ permanent research staff (full tenure) for such courses. Therefore, other less traditional measures need to be taken in co-operation with national as well as European authorities.

###### *4.2.2 Measures within the responsibility of the national authorities*

As indicated above, the restrictions given in the rules and regulations for the curriculum of T&I courses as well as those for the employment of academic staff at the universities (including the business schools) by the Danish Ministry of Education need to be lifted in order for the business schools to take on the responsibility for T&I training that they clearly have in relation to a multilingual and multicultural Europe.

A third obstacle is the fact that tuition is free in Denmark and Danish universities are not immediately allowed to charge fees (e.g. from foreign students) under the regular programmes. Open University programmes (where fees are charged) are not immediately geared to the needs of foreign students taking part of their (non-Danish) degree in Denmark.

However, the Open University system seems to be developing towards including an international master's programme aimed at Danish as well as international students, and might include other shorter modules in the future.

#### *4.2.3 Measures within the responsibility of the European Union*

The European Union translation and interpreting services as well as the Danish Ministry of Education must support the endeavours of the Danish business schools (that are actually qualified to meet the linguistic needs of Europe) financially and otherwise so that relevant measures may be taken to secure satisfactory linguistic services to/from Danish for the international community at large and for the European Union in particular.

#### *4.3 Measures to be taken at non-university institutions of higher education*

This does not apply to Denmark where HE is all within the state system.

## National report on the training of translators and interpreters in Spain Christopher Waddington, Universidad Pontificia Comillas de Madrid, ES

### *1 Introduction*

#### *1.1 Linguistic and national status*

##### *1.1.1 National Language(s)*

Spanish is the official national language. Other languages, such as Catalan, Valencian, and Balearic (the last two being versions of Catalan), Basque, and Galician (which is similar to Portuguese) are recognised as co-official national languages in their respective autonomous regions. There are also some other minor languages, not as widely spoken, in the north of Aragón (*aragonés*) and in Asturias (*bable* and *asturiano*). They also enjoy official protection and status in their respective autonomous regions.

Catalan is well on the way to standardisation, enjoys a high level of official protection and is widely used in administration, teaching, etc. Books and magazines are published in Catalan and sold to the approximately 11 million Catalan speakers, including numerous varieties of the language. There are also radio and television programmes in Catalan.

Galician is widely spoken in Galicia, but used rather less in the administration and official organisations. There is a debate as to whether the standard language to be taught should be closer to Portuguese (for example, in spelling) than has been the case traditionally. At the present time, the standard language which is taught is based on the traditional spelling, vocabulary, etc., which derives from Castilian Spanish.

Basque is spoken by only 25% of the Basque population, but a great effort has been made to develop a standard form (*Euskera Batua*: "unified Basque") as an alternative to local dialects and also to increase its official use. These efforts appear to have succeeded. There are radio and television programmes in the Basque language and a relatively large number of books have been published, but the presence of the language in the media is still relatively weak.

The status of Valencian is similar to that of Galician, but in its autonomous region, the linguistic reality is clearly of a bilingual Castilian Spanish-Valencian nature, with some unique characteristics.

The variety of Catalan spoken in the Balearic Islands is the prevailing language there, but in the media, schools and universities its presence is less important than that of Catalan.

As for the other minor languages, their use is reduced to small communities, although attempts have been made to develop a standard form and to increase their use in primary schools.

##### *1.1.2 Language policy*

Castilian Spanish is taught at all levels in Spain and enjoys the status of official, national language. In Catalonia, Catalan is used at all educational levels and is



now taught as the first language, while Spanish is taught as the second language, although it is the first language for around 40% of Catalonians. However, students are immersed in Catalan in primary school, as, by law, all students should have attained the same level of Catalan and of Spanish by the end of secondary school. In Catalanian universities, the law decrees that university teachers and students are free to use either Spanish or Catalanian, which means that there are teachers who give class in Catalanian to students who do their assignments in Spanish, and viceversa. Galician is also taught in schools and to some extent at higher educational levels, and it is the official language of the autonomous administration, but is used simultaneously with Spanish. Basque is taught at school and there are special primary schools (*ikastola*) where it is used as the first language. Outside their respective autonomous regions, there are no legal guidelines concerning the teaching of these languages at primary and secondary school level, except in the Official Language Schools. Very few universities teach Catalan, Basque and Galician, and those that do offer it do not award an official diploma in the Philology of these languages, even though they are entitled to do so.

The Cervantes Institute can also organise co-official language courses abroad whenever there is sufficient demand. The co-official languages do not enjoy official protection outside their autonomous regions since their base for protection is in the region itself.

### *1.2 The system of higher education*

Once the student has finished the *bachillerato* (secondary school education) - or *formación profesional* (which is offered in special secondary schools that provide a more practical, technical education), he may enter university provided he passes the university entrance exam (*la selectividad*), which is organised centrally in the *Distritos Universitarios*, which depend in turn on the autonomous regions to which they belong. The results obtained in this entrance exam, together with those obtained in the *bachillerato*, determine not only whether the student can enter university but also his admission into the degree he has chosen. This method of university entrance has come in for a certain amount of criticism and the format is at present under study with a view to introducing certain modifications. Students over 25 have to sit for a special entrance exam. It must also be noted that students wishing to take degrees in *Fine Arts, Physical Education and Translation and Interpreting* have to sit for a special, additional entrance exam, which is set by each individual university, once they have passed the general university entrance exam mentioned above.

At present there are 65 universities in Spain, of which 50 are state universities and 15 are private. The 50 state universities depend on the national Ministry of Education or on the local education authorities in each autonomous region (Asturias, Catalonia, Valencia, Basque Country, Galicia, Madrid, Andalucía and the Canary Islands) from both an administrative and financial point of view. One of these state universities is the UNED (*La Universidad Nacional de Educación a Distancia*, the Open University), which offers a wide range of full degree studies and the advantage of being a distance learning institution. The 15 private universities include 6 church universities.

There is another state university, the *Universidad Internacional Meléndez y Pelayo*, which has not been included with the others as it only offers specialised and extra-curricular courses, mostly (but not exclusively) in summer.

The geographical distribution of the 64 universities (that is, excluding the UNED) is as follows:

Autonomous Region	State Universities	Private Universities	Church Universities
Andalusia	10		
Aragon	1		
Asturias	1		
Balearic Islands	1		
Canary Islands	2		
Cantabria	1		
Castille and Leon	4	1	2
Castille and La Mancha	1		
Catalonia	8	3	
Extremadura	1		
Galicia	3		
La Rioja	1		
Madrid	6	4	1
Murcia	2		1
Navarre	1		1
Valencia	5		
Basque Country	1	1	1

Since mobility is relatively limited, most students attend the university closest to the family residence.

Spanish undergraduate degrees (*licenciaturas*) are taught in Faculties for scientific studies, social and human studies or in *Escuelas Técnicas Superiores* (ETS "Superior Technical Schools") for studies in Engineering and Architecture. University studies have a duration of 4 or 5 years for most degrees, or of 6 years or more for some, like Medicine, Architecture, etc. Studies are divided into two cycles, which generally consist of 2+2, 3+2, or 3+3 years.

Ph.D. studies are also offered at these universities. Students who possess a *licenciatura* may enter professional life or study for a Ph.D., which is required (with the exception of certain categories of teachers) to teach at university level.

At most universities, no degree is awarded for the first cycle, but it may permit students to enter certain professions, above all at the administrative level. In the same manner, students who have completed a first cycle of university studies can sit for exams for *traductor jurado* (official translator), offered by the Ministry of Foreign Affairs. Certain first cycles offer an independent degree; for

example, the first cycle of Educational Sciences is the equivalent of the former syllabus necessary to become a primary school teacher.

It is possible, under certain conditions, for students to enter the second cycle of a different degree from that studied in the first cycle.

The universities themselves establish the rules permitting direct access to the second cycle in different degrees; it is possible, under certain conditions, to enter the second cycle of a different degree from that studied in the first cycle; in this case, the student is usually required to study certain subjects from the first cycle of the new degree he has chosen, in addition to all the subjects of the second cycle, which often means that he has to spend an extra year before graduating.

The degrees of *Diplomatura* (Diploma) and *Ingeniería Técnica* (Technical Engineering, as opposed to *Ingeniería Superior*) are awarded upon completion of shorter curricula (normally three years), which may be studied at *Escuelas Universitarias* (University Schools) or at *Escuelas Técnicas* (Technical Schools): schools of nursing, physiotherapy, optometry or mid-level engineering schools. These are generally studies of a professional nature which lead directly to professional practice. The number of these degrees has increased dramatically in recent years, and some of them permit the student to enter second cycles in the Faculties and *Escuelas Técnicas Superiores*.

The Ministry of Education sets the general rules to be observed by all universities in the over 250 fields of specialisation that are available at present. These rules cover the possible types of subject (compulsory or elective), the number of subjects that can be taught simultaneously, the value of the credit in terms of tuition or work set, etc. The Ministry also sets the specific rules which govern each individual degree; these rules concern the duration of the degree and its two cycles, the minimum number of credits that have to be taken, and, most importantly, a list of the core subjects which have to be given by all universities in each of the cycles. These specific rules have to be followed for the degree to be given official recognition. The core subjects laid down by the Ministry generally take up between 30 and 50% of the total minimum credits required for the degree (which is usually between 300 and 340), and each university is then free to decide what should be studied for the remaining credits. At least 10% of the total credits (that is to say, 30-34 credits) can be chosen from courses having no or little relationship with the main field of studies. These are called *créditos de libre elección* (free elective credits).

Outside of the degrees recognised by the State (*licenciatura, diplomatura* and *doctorado*), universities can also offer their own degrees (*titulaciones propias*), which are not officially recognised by the State. These are generally postgraduate courses which have to be self-financing and the two most common kinds are those of *Especialista* ("Specialist", normally one year) and *Master* (normally two years).

### ***1.3 Impact of secondary education on language studies in higher education***

Within the primary and secondary school systems, all students begin learning a foreign language at the age of 8 years. Subsequently, at the age of 12, students

have the possibility of choosing an optional second foreign language (the selection is limited to English, French, German and Italian) from among a group of alternatives including such subjects as Computer Sciences, etc. These languages are taught throughout the duration of the school years at the rate of 4 hours per week for the first foreign language and 2 hours per week for the second. This means that, when they reach university, a fair number of Spanish students may have studied a first foreign language for a period of 10 years and an optional second foreign language for a period of 6 years.

Most students choose English as their first foreign language and French as their second. Few students choose Italian, and even fewer German; as far as Portuguese is concerned, it is studied above all in regions bordering on Portugal, such as Galicia. Except at certain private schools, which are few in number, the study of other languages is infrequent.

The level of language acquired is generally low, partly due to the insufficient training of a lot of the teachers. However, the new school curricula should improve this situation.

## 2 The training of translators and interpreters

### 2.1 Institutions responsible for training

The *Licenciatura en Traducción e Interpretación* (four-year degree in Translation and Interpreting) is offered at the present time in 14 different public and private universities in Spain. These 14 centres have created the *Conferencia de Centros y Departamentos Universitarios de Traducción e Interpretación*, an association which meets annually to discuss matters of interest to the field in Spain.

Translation and Interpreting studies exist on a *licenciatura* level at the following institutions:

Area	Universities		
Alicante	Universidad de Alicante, <a href="http://www.ua.es">www.ua.es</a>		
Castellón de la Plana	Universidad Jaume I, <a href="http://www.uji.es">www.uji.es</a>		
Catalonia	Universitat Autònoma de Barcelona, <a href="http://www.uab.es">www.uab.es</a>	Universitat Pompeu Fabra, <a href="http://www.upf.es">www.upf.es</a>	Universitat de Vic, <a href="http://www.uvic.es">www.uvic.es</a>
Granada	Universidad de Granada, <a href="http://www.ugr.es">www.ugr.es</a>		
Las Palmas	Universidad de Las Palmas de Gran Canaria, <a href="http://www.ulpgc.es">www.ulpgc.es</a>		
Madrid	Universidad Pontificia Comillas,	Universidad Alfonso X el Sabio,	Universidad Europea de

	<a href="http://www.upco.es">www.upco.es</a>	<a href="http://www.uax.es">www.uax.es</a>	Madrid, <a href="http://www.uem.es">www.uem.es</a>
Málaga	Universidad de Málaga, <a href="http://www.uma.es">www.uma.es</a>		
Salamanca	Universidad de Salamanca, <a href="http://www.usal.es">www.usal.es</a>		
Soria	Universidad de Valladolid, <a href="http://www.uva.es">www.uva.es</a>		
Vigo	Universidade de Vigo, <a href="http://www.uvigo.es">www.uvigo.es</a>		

## 2.2 Content and structure of training programmes

### 2.2.1 Core content

Translation and Interpreting is a four-year degree, which is divided up into two cycles of two years. The syllabus followed has been determined by the Spanish Ministry of Education, and has a core (of approximately 33%) which is common to all universities, and another part (67%) which has to be drawn up by each individual institution. Thus, while all universities are obliged to offer the core subjects, the degree offered varies considerably from university to university. The following is a list of the core subjects laid down by the Ministry:

First cycle (years 1 and 2)

Documentation applied to translation (4 credits)  
 Language A (8 credits)  
 Language B (12 credits)  
 Language C (12 credits)  
 Linguistics applied to translation (6 credits)  
 Theory and practice of translation B/A A/B (6 credits)

Second cycle (years 3 and 4)

Informatics applied to translation (4 credits)  
 Techniques of consecutive interpreting (8 credits)  
 Techniques of simultaneous interpreting (8 credits)  
 Terminology (8 credits)  
 Specialised translation B/A, A/B (20 credits)

The minimum number of credits required to obtain this degree in all the universities is 300. As one credit in the Spanish university system is equivalent to 10 hours of face-to-face class time, this means that at present the student has to attend at least 750 hours of courses over a four-year period. However, it is very likely that in the near future the number of classes will be reduced, as the Ministry has just modified the norms for credits in the sense that, from now on, only 7 of the 10 hours for each credit have to be devoted to face-to-face classes;

the remaining 30% (or a fraction of this) can be awarded for individual work set and corrected by the teacher.

### *2.2.2 Differences within the basic model*

Up to 1991 there were only three Spanish universities offering a *diplomatura*, a three-year degree in translation and interpreting: Granada, the Autónoma de Barcelona and Las Palmas. Then, after the Ministry finally decided to transform this *diplomatura* into a four-year *licenciatura*, these three had to change to the new four-year degree, and over the past six years they have been joined by eleven other universities.

However, as mentioned in Section 2.2.1, apart from the common core subjects, each university has considerable freedom to fashion their own degree (within certain limits drawn up by the Ministry) and this means that there are quite considerable differences between what is offered in the 14 centres (it must also be added that each centre must submit its syllabus for Ministerial approval for it to become an official degree):

(i) Some centres concentrate on one type of specialised translating (for example, economic or legal), whereas others offer optional courses in a wide variety of fields.

(ii) Most centres only require a prior knowledge of one foreign language, whereas other centres require previous knowledge of two foreign languages. Most centres offer optional courses in a third foreign language, but in other centres this third language is mandatory, although, even then, the length of these courses can vary widely.

(iii) Some centres offer a minimum number of “content” subjects (in Law, Economics, etc.), while others offer a wide range, depending on what other Faculties in their university provide.

(iv) The offer of languages B and C can vary considerably. Although all universities offer English, French and German, some universities offer a much wider selection, and some offer non-European languages. This can naturally lead to small classes in both private and state universities, which education authorities accept as an inevitable aspect of this degree and which distinguish it from most other undergraduate degrees in Spain.

(v) Whereas a lot of universities limit the training in Interpreting to the 16 core credits required by the Ministry, others offer additional optional credits in this field (in one case 44) in an attempt to prepare those of their students with the necessary skills for conference interpreting.

This last question is in fact a subject of some dispute among the universities offering this degree. There are some who believe that the name of the degree is misleading as it equates translation and interpreting, when in fact it offers a good training in the first but not the second, at least not automatically. This is also the feeling in the professional associations of interpreters, both national (AICE) and international (AIIC). As a result of this concern, some members of

the association of faculties (the *Conferencia*) have attempted to get the *Conferencia* to agree to a clear separation of the two disciplines: e.g. by offering an initial two-year translation programme which would be common to all undergraduates, followed by a choice of two different two-year programmes specialising in translation or interpreting (with students being required to pass an entrance test to get into the latter). However, this proposal, which has been discussed at the association's annual meetings in January 1996 and January 1997, has not met with unanimous approval, and so no concerted move has been made to ask the Ministry to change the core specifications for the degree.

Some members argue that this debate is really over the definition of "interpreting". They claim that AIIC and others wish to limit the definition to "International Conference Interpreting", which is only one modality of interpreting. They also claim that this debate confuses academic training with professional certification.

## **2.3 Evaluation**

### **2.3.1 Entry requirements**

All the universities, both private and public, require applicants to do an entrance examination, which varies considerably from centre to centre.

### **2.3.2 Final assessment**

Each university is free to set up its own system of testing; the only Ministerial requirement is that a mark be awarded in each of the subjects which is laid down in the officially approved university syllabus for the degree. But, even in the case of core subjects, which all universities must offer, there are no stipulations regarding assessment.

### **2.3.3 Official professional requirements**

Neither translation nor interpreting are regulated professions in Spain, except with regards to the figure of the *traductor/intérprete jurado* (official translator/interpreter), whose services are required for the translation of official documents (passports, contracts, etc) or in court interpreting. Up to now, the only way to obtain the necessary qualification was by doing an exam held regularly by the Ministry of Foreign Affairs. However, in 1997, the Ministry decided to make this qualification available to all graduates of the new degree, on condition that they can show that they have followed a minimum number of credits in interpreting (16) and in economic and legal translation (24).

## **2.4 Influence of Community programmes**

There has been widespread participation in the Erasmus and Socrates programmes, which has led to large numbers of T&I students spending between a semester and a whole year abroad. However, the increasingly reduced grants provided by the EU has meant that many of the students who would most benefit from this kind of opportunity have been unable to do so.

It has been difficult to obtain information about teacher exchanges, but the impression is that these have been far less common, and not very productive, as many of them last for such a short time (one or two weeks).

## 2.5 Career prospects for the degree

There has been an increasing interest in the field of Translation and Interpreting due to several factors, among them the saturation in studies in Philology, favourable job prospects in the areas of translation and interpretation due to the growing influence of the European Union, and the possibility of really learning, practising and using the languages offered in this degree.

Apart from the traditional jobs which involve translating either free-lance or with an agency, or interpreting on the same basis, students of Translation and Interpreting have been employed in the following areas: multinational companies of all sorts (translation of documents and interpretation for meetings, conferences, etc.), government agencies (International Organisations such as the UN, European Union agencies in Brussels, National agencies and ministries, autonomous regions, etc.), Education (teaching at all levels, libraries, administration) as well as any other field that requires the knowledge and use of languages.

## 2.6 Otras titulaciones universitarias

(1) The *Instituto Universitario de Lenguas Modernas y Traductores* of the *Universidad Complutense de Madrid* was founded in 1974, and has always specialised in literary translation. At present it offers two private, postgraduate degrees: the Master in Translation (55 credits), and the *Experto en Interpretación Consecutiva* ("Expert in Consecutive Interpreting") (26 credits).

(2) Eleven universities offer Ph.D. programmes in translation and interpreting, and this number includes the *Universidad de León*, which does not offer the undergraduate degree, but has special permission from the Ministry of Education to offer the Ph.D. in translation.

## 3 New requirements in the training of translators and interpreters

3.1 The training of translators and interpreters seen in relation to the development of language studies

(1) One of the problems in implanting the T&I degree in Spain is the generally low level of foreign languages required in the *bachillerato*. The big exception is clearly the so-called bilingual schools, but their numbers are so small in relation to the total that they hardly affect the overall situation. It is not difficult to find students with a good knowledge of English, but much more difficult to find students with a good (or even any) prior knowledge of French or German. The numbers of school leavers speaking any other foreign language are negligible. So the first imperative need in Spain is for an improvement in school training in foreign languages.

(2) Given the inadequacy of school training in foreign languages, it is hardly surprising that the Ministry of Education should include Language B and Language C among the core subjects laid down for the Spanish T&I degree. However, it is important to distinguish between what is a result of a national situation and the true nature of this degree, which is clearly intended to provide the basic university training necessary for its graduates to be able to compete in two clearly established professional fields. And, as this four-year degree is relatively new in this country, it is essential that both the public at large and the



academic world in general should perceive the difference between its objectives and those of the traditional studies in Philology.

(3) As this degree is relatively new in Spain, there is still a need for teacher training courses for experienced translators and interpreters with little or no knowledge of teaching. Some universities (especially those which handled the old *diplomatura*) do offer this training, but there is no nationally recognised teaching certificate in this field.

### 3.2 The training of translators and interpreters seen in relation to professional requirements

One of the problems with the present T&I degree is the possible confusion created by its name: *Licenciatura en Traducción e Interpretación*. A quick look at the different syllabi drawn up by the fourteen faculties shows that while this degree clearly offers a good training in professional translation to all undergraduates, the same is not necessarily true of the training in interpreting. Under the present law governing university degrees, it is possible for individual universities to offer additional credits in interpreting, over and above the 16 required by the Ministry, and, as has already been mentioned, several universities do this. These elective subjects can even be grouped into one *itinerario* ("itinerary" or option), which is offered to the students together with other *itinerarios* in (for example) different options of specialised translation. However, the university is not allowed to require the students wishing to take the interpreting option to do an entrance exam, and no student can legally be prevented from choosing it if he so desires. Also the students all receive the same degree whichever *itinerario* they have taken, although future employers can obviously see from the individual academic record whether or not a student has done extra credits in interpreting.

However, it is important to note that there are voices in the different Faculties which consider that the above debate is false. They believe that undergraduate training should be more general rather than more specific, and that specialisation should be a matter for postgraduate studies. They think that this debate confuses academic training with an obsession with professional certification, and that it fails to acknowledge the reality of the Spanish educational system and the Spanish market. The requirements of the job market, and the developments in computer technology, can make any specialised training obsolete within a very short time, and so they feel that students should be trained to learn and be given an open-ended education that will enable them to adapt better and more quickly to the changing needs of the job market.

### 3.3 The training of translators and interpreters seen in relation to the creation of Europe

(1) If there were greater consensus among European T&I Faculties as to syllabus content, it would facilitate student exchange programmes, which are an essential part of T&I degrees. However, in addition to the lack of consensus over syllabus content, there are two further obstacles: the first is the fact that most Faculties only offer one A language (though this could obviously be changed if the demand arose), and the second is the lack of funding.

(2) Many universities organise work placements for their students at home and this invaluable experience usually counts for a number of credits on the degree programme. However, to the best of the authors' knowledge, there is very little (if any) chance of Socrates students getting work placements abroad, which would surely be an attractive complement to studying at a foreign university.

#### *4. Measures to be taken to respond to the needs identified*

##### *4.1 Measures which fall within the responsibility of the institutions*

As T&I studies are generally based on two foreign languages, universities usually offer optional third languages ab initio so that students are better prepared to make a living in these professions. However, this offer should include some of the less widely-spoken languages.

##### *4.2 Measures which fall within the responsibility of the national authorities*

(1) The Ministry of Education could change the specifications which govern the Spanish T&I degree. The most drastic alteration would be to create a new degree with a common first cycle (years 1 and 2) in basic translation studies, followed by two separate second cycles (years 3 and 4), one in translation and the other in interpreting. In this way, universities could choose whether to offer both degrees or just the one in translation. Another less drastic alteration would be to create two *especialidades* (specialised fields) in the second cycle of the degree, one in translation and the other in interpreting; the difference between this and the first solution is that the first leads to the creation of two clearly separate degrees, whereas the second leads to a clear distinction between two specialised fields within the same degree. However, there is no consensus among the Spanish Faculties on this point, and it is unlikely that the Ministry will introduce modifications of this kind without such a consensus.

To avoid confusion, it is probably necessary to define more clearly the concepts of *especialidad* and *itinerario*. An *itinerario* is a way of grouping elective subjects and it can be done under the present law in any degree by any university, provided it is laid down in the syllabus the university presents to the Ministry. An *especialidad*, on the other hand, can not be created by the university but only by the Ministry, which is very reluctant to take this step, as it is tacit admission that the degree involves more than one field of study and often leads to the creation of separate degrees.

(2) There is at present a movement, led by Catalan associations of translators and interpreters, to create a national *Colegio de Traductores e Intérpretes* (a Chartered Society). However, although this movement is apparently making some headway in Catalonia, there has been little response from most other parts of Spain. Although the universities cannot participate actively in the creation of a *Colegio*, its presence would certainly help to clarify the nature of the two professions and might even lead to some system of national accreditation.

##### *4.3 Measures which fall within the responsibility of the European Union*

(1) Facilitate both student and teacher mobility by more generous grants.

(2) Facilitate work placements abroad by grants.

# National report on the training of translators and interpreters in Finland

Yves Gambier, Turun Yliopisto, FI

## 1 Introduction

### 1.1 National linguistic situation

#### 1.1.1 National languages

Finland has two official languages: Finnish (from the Finno-Ugric family of languages) and Swedish (from the Indo-European family). For more than six centuries, Swedish was the dominant language of the country, but today it is spoken by a minority of 300,000 people, i.e. nearly 6% of the total population. Lappish (*Saame*, from the Finno-Ugric group) is spoken among an indigenous minority of 2200 people living in Lapland, in Northern Finland.

#### 1.1.2 Language policy

Certain government, parliamentary, administrative, and legal transactions must be carried out in both official languages. Lappish has a protected position, especially within the school system.

### 1.2 System of higher education

There are 21 institutions of higher education in Finland, located in 10 towns: 10 universities, 3 universities of technology, 3 business schools, a university of industrial arts, a music academy, a theatre academy, a college of veterinary medicine, and a Swedish school of social sciences and regional administration.

To gain admission to higher education the student must have the matriculation examination diploma (*ylioppilastutkinto*) or equivalent and pass an entrance examination. There is an admission quota for each discipline.

### 1.3 Impact of secondary education on language studies in higher education

The basic educational system, the comprehensive school (*peruskoulu*), consists of nine forms for pupils aged from 7-15. It is divided into two levels: lower stage comprehensive school (*ala-aste*, 1<sup>st</sup> – 6<sup>th</sup> form) and upper stage comprehensive school (*yläaste*, 7<sup>th</sup> – 9<sup>th</sup> form). There is an optional 10<sup>th</sup> form. The secondary system, upper secondary school (*lukio*), consists of three further forms (1<sup>st</sup> – 3<sup>rd</sup>).

Compulsory language studies include the second national language (Swedish for the Finnish-speaking, Finnish for the Swedish-speaking) and one foreign language. Teaching of the first foreign language, usually English, starts in the third form of lower stage comprehensive school. It is also possible to start learning a second foreign language at the lower stage. Teaching of the second national language starts in the seventh form. Starting a third foreign language is possible at the upper stage; in the majority of cases it is German, French, or Russian. These three languages are also offered in upper secondary school as fourth languages along with Latin, Spanish, and Italian, in the biggest schools.

## 2 Training of translators and interpreters

### 2.1 Institutions responsible for training

The training of translators and interpreters in Finland dates back to the sixties, when four "Language Institutes" (*kieli-instituutti*) started offering first two year, then three year courses leading to a Diploma in Translation (*Diplomikielenkääntäjä, DKK*). In 1981 all four institutions were integrated into the university system. Today the following universities have an institute or a unit specialised in teaching translation and interpreting:

- University of Helsinki (institute located in the city of Kouvola), [www.helsinki.fi](http://www.helsinki.fi)
- University of Joensuu (institute located in the city of Savonlinna), [www.joensuu.fi](http://www.joensuu.fi)
- University of Tampere, [www.uta.fi](http://www.uta.fi)
- University of Turku, [www.utu.fi](http://www.utu.fi)

In the University of Vaasa, language programmes (Finnish, Swedish, English, German) include courses in translation and an introduction to interpretation. Since 1995, students of Romance Philology of the University of Helsinki (in Helsinki) have been able to specialise in translation after an examination in the second year. The translation track is partly intended to meet the demand caused by Finland's joining the European Union.

The institutes of the University of Helsinki and the University of Joensuu are situated outside these cities themselves for historical reasons and reasons relating to regional policy.

## 2.2 Content of programmes

Within the authority of a self-governing university, each institute has its own curriculum, leading to a Master's degree in translation once the student has obtained a total of 160 credits (240 ECTS). This takes approximately 4 to 5 years. In Finland, the credit unit by which the studies are measured is the 'study week' (*opintoviikko, 'ov'*). One *ov* refers to an input of approximately 40 hours of work by the student (lectures, classes, readings and other independent work). One Finnish *ov* is equivalent to 1.5 or 2 credits of the European Course Credit Transfer System (ECTS).

Despite differences in the names of the Institutes and in the courses they offer, the training and the qualifications required to gain the degree are very similar in all four.

Generally, the training includes:

- practical competence in the B language (written work, oral expression)
- linguistic knowledge of the B language (grammar; text analysis)
- cultural knowledge of relevant countries (e.g. Germany, Austria, and Switzerland for those who study German): history, geography, institutions, and a compulsory language residency abroad (a minimum length of stay 1 to 3 months)
- knowledge of the Finnish language (A language) including 10 to 15 compulsory credits, i.e. approximately 20 ECTS credits
- theories of communication; intercultural studies
- translation of "general" texts from the B language into Finnish, and from Finnish into the B language (several levels of translation exercises and a

longer translation project including a commentary on the translation process towards the end of the studies)

- LSP communication: providing students with an insight into different special fields (technology, commerce, law, medicine, ecology, European Institutions), with translation exercises (B language - Finnish, Finnish - B language) in at least one of these fields
- translation of literary texts, including comics, children's literature, plays, etc. from the B language into Finnish
- translation of official documents from Finnish into the B language
- audiovisual translation
- terminology and computer-aided terminology
- different fields of contemporary linguistics (text linguistics/discourse analysis, semantics and pragmatics, psycho-/sociolinguistic approach to international communication)
- theories and history of translation
- interpretation, offered mainly as a minor subject (40 credits)

### *2.2.1 Languages offered by each institution*

Kouvola: English-Finnish-English, Russian-Finnish-Russian, Swedish-Finnish-Swedish, German-Finnish-German (Basic and Intermediate studies only, i.e. German offered as a minor subject only)

Savonlinna: English-Finnish-English, Russian-Finnish-Russian, German-Finnish-German, Swedish-Finnish-Swedish (Basic and Intermediate studies only)

Tampere: English-Finnish-English, German-Finnish-German, Russian-Finnish-Russian, Swedish-Finnish-Swedish (Basic and Intermediate studies only)

Turku: English-Finnish-English, German-Finnish-German, French-Finnish-French, Spanish-Finnish-Spanish

The Turku institute offers a national eight-month postgraduate course in conference interpreting (40 credits) specially geared towards the European Union. Students are selected on the basis of aptitude tests; other admission requirements include a university degree and an excellent knowledge of Finnish and two foreign languages (see 3.3).

The contents of the training are:

- general knowledge (politics, international organisations, European Law)
- principles of communication (voice control and articulation, text analysis, terminology, information management)
- oral communication (comprehension and analysis of discourse)
- interpreting as a profession
- liaison interpreting
- consecutive interpreting
- simultaneous interpreting; conference simulations
- audiovisual interpretation
- internship within the European Institutions

- final examination, leading to a diploma

Vaasa: The language departments offer courses in translation, but the curriculum is not as systematic or specialised as in the institutions mentioned above:

- Department of Modern Finnish and Translation (*Nykysuomen ja kääntämisen laitos*)
- Swedish and Scandinavian languages
- English
- German Language and Literature
- French (Basic studies only)
- Russian (Basic studies only)

### 2.3 Structure of programmes in the Universities of Helsinki (Kouvola), Joensuu (Savonlinna), Tampere, and Turku

The curriculum of translation studies is organised in modules at three levels according to the general curricular structure used in all Finnish universities:

Basic studies + Intermediate studies + Advanced studies (completion of the final level is the requirement for the Master's degree)

The studies incorporate one major subject (*pääaine*) and 1 or 2 minor subjects (*sivuaine*); there is no set number of credits to be obtained annually.

The shorter university degree, the Bachelor's Degree (*Humanististen tieteiden kandidaatti = HuK*), was reintroduced in 1995. The minimum requirement for this degree is 120 credits (180 ECTS). These must include the Basic and the Intermediate studies in the major and the minor subjects, with a scholarly paper, the Bachelor's thesis, written as part of the Intermediate studies of the major subject.

The minimum requirement for the Master's Degree (*Filosofian maisteri*) is 160 credits (240 ECTS credits), including a Master's Thesis equivalent to 20 credits (30 ECTS credits).

As their minors, students are free to study any subject of their choice: translation of a second language or interpreting, languages provided by the Institutes of language and culture, or any other discipline either within the Faculty of Humanities (e.g. literature, ethnology) or within another Faculty (e.g. international law, political science). As a consequence, some translators may acquire only one working language, and additionally initiate themselves in Italian, Romanian, sociology, statistics, etc. Some may have chosen French and Spanish as their working languages, leaving out English entirely. However, there is evidence to show that the majority decide to choose both a B and a C language, as well as a third subject (a new language; literature; European Law).

The studies can be represented schematically as follows:

number of credits (Finnish ov)	Basic Studies	Intermediate Studies	Advanced Studies
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major subject (B language/Finnish)	20	20	15 or 20 + thesis
minor subject	20	15 or 20	
second minor subject	15 or 20		
Finnish	10		
language and communication studies	10		
optional studies	15 (max.)		

There is no final examination: to obtain the degree the student must acquire the 160 credits (140 credits from courses, 20 from the thesis).

#### *2.4 Certification*

To obtain the status of official translator, one must pass an examination organised by the Certification Committee of Official Translators within the authority of the Ministry of Education. The examination consists of translating two texts, one "general" and one from a special field chosen by the candidate upon registering for the examination. University studies in translation do not automatically give the right to the official certification; the same examination is required also from those with a degree in translation.

#### *2.5 Impact of Community programmes*

During the last few years the institutes of translation have developed exchange programmes for students and instructors within the framework of Erasmus/Socrates, often on the basis of contacts established earlier. With an average duration of 9 months, these exchanges complement the compulsory language residency abroad (1 to 3 months).

For traditional and geographical reasons, initiatives have been taken also within the framework of Tempus to strengthen Finland's relations with Russia and the Baltic Republics.

Finland is also an active participant in the Nordplus programme, which aims at intensifying relations between the Nordic countries.

#### *2.6 Career prospects outside the area of T&I*

During the past few years, the career development of translation graduates has been surveyed in a number of Master's Theses. Depending on their language combination and their special fields, the graduates have succeeded in finding their place in the labour market sooner or later. It seems, for example, that the French language is more sought-after than German (a consequence of the European integration). Russian would not seem to be an asset. English has lost some of its value, since it is spoken by the majority of the population. However,

certain professional activities, such as editing and revising English texts, are on the increase on account of the large number of contacts and documents written directly in this language.

### *2.7 Other matters/comments*

Community interpretation and sign language interpretation have been taught in special courses, but not necessarily at the higher level (courses within the framework of extension studies and adult education, courses for immigrants).

## *3 New needs in the area of T&I*

### *3.1 Training of translators and interpreters seen in relation to the development of language studies*

See above 2.1 on the students of Romance Philology in Helsinki

The University of Oulu offers an English Philology programme including an optional 10-credit module of "Theory and Practice of Translation". The module provides a course in the theory of translation, as well as courses in translation from English into Finnish and vice versa (Intermediate/Advanced studies).

The University of Helsinki has set up an introductory course in translation (10 to 15 credits), offered as an option to all language students.

### *3.2 Training of translators and interpreters seen in relation to the professional requirements*

There is a growing demand for the training of technical editors and technical writers. An increasing number of Finnish companies or international companies located in Finland produce high technology products (e.g. mobile phones, specialised computer software) that need manuals written by professionals, preferably directly in English. Part of the technical writers employed by the companies are trained translators, part have a linguistic or technical training. Both the University of Vaasa and the University of Tampere have begun training technical writers: in Vaasa, within the framework of extension studies, with a module of 40 credits, including written LSP, terminology, introduction to multimedia, information management, etc.; in the Department of Translation Studies of the University of Tampere it is an option in the Advanced Studies of the English division.

Another major development is the new working conditions incorporating ADP-tools (term databases, workbench systems, computer-aided translation, information research software, etc.) that will at the same time transform the translator's conditions and means of productivity and the means of communication with clients. Certain translation agencies and bureaus already make use of the new possibilities, transforming the traditional functions and requirements of freelance translators.

### *3.3 Training of translators and interpreters seen in relation to the European integration*

Finland's accession to the European Union on 1.1.1995 has increased the need for conference interpreters. To meet this demand, the Centre for Translation and Interpreting of the University of Turku has started a national intensive training



geared for the purpose, in cooperation with the Ministry of Education (see 2.2.1. for contents). As for smaller languages or languages not taught in Finland, e.g. Portuguese, Dutch, Greek, and soon, Polish, Czech, the needs are far from being satisfied. Furthermore, considering Finland's status on the international scene, translators and interpreters need to strengthen their competence in working from their A language into other languages. The training of relay interpreting needs to be intensified as well.

#### ***4 Measures to be taken to satisfy the new needs identified***

##### ***4.1 Measures to be taken in the areas of training of trainers***

###### ***4.1.1 Measures within the responsibility of the institutions***

The pedagogical training and continuing education of instructors depends on their working conditions. The large volume of teaching duties does not contribute to this.

As instructors are expected to acquire their professional and academic competences, i.e. aptitude for research, at the same time, they should be provided with appropriate means to cope with both.

As for the training of translators, the authorities hesitate between a purely academic and a higher level vocational training. This indecisiveness for its part hinders new initiatives, e.g. introduction of new languages; increased cooperation with other disciplines; introducing specialists from different fields to translation.

###### ***4.1.2 Measures within the responsibility of regional and national authorities***

In order to diversify the language education, and thus to meet today's demands, Finland aims at multiplying the language training of teachers at the secondary level to enable each of them to teach at least two languages, e.g. by means of intensive courses in French, Spanish, Italian, and Russian. The introduction of compulsory courses in foreign languages other than English follows the introduction of small bilingual schools and immersion programmes at the lower stage. At this level it is necessary to improve the cooperation between the central authorities (Ministry of Education) and the municipal authorities, responsible for administering and organising compulsory education. The European programme *Lingua* may contribute to this development.

The high level education of translators and interpreters can only benefit from the openness and the diversity of languages: otherwise it will prove difficult to promote a European language policy respecting the language of each and every European.

###### ***4.1.3 Measures within the responsibility of the European Union***

It would be beneficial to introduce a forum for discussion, exchanging ideas and practices at the European level. Furthermore, experiences from distance education could be shared. In any case, the convergence of efforts should not lead to a forced consensus on the requirements and demands of the training.

##### ***4.2 Measures to be taken in universities***

###### ***4.2.1 Measures within the responsibility of the institutions***

New language combinations should be introduced. Savonlinna has launched a study module consisting of an introduction to Japanese language and culture. Furthermore, Savonlinna offers intensive training in conference interpretation, exclusively in Finnish-Russian-Finnish, thus complementing the language selection offered in Turku.

The aptitude tests for interpreters and the training of relay interpreting should be subject to profound pedagogical reflection.

The curricula, on the basis of the demand of the markets, and bearing in mind future forecasts, should remain relatively flexible to be able to adapt to new demands.

#### ***4.2.2 Measures within the responsibility of regional and national authorities***

Open university and distance education should be developed with the support of new technologies.

Internships within companies should be encouraged with the support of the national authorities within the framework of subsidies to vocational training.

#### ***4.2.3 Measures within the responsibility of the European Union***

A number of activities supported by the EU could contribute to a better profiled training of multilingual international communication:

- maintain, if not increase, the financial aid to student and teacher exchange
- support the supply of language services in Finnish as a foreign language, e.g. by financing part of the studies of young foreigners in Finland
- coordinate the norms of professional training as well as the qualification/certification procedures, contributing to the quality of multilingual services
- contribute to a controlled development of new forms of translating and interpreting, such as teleworking and teleconferences
- introduce a network of advanced training of audiovisual translation and translation of literary texts.

## National Report on the training of translators and interpreters in France Daniel Toudic, Université de Rennes 2, FR

### *Foreword*

The factual information relating to courses and institutions included in this report was initially based on the work done by C.CANCIO (Université de Toulouse II) on the training of professional translators and interpreters in France (Doctorate<sup>1</sup> and paper read in Rennes in September 1996<sup>2</sup>). It was updated in 1997.

### *1 Introduction*

While it is relatively easy to provide an accurate picture of which courses are at present on offer in the field of translation and interpreting in France, it is far more difficult to provide an analysis of translator and interpreter training per se in terms of "output" and professional relevance. This is particularly true as regards courses in translation, for reasons which are well known and are not specifically French. They include in particular:

- the lack of any official definition as to what qualifies someone to be a "translator", despite several recent attempts (in particular by the *Société française des traducteurs*) to move closer to some kind of national certification which would be recognised by professional bodies and potential employers. There is still no official "professional" qualification in translation and anyone can still "set up shop" with or without any academic qualification or professional experience, the market being the sole judge of professional capacity;
- the absence of detailed official guidelines as to what constitutes a "course" in translation (or interpreting). The latest official definition of the *L.E.A.* Master's degree in specialised translation *Maîtrise L.E.A. mention traduction spécialisée* contained in a ministerial *decree* of April 9th 1997, is even less explicit than a previous text published in 1981. It merely specifies that the course must cover two foreign languages, language and communication skills in French and teaching modules relating to the areas of specialisation.
- the reluctance of many academic institutions to provide figures or detailed information relating to graduate employment and career prospects and a marked reluctance to enter into any kind of information sharing network in what remains a highly competitive market place.

In France, the problem is compounded by the typically French dualism of highly selective *Ecoles* and (in theory) non-selective universities, which breeds mutual distrust and does not help to clarify an already complex picture.

### *1.1 The national linguistic situation.*

#### *1.1.1 National languages*

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<sup>1</sup> Carmelo CANCIO PASTOR, *La Traduction professionnelle en France. Approche du domaine hispanique*, Toulouse, 1995. Thèse de doctorat nouveau régime soutenue à l'université de Toulouse 2. (2 vol.), 486p.

<sup>2</sup> Published in *En bons termes*, D.GOUADEC (dir.), Paris, 1997, pp.43-61

France's written Constitution specifies that French is the language of the Republic. This has been the official doctrine at least since the French Revolution (or 1539 if one refers back to the Edict of Villers-Cotterets). For many years, regional languages such as Breton, Basque, Catalan, Corsican, Occitan, Alsatian, or Flemish were denied any official recognition and were even actively suppressed. However, minority languages have at least made some (very timid) advances into the education system in the past two decades. How limited these advances remain can be seen in the most recent official survey of languages in secondary schools (95-96), where regional languages are mentioned as an afterthought, and where the figures show that only 13000 pupils chose to study a regional minority language (out of a total of 5.4 million, i.e. 0.4%). The survey's brief did not cover primary education, where some regional languages (Breton in particular) have made inroads thanks to private initiatives such as the Diwan schools (1200 pupils).

Not surprisingly, ethnic minority languages fare even less well than regional minority languages in terms of being recognised as a vehicle for education.

It is obvious from the above that language A is automatically assumed to be French in any educational establishment in France.

### *1.1.2 Language policy*

The official attitude towards minority languages within France's frontiers contrasts sharply with the policy towards foreign languages, which have long been a compulsory part of the secondary curriculum and for the last 30 years have been actively promoted both throughout higher education and more recently, in primary schools.

Today, practically 100% of secondary school pupils learn a first foreign language, while over 72% (89% in years 3 and 4) learn a second foreign language, and a little over 10% a third. These proportions vary from year to year and are slightly lower in technical schools, but very few pupils now leave the system without having had some contact with a foreign language.

In almost nine out of ten cases (88.1%) the first foreign language studied will be English, which has steadily increased its dominance over the other main European languages (up from 82% in 1965-66). This has reinforced the elitist perception of German, which only 11% of pupils chose to study as a first foreign language, and 20% as a second foreign language. Spanish overtook German as the most popular second language in the mid-70s, and is now studied by nearly 60% of 3rd year pupils. Italian, in fourth place overall, is now mainly learned as a third foreign language by 5th and 6th form pupils, while Russian and Portuguese lag a long way behind.

In terms of language competence, the legendary ineffectiveness of French foreign language teaching has given way to greatly improved methods and equipment. Official guidelines now dwell on the importance of communicative skills and of oral skills in particular, which take up most of the 4 to 5 hours a week devoted to each foreign language in the secondary curriculum. However, the formal teaching of grammar and writing skills forms an increasing part of the

curriculum as pupils approach the *baccalauréat*. Old style translation (i.e. snippets of literary works translated out of context) has returned with a vengeance as a language exercise in recent years.

In higher education, some token language learning (1 or 2 hours a week) is theoretically a compulsory component of all university courses up to second year level although this obligation is diversely implemented. The last official survey (95-96) showed that overall, over 75% of higher education students were receiving some kind of language tuition. In universities (excluding *technicien supérieur* courses, business and engineering schools, *classes préparatoires* and private establishments), the proportion was only a little over 60%.

In the case of non language-specialists, out of a significant sample of 64 universities, the proportion of (non-language) students receiving some kind of language tuition varied from 55 to 100% according to the field of study (85% in arts and humanities, 75% in science and 70% in law and politics). English was again dominant, being chosen by 80% of the students studying a language (followed by Spanish, 9.5% and German, 6.5%).

Students majoring in languages at university numbered around 129,000 (out of total of 1.3 million) in 96-97 (down from 137,000 in 95-96). This figure includes both students on traditional courses mainly geared to training teachers (the ultimate goal being the *concours*, i.e. CAPES or *Agrégation*) and on *langues étrangères appliquées* (LEA) courses in which two foreign languages are studied along with subjects such as economics, law, business organisation, marketing, etc. Of these, about 55% were studying English as their main language, followed again by Spanish (20%), German (13%), Italian, Arabic, Portuguese, Russian, Chinese and Japanese, etc.

### 1.2 The system of higher education

France's higher education system is characterised in particular by:

- 1) A high level of access to higher education: over 80% of *baccalauréat* holders and some 50% of 18-24 year-olds go on to some form of further or higher education. The *baccalauréat*, or final secondary school exam, is the passport to higher education.
- 2) The existence of two systems of higher education and several types of establishments, namely:
  - i) An open system, automatically accessible to all holders of a *baccalauréat* and represented by the universities, which account for over 70% of France's 2 million students
  - ii) A closed selective entrance system comprising:
    - a) *Ecoles*, which can be subdivided into:  
*Grandes écoles*: a select band of establishments, some of which date back to Napoleonic times, including *Polytechnique*, *Normale Sup.*, *Centrale*, *Les Mines*, *H.E.C.* *E.N.A.*, etc. These were originally designed to produce either

scientists, engineers, academics, business managers or top civil servants, and have still retained that role, although distinctions have become increasingly blurred. These are only accessible after passing a gruelling entrance exam which usually takes at least two years of intensive preparation in a *classe préparatoire (prépa)*.

*Ecoles Supérieures de commerce* (Sup de Co): business schools  
Other *Ecoles*, such as E.S.I.T. (Ecole supérieure d'interprètes et de traducteurs)

b) Technological institutes (IUT) which are nominally attached to a university but which are, to all intents and purposes, autonomous institutions, offering two or three year technological and vocational courses;

c) *Sections de technicien supérieur (STS)*: two-year vocational courses run by *lycées* for post-*baccalauréat* students (admitted on the basis of their school results and interviews).

The perverse result of this system and of the enormous rise in student numbers from the mid-70s onwards, has been to tarnish the image of the non-selective universities compared to their selective counterparts and to divert resources away from them to a wide range of institutions.

3) A highly centralised system:

The vast majority of students study in state-funded universities, which are still subjected to central government scrutiny via the Ministry for higher education, although greater autonomy has been gained in the last twenty years. The recent reforms are a case in point, with the publication of a ministerial blueprint applicable in all French universities. Qualifications are *national* and are supposed to be of identical value in all universities throughout France. In practice, course contents and quality varies greatly from university to university as will be seen below.

### *1.3 Impact of secondary education on language studies in higher education*

In terms of language choice, the dominance of English as a first foreign language at school is carried over into higher education, whether among language specialists or as a secondary subject. However, many language faculties offer a wider range of languages than are available in secondary schools. Students can therefore broaden their range of language skills by taking up lesser-taught languages such as Arabic, Japanese, Chinese, Central European or Scandinavian languages, etc.

As mentioned above, language learning has benefited from improved methods and equipment. However, given that all-round high-flyers are often diverted into *classes préparatoires* and other selective courses, and that no prior testing is allowed for university language courses, no assumptions can be made about the skills of those choosing to study languages. Much basic language tuition is still needed in the first two years of university courses to bring students up to a satisfactory standard.

As regards translation skills, students arriving at university have usually only ever-experienced *version* (i.e. formal and usually fairly literal B-A translation)

and *thème grammatical* (i.e. A-B translation of single sentences designed to pinpoint some specific grammar or syntax difficulty).

## 2 The training of translators and interpreters

The formal training of professional translators and interpreters in France only began in earnest in the late 1950s, when the creation of the original Common Market highlighted the need for high level translation and interpreting in scientific, technical, economic and legal fields. With the exception of a certificate in legal translation initiated in 1931 at the university of Paris 2, the only kind of translation which was given any kind of academic recognition before the 50s was literary translation (into and out of the foreign language), which was (and still is to a large extent) one of the cornerstones of university language courses. Even in this field, however, translation was (and is) seen as a linguistic exercise designed to test the extent of a student's vocabulary and his/her mastery of the language, rather than a professional skill.

Professional translation and interpreting began to find their way into French universities with the foundation of the ESIT and ISIT schools in Paris, in 1957. Another 20 years went by before non-literary translation was admitted into university language syllabuses via the *langues étrangères appliquées* courses. The introduction of specialised translation in these courses, and then only as a 4th year option, came in 1981, but few universities offered a structured approach leading to anything resembling a professional qualification. However, with the development of vocational post-graduate *DESS* diplomas in the mid to late 1980s, it became possible for universities to provide professional training on a selective intake basis (which ESIT and ISIT had been able to do from the start).

Over the last 10 years there has been a rapid expansion in the number of institutions offering courses in translation and/or interpreting and in the diversity of these courses: Cancio lists 62 different graduate and postgraduate courses run by 25 institutions (not counting various certificates appended to other degree courses). Sixteen of these courses lead to specialised postgraduate qualifications (*D.E.S.S.*). Hence the difficulty in providing an accurate and comprehensive picture. We shall centre here on courses in specialised translation and interpreting for professional purposes.

Updated student numbers are particularly difficult to obtain given this same diversity and the fact that official enrolment figures in universities often do not recognise translation courses separately from other applied language courses up to 4th year level. According to the official figures, 605 students were enrolled for *Maîtrise L.E.A. traduction* courses in 1996-97. This does not include students at lower levels or students in private institutions. An estimate of the number of postgraduate students on professionally oriented translation courses in state-funded institutions (*D.E.S.S.* level) puts the figure at around 200-250 (out of a total of 719 enrolled for *DESS* courses in the areas of languages and business studies or translation).

### 2.1 Institutions

Specialised translation and interpreting qualifications are delivered by several types of higher educational establishments.

### 2.1.1 State-funded universities or similar institutions

The following institutions are officially recognised by the Education ministry as offering some kind of qualification in specialised translation (1996-97).

- Université de Aix-Marseille 1, [www.up.univ-mrs.fr](http://www.up.univ-mrs.fr)
- Université de Cergy Pontoise, [www.u-cergy.fr](http://www.u-cergy.fr)
- Université de Clermont-Ferrand 2, [www.univ-bpclermont.fr](http://www.univ-bpclermont.fr)
- Université de Grenoble 3- Stendhal, [www.u-grenoble3.fr/stendhal](http://www.u-grenoble3.fr/stendhal)
- Université de Lille 3 - Charles de Gaulle, Villeneuve d'Ascq, [www.univ.lille3.fr](http://www.univ.lille3.fr)
- Université de Lyon 2 – Lumière, [www.univ-lyon2.fr](http://www.univ-lyon2.fr)
- Université de Mulhouse-Haute Alsace, [www.univ-mulhouse.fr](http://www.univ-mulhouse.fr)
- Université de Nice-Sophia Antipolis, [www.unice.fr](http://www.unice.fr)
- Université de Paris 3, [www.fcp3.univ-paris3.fr](http://www.fcp3.univ-paris3.fr)
- Université de Paris 7, [www.sigu7.jussieu.fr](http://www.sigu7.jussieu.fr)
- Université de Paris 8, [www.univ-paris8.fr](http://www.univ-paris8.fr)
- Université de Pau et des pays de l'Adour, [www.univ-pau.fr](http://www.univ-pau.fr)
- Université de Montpellier 3 - Paul Valéry, [www.univ-montp3.fr](http://www.univ-montp3.fr)
- Université de Rennes 2-Haute Bretagne, [www.uhb.fr](http://www.uhb.fr)
- Université de Toulouse 2, [www.univ-tlse2.fr](http://www.univ-tlse2.fr)

In a small number of cases, courses are run by special *Ecoles* or *Instituts*, i.e. establishments which are administratively attached to a university but which enjoy a high degree of autonomy and a special status allowing them to select students on entry<sup>1</sup>. These include:

- ESIT (Ecole supérieure d'interprètes et de traducteurs) (Université de Paris 3, [www.fcp3.univ-paris3.fr](http://www.fcp3.univ-paris3.fr))
- ITIRI (Institut de traducteurs, d'interprètes et de relations internationales) (Université Strasbourg 2, [www.ushs.u-strasbg.fr](http://www.ushs.u-strasbg.fr))
- ESUCA (Ecole supérieure de cadres interprètes) (Université de Toulouse 2- Le Mirail, [www.univ-tlse2.fr](http://www.univ-tlse2.fr))
- IDC (Institut de Droit Comparé) (Université de Paris 2, [www.u-paris2.fr](http://www.u-paris2.fr))
- INALCO (*Langues O*) is a completely autonomous publicly funded establishment, but some of its qualifications are delivered under the auspices of the universities of Paris 3 or Paris 1 ([www.fcp3.univ-paris3.fr](http://www.fcp3.univ-paris3.fr) or [www.univ-paris1.fr](http://www.univ-paris1.fr)).

### 2.1.2 Denominational or privately funded Ecoles and Instituts

Some of these deliver their own qualifications while others have agreements with state universities whereby their students obtain national qualifications. These include:

- ISIT, Paris, [www.artinternet.fr/traduction/sites/isit/index.htm](http://www.artinternet.fr/traduction/sites/isit/index.htm)
- IPLV (Institut de perfectionnement en langues vivantes), Angers, [www.uco.fr/instituts/iplv/index.htm](http://www.uco.fr/instituts/iplv/index.htm)
- ESTICE (Ecole supérieure de traducteurs, interprètes et cadres du commerce extérieur), Lille, [www.univ.lille1.fr/~eudil/lillegb/liluni.htm](http://www.univ.lille1.fr/~eudil/lillegb/liluni.htm)

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<sup>1</sup> Selective entry is banned in most university courses under legislation passed in 1984



- ESST (Ecole d'enseignement supérieur en langues et traduction), Lyon, [www.mairie-lyon.fr/fr/focus/actuz\\_theresienstadt.htm](http://www.mairie-lyon.fr/fr/focus/actuz_theresienstadt.htm)

The first two institutions offer specialised translation and interpreting courses, while the latter teach translation as part of a wider curriculum.

The list does not cover an unidentified number of private establishments which may offer diplomas or certificates in commercial translation and/or liaison interpreting.

Most of the university courses are run by *L.E.A. (langues étrangères appliquées)* departments, but this is not the case everywhere: in Lille III, the English department is in charge, while in Mulhouse (Université de Haute Alsace), translation is taught within the Economics and Social Sciences Faculty. In some universities, courses are run under a more easily identifiable label within the administrative framework of an *L.E.A.* department: this is the case in particular in Rennes 2, where the *Centre de formation des traducteurs, terminologues et rédacteurs* (C.F.T.T.R.) is responsible for translation courses from year 1.

Professional interpreting is taught in only a handful of institutions in France. Bona fide postgraduate courses in conference interpreting (2 or 3 years after the *Licence*) can only be found in the following institutions:

- ESIT (Paris), [www.fcp3.univ-paris3.fr](http://www.fcp3.univ-paris3.fr)
- ISIT (Paris), [www.artinternet.fr/traduction/sites/isit/index.htm](http://www.artinternet.fr/traduction/sites/isit/index.htm)
- ITI-RI (Strasbourg), [www.ushs.u-strasbg.fr/formation/formation\\_3.htm](http://www.ushs.u-strasbg.fr/formation/formation_3.htm)
- IPLV (Angers), [www.uco.fr/instituts/iplv/index.htm](http://www.uco.fr/instituts/iplv/index.htm)

## 2.2 Content of training programmes

All the establishments listed above are those which are officially qualified to deliver qualifications in translation and interpreting. However, as mentioned earlier, this does not mean that they all actually train translators or interpreters. The length, content and level of courses varies tremendously from one university or institute to another beyond the acquisition of basic language and translation skills.

### 2.2.1 Basic language skills

If basic translation skills are defined as being source language knowledge (syntax, lexicon and semantics) and target language knowledge then these are supposed to be acquired or rather, consolidated, during the first two years of higher education. Most translation courses require prospective students to have successfully completed the *D.E.U.G. (Diplôme d'études universitaires générales)*, which is obtained at the end of the first two-year cycle. The *DEUG* may be in one of the two types of language courses: *L.C.E.* i.e. *langue, littérature et civilisation étrangère*, in one foreign language, or *L.E.A.*; i.e. *langues étrangères appliquées*, in two foreign languages and a varying number of other subjects.

Teaching in *D.E.U.G.* language courses is generally based on the four basic language skills, plus civilisation (*area or cultural studies*) and translation into and out of the foreign language (still often referred to as *thème* and *version*). The

latter is seen by most teachers to be a convenient way of testing the extent of students' vocabulary (the use of dictionaries is often discouraged) and their knowledge of language structures and their skills in comparative stylistics, rather than an exercise in translation per se.

### *2.2.2 Basic translation skills*

The following basic translation skills can be found, with variations, in most translation courses:

- text-type knowledge and text decoding skills in the source language
- terminology management
- phraseology
- text encoding skills in the target language
- domain knowledge (subject area)

Text type knowledge and decoding skills are generally taught through exercises based on written comprehension and discourse analysis. Students can be taught how to identify essential information at text, paragraph and sentence level and to present the information in various forms in the source language

As regards basic text encoding skills in the target language (French in this case), they are generally taught within courses in communication in the students' native language, where students acquire skills in writing and re-writing in different registers and styles. These are a compulsory part of the L.E.A syllabus. Actual translation skills may begin with various types of non-integral translation, i.e. synoptic translation (where only the main items of text identification and information are translated) or documentary translation (where only certain specific types of information specified beforehand are translated).

Terminology and phraseology are not approached as separate skills in all translation courses. They are, however, present in all fully integrated courses, with specific modules and assignments (generally the elaboration of a bi- or trilingual dictionary on one or several highly specialised fields). Terminology management is taught both as a basic skill and in relation to computer skills (terminotics). Documentary skills are also part of the basic syllabus in several courses. These skills are usually applied to a full-scale terminology project (ESIT, ISIT, Rennes).

Domain knowledge is founded on a "core" of subjects which are found in all *L.E.A.* and similar courses: i.e. economics and law, complemented by either international politics or business management. Technical and scientific subjects are rarely taught as such given the background in languages and social sciences of most translation students (one exception is the *MST* run by Mulhouse), but students at *DESS* level may themselves come from scientific or technical backgrounds.

Basic computer *literacy* is acquired in the early stages of most translation courses, and more advanced skills (data bases, macro command programming, advanced word processing skills, data transfer) in years 2 or 3 of fully integrated courses. Such skills have been a fundamental part of translator training in

Rennes for some years, a fact which is reflected in the *Langues et techniques DESS*.

However, it must be said that computer skills are still not as widespread as could be expected in many courses and that the equipment available is at best inadequate for most state of the art translation and terminology software and at worst non-existent. This reflects the general lack of IT equipment in the vast majority of French Arts and Languages faculties. Where equipment is available it often has to be shared with other faculties or departments. Courses which can offer fully dedicated workstations to every student (or every other student) are very rare indeed.

### 2.2.3 Advanced translation skills

- specialised translation
- information technology
- revision and postediting
- professional ethics and practice
- translation management
- project management

Specialised translation is generally structured around the main fields of scientific and technical, economic and commercial, and legal translation. In the most professionally oriented courses, only authentic material is used, i.e. documents supplied by research laboratories, companies, financial institutions, lawyers, etc. which have already been translated professionally, either fully or in part, by the teaching staff. On principle, only complete documents should be translated at this level, to avoid the pitfalls of selected extracts.

Most institutions find that specialised translation can only be taught efficiently by hands-on experience acquired by taking part in actual large-scale projects in which students are given responsibility as project or team leaders. The frequency and authenticity of such projects will depend very much on the institution's links with outside partners.

Revision and postediting are closely associated with the previous skills. They may also be applied to A-B translation and writing in language B, for instance through the revising of scientific papers provided by research laboratories wishing to publish in English.

Advanced IT skills may include the use of translation software (computer-assisted translation, in particular translation "memories"), proficiency in programming aids to translation (using Word macro-commands), knowledge of file transfer protocols, and the use of data bases. This is subject to the same proviso as above.

Professional ethics and practice will cover such themes as:

- relationships with clients
- work specifications
- confidentiality
- copyright law

- estimates and invoicing

### ***Interpreting:***

Professional interpreting courses at *ESIT* and *ISIT* cover the following :

- interpreting theory (ESIT)
- consecutive interpreting
- sight translation
- simultaneous interpreting
- professional practice (conference interpreting)

Liaison and consecutive interpreting skills may be found in translation courses, either as additional professional skills per se, or as ways of enhancing students' "translation awareness" (as an article in *Circuit*<sup>1</sup> points out).

Other interpreting skills, such as sign language interpreting, or community interpreting, are not yet widely taught in France. ESIT has offered a specialisation in sign language interpreting since 1993 (a *Maîtrise de sciences et techniques*). Community interpreters are often recruited on an ad hoc basis, either among native language speakers, or among *traducteurs-experts* recognised by the Courts.

#### ***2.2.4 Work placements***

These are generally mandatory as part of the course, and take place at the end of years 3 and 4 (6 to 8 weeks). All DESS courses also include a 2 to 3 month work placement. A detailed report is submitted by the student and by the placement tutor.

#### ***2.2.5 Time spent abroad***

By a strange paradox of the French system, this is not usually mandatory in language courses, except for admission to the ESIT interpreting course (12 consecutive months in a country of language B and 6 months in a country of language C). However, time out is naturally highly recommended everywhere.

#### ***2.2.6 Research training***

This is carried out at the *D.E.A.* level (postgraduate *Diplôme d'études approfondies*). *ESIT* is the only institution which offers a specific *DEA* in translatology and interpreting.

Contact hours are defined in the specifications laid down by the Education Ministry for national qualifications, i.e. between 900 and 1100 hours for the *DEUG* and between 500 and 600 hours each for the *Licence* and *Maîtrise (L.E.A.)*. *DESS* courses generally offer between 450 and 500 contact hours.

Language combinations: Of the 15 *L.E.A.* courses accredited in specialised translation, all offer English, Spanish and German within their language combinations, 10 offer Italian, 7 Russian, 6 Arabic and 5 Portuguese. Only a

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<sup>1</sup> GALLANT, Christel, "De l'initiation des traducteurs à l'interprétation..." *Circuit*, Autumn issue 1995, p.15.

handful of institutions (ESIT, Aix-Marseille, Grenoble, Lille 3, Montpellier) offer other languages (Japanese, Chinese, Greek, Dutch, Swedish) as part of a translation course. One of the problems which may arise in some institutions is the lack of sufficiently specialised translation teaching in languages where student numbers do not allow a clear distinction to be made between students specialising in translation and other students. This may be the case in Portuguese, Russian, or even Italian.

The distinction between courses which offer some kind of introduction to translation and/or interpreting techniques within a wider framework, and those which aim to provide specialised professional training for translators or interpreters will lie in the degree of inclusiveness of the components listed above. An unbiased assessment of translator training in France would probably conclude that very few courses at present on offer in France manage to provide training in all these skills up to professional standard.

### *2.3 Structure of programmes*

#### *2.3.1. One or two-year courses*

Specialised translation courses officially vetted by the Education Ministry are the MST (*Maîtrise de sciences et techniques*), the *Maîtrise L.E.A. traduction spécialisée* option (4th year) and *DESS* 5th year postgraduate courses.

The *MST* is a two-year course accessed after a *DEUG*. Only two *MST* courses are specifically geared to training translators or interpreters: the *MST Traductions et Documentation scientifiques* at *Université de Mulhouse Haute-Alsace* and the *MST Interprétation français-langage des signes* at *ESIT*.

The *Maîtrise L.E.A. (langues étrangères appliquées)* specialised translation option, which is one of two degrees awarded at the *maîtrise* level (the other being *affaires et commerce*, i.e. international commerce), was originally designed as a one year course intended to give students who had followed a standard three-year *LEA Licence* additional skills in translation techniques (both written and oral according to the official texts) and a knowledge of certain specialised fields of terminology. These were to vary according to the university and the local economic environment. Given the relatively modest number of hours of tuition allowed under the ministry's official guidelines (*maquette*), courses which rely only on one final year of specialisation can hardly pretend to provide professional training for translators and can not begin to train professional interpreters. A one-year *DESS (Diplôme d'études supérieures spécialisées)* course is therefore used as a natural adjunct to the *maîtrise* in most institutions.

Of the 15 institutions which run *Maîtrise LEA* specialised translation courses, 10 also offer at least one *DESS* in the area of translation. Lille 3, Paris 3 and Paris 7 each offer two such diplomas. Specialisations range from specialised translation applied to the fields of medicine and pharmaceuticals to machine translation and professional literary translation.

Conference interpreting is offered as a specialisation at *DESS* level by *ESIT* and Strasbourg.

### 2.3.2. Integrated courses

Few institutions offer fully integrated courses lasting two years or more. The following are generally recognised to fit that description:

#### *Translation:*

- ESIT: a three-year professional translation course with admissions in year 3.
- ISIT: a four-year translation course (but actual specialisation does not start until year 3)
- Lyon 2: Licence and Maîtrise LEA combined with a DESS
- CFTTR - Rennes 2: probably the only university to introduce a small degree of specialisation in year 1 (DEUG) and to gradually increase the specialised content of the course through to year 5 (DESS).
- Interpreting (i.e. conference interpreting) is a 2-year specialisation, beginning in year 4 at ESIT and year 5 at ISIT.

### 2.3.3 Translation as a course component

This would include *L.E.A.* courses which only offer a *Maîtrise* option and some of the many languages and business courses set up in the 1980s in a number of private *Ecoles* (Lyon, Lille, Toulouse, Tours, etc.) as well as those which combine languages and information technology (Metz, *INALCO*, Orléans).

## 2.4 Admission and accreditation

### 2.4.1 Admission

By law, admission to courses leading to national qualifications up to *maîtrise* level are unrestricted (providing students comply with the requirements for access to each stage of the course). This provision therefore applies in theory to all *L.E.A.* courses. In practice, many universities have now introduced some kind of selective process for admission to translation courses (students may for instance be required to pass tests for a given course after they have been officially admitted to the university). These provisions do not apply to postgraduate courses: *DESS* courses offer a limited number of places, for which students are selected on the basis of tests and/or interviews.

*Ecoles* and other institutes are entitled to practise selective entrance. *ESIT* admits students at either 3rd year (translation) or 4th year level (interpreting) on the basis of written and/or oral tests in language A and 2 foreign languages (translation A-B, B-A and C-A). Students may be admitted to *ISIT* at 1st, 2nd or 3rd year level after tests in languages A, B and C and translation skills.

Tuition fees are charged at both these institutions: they amount to around 3,000 FF a year at the former and between 15,000 and 25,000 FF a year at the latter.

### 2.4.2 Qualifications

#### 2.4.2.1 National qualifications:

These can be defined as qualifications recognised by the Education Ministry and subject to an official accreditation procedure:

- Maîtrise L.E.A. mention traduction spécialisée
- M.S.T. (see above)
- DESS

#### 2.4.2.2. University qualifications

A number of universities now also offer *D.U. (diplôme d'université)* courses leading to specific qualifications which are not recognised as *diplômes nationaux*. The level and length of these courses varies from university to university, but most are 1 to 3 year courses for students at level 3 or 4. These include:

- D.U. de traducteur généraliste (Rennes 2)
- D.U. terminologue/phraséologue (Rennes 2)
- DESU de Rédacteur-Traducteur en informatique et électronique (Paris 8)
- DU traduction et interprétation bilingue (DUTIB) (Lyon 2)
- DU de Traducteur (ITI-RI, Strasbourg 2)
- DU de traducteur-interprète de l'ESUCA (Toulouse 2)
- DU de technicien multilingue (Haute Alsace)
- DU de traducteur (ESIT, Paris 3)
- Brevet de traduction et de terminologie juridique (IDC, Paris 2)
- Some courses are especially designed to cater for mature students within a continuing education framework: this is the case at Rennes 2 university, which offers 1 year courses in translation (D.U. de traducteur généraliste) or terminology (D.U. de terminologie/phraséologue) for people with some previous professional experience of these fields but no formal academic qualifications.

Some of the privately funded institutions also offer *Diplôme d'Ecole*: this is the case of *ISIT* (Paris), *ESTICE* (Lille), *IPLV* (Angers) and *ESST* (Lyon).

### 2.4.3 Testing

There are no national standards laid down for the testing of translators or interpreters.

Testing is carried out within the general framework laid down by the ministry for national qualifications, and according to the rules laid down by each university or institution. In France, assessment has to take into account work done during the year as well as a final examination taken every year or every semester. Pass or failure in a given year is traditionally determined by an average mark calculated over a range of subjects. This raises the question of how to test real professional skills when a particularly serious weakness may be concealed by an overall pass mark. *DESS* assessment schemes, in particular, may therefore give a particularly significant weighting to certain professional skills and to work-experience reports.

Testing of specialised translation skills usually implies the use of either dictionaries or terminological data compiled by the students themselves. Whenever possible, the work will have to be handed in a word-processing format.

No dissertation or thesis is generally required in T&I courses. Specific terminology or translation projects may be accompanied by a short report on the methodology and techniques used and the problems encountered.

## 2.5 Impact of community programmes to date

The impact of community programmes can only be assessed on an individual basis in each institution and has generally been most visible in terms of mobility and cross-cultural awareness. There does not appear to have been much cross border emulation to date in terms of course content harmonisation in the field of translation, given the diversity described above. This probably does not apply to the same extent in the field of interpreting, where there appears to be more widespread consensus.

Work done with Eastern European countries under various Tempus programmes or nationally sponsored programmes has encouraged those institutions involved to develop specific training programmes and material and this in turn should feed back into courses in the institution itself.

## *2.6 Career prospects*

Placement rates for translation and interpreting courses are generally just as difficult to come by as any other university course in the absence of any unbiased national data. Success rates are obviously highest among graduates at *DESS* level, where the qualification is recognised in professional circles to be relevant to the current needs of the profession. As far as it is possible to ascertain, job placement rates for *DESS* translation graduates, six months after graduation, vary from 25 to 90%, depending very much on the course's reputation and its links with professional networks.

Prospects outside the area of T&I proper may include terminology bank management, technical writing and documentation, web site management and a variety of commercial jobs in the IT field, usually dependent on the technical content of the course (i.e. the strength of the IT components). Teaching is not usually a real option given the competition from students who have followed traditional language courses.

## *3 New needs in the area of T&I*

### *3.1 In relation to the development of language studies*

- improved basic language skills in secondary schools and initial university training through a better use of existing IT resources and of exchange programmes
- the diversification of first and second foreign languages
- new approaches towards translation in secondary schools (move away from traditional version and thème)

### *3.2 In relation to professional requirements*

#### *3.2.1 Institutional requirements*

- greater consensus on what constitutes translator training
- better identification of T&I departments
- a more rational distribution of T&I courses and specialisations

#### *3.2.2. Course content*

- development of IT equipment and skills in the use of CAT software
- development of training partnerships with industry
- the teaching of quality control procedures and professional ethics



### *3.3 In relation to Europe*

- greater opportunities for mobility
- greater European harmonisation through the definition of professional training standards
- identification of T&I courses complying with international standards (with a clear distinction being made between translation and interpreting)

## *4. Measures to be taken*

### *4.1 In the training of trainers*

- greater recognition of specialised translation as a field of research in its own right
- the introduction of specialised translation alongside academic literary translation in teacher training courses and exams (CAPES and Agrégation in France)

### *4.2 In universities*

#### *4.2.1 At national level (France)*

- a moratorium on the creation of new T&I qualifications
- a national audit of existing T&I courses and the implementation of quality control standards
- networking to optimise resources and skills
- co-operation with professional bodies in defining a status for translators and interpreters

#### *4.2.2 At the European level*

- more financial help for student mobility
- consensus on standards for T&I training courses
- use of IT to develop resource and skill sharing (terminology banks, CAT, distance learning material, etc.)
- better internal EU co-operation in setting up programmes in Central and Eastern Europe with a view to helping their future integration

## National report on the training of translators and interpreters in Greece Simos Grammenidis, Université Aristotle de Thessaloniki, GR

### *1 Introduction*

#### *1.1 The national linguistic situation*

The linguistic landscape in Greece is relatively homogeneous. Modern Greek is the spoken language throughout the country. The evaluated form of classical Greek is an "original" language in Europe in relation to the majority of languages with Latin or Saxon origins. This originality constitutes one of the reasons that modern Greek is not widely spoken and Greek people are interested in learning foreign languages.

##### *1.1.1 National language*

The national language is modern Greek. It is both the official and the current language in all areas of the country.

##### *1.1.2 Language policy*

The fights between the defenders of a "pure" language (*katharevousa*) and the promoters of the "language of the people" (*Dimotiki*) which has marked the period between the world wars resulted in the restriction of the concept of "language policy" and its definition. Moreover, the fact that Greek is an isolated language which does not belong in any group of languages and is not widely spoken outside Greece, focuses the discussion about language, and the preoccupation of the authorities, on safeguarding the national language.

The learning of foreign languages is developed in three sectors: in the public education (primary, secondary, higher), in institutions supported by the state and in private institutions which include approximately 6,000 establishments all over the country.

In the public sector, historic and economic factors favour the teaching of English which is taught from primary level up to university level, followed by French which is also taught at secondary schools and at universities. German follows as a third choice and is taught in some secondary schools and at university. And finally, Italian is taught only at university. Recently the Ministry of Education introduced the compulsory learning of two foreign languages. These include English and a choice between French and German.

#### *1.2 The system of higher education*

There are eighteen establishments of higher education which develop the research and teaching in all scientific fields. Studies are at no cost to the participants. However, there is a restricted number of students. Access to undergraduate level in all universities is possible after a national examination. About 20% of secondary school graduates, that is 20,000 to 25,000 students per year, study in Greek universities. About 1,300 students per year, that is 5,5% of all candidates, follow language studies.

Every department is divided into Sections (units of teaching and research) which are specialised in a concrete field. Research laboratories belong to a department or to a section. Studies are separated into three cycles which lead to a degree.

The first cycle of studies is covered in eight or ten semesters and leads to the "Diploma of University Studies" (*Ptyhio*). The second cycle is covered in four semesters and leads to the Diploma of Postgraduate Studies (*Metaptyhiako*). This diploma constitutes a further qualification for the job market and in many cases it is a prerequisite for doctoral studies. The last cycle of studies is covered in a minimum of six semesters and it leads to the title of Doctor. This gives access to an academic career. It should be noted that not all departments have developed studies of the second and third cycles.

Foreign languages are envisaged in two ways:

- a. as subject of study and research field
- b. as subject of learning necessary for students of every scientific endeavour.

Two universities in Greece, namely, Athens, [www.di.uoa.gr](http://www.di.uoa.gr) and Thessaloniki, [www.auth.gr](http://www.auth.gr), develop studies of foreign languages and literatures (English, French, German, Italian) as well as English, French and German translation and interpreting. In all Greek universities students of all disciplines are encouraged to learn at least one foreign language (English, French, German, Italian or Russian) before they obtain their diploma. This is also valid for students in the institutions of Higher Technical Education (TEI) where a foreign language is an obligatory subject.

For the last few years there have been private organisations which, in collaboration with foreign universities - mainly English and American as well as French, offer the possibility to those who have not succeeded in passing the national entrance examination - so they are not qualified to study in a public university- to follow in Greece the first part of their studies (2 or 3 years) and finish them abroad. The programme followed is that of foreign universities and a large part of the studies is in English or in French. Students have to pay tuition.

### ***1.3 Impact of secondary education on language studies in higher education.***

There is an analogy between secondary and higher education. Languages taught in secondary school are the same as those studied in universities (Italian is the only exception).

The needs as regards the teaching of foreign languages in secondary schools have provoked very deep modifications in many university programmes. However, conditions in the teaching of foreign languages in secondary schools are often not satisfactory and cancel the benefits of the formation obtained at university.

As regards translation skills, students entering a university programme have usually little experience in *version* and *thème* and they consider translation as a means to learning a foreign language and not as a scientific field in its own right.

## ***2. The training of translators and interpreters***

### ***2.1 Institutions responsible for training***

Two state universities provide training of translators and interpreters. For many years this training was provided by European Institutes specialised in this field. One of them (The Centre of Training for Translators and Interpreters -*KEMEDI*-)

was transformed to the Department of Languages, Translation and Interpreting of the Ionian University (Corfu), [www.uion.edu.gr](http://www.uion.edu.gr).

This Department is one of the two institutions which aim to teach and carry out research in the field of translation and the only one which is in charge of interpreting. It is an autonomous department receiving 30 students every year.

The second institution is the Translation Section in the French Department of the Aristotle University of Thessaloniki. It is a new academic unit and it is not exactly an institution training professional translators, - it is one of the three sections of the department. As the two others, it offers a translation module as a choice to 700 students, future teachers of French language. However, it must be noted that this new unit is in a start-up phase.

In all the departments of foreign languages and literatures, students have the possibility to follow translation modules. It is not, however, a training with professional aims.

Moreover, the European Commission, in collaboration with the Ministry of Foreign Affairs, organises and provides grants for intensive interpreting seminars for university diploma holders who speak at least three languages. Attendance is possible after an entrance examination.

In the private sector, the French Institute in Athens (IFA) and the French Institute in Thessaloniki (IFT), in collaboration with ITIRI (Institut de traducteurs, d'interprètes et des relations internationales - Université Strasbourg 2-) propose a training for bilingual (Greek - French) and trilingual (Greek - French - English, Greek - French - German, Greek - French - Italian, Greek - French - Spanish, Greek - French - Russian) translators which comprises two or four years. Students have the possibility to continue in Strasbourg and follow a DESS course.

Private translation offices organise, with grants from the European Commission, seminars for translator and interpreter training.

## *2.2 Content of training programmes*

The programme at Thessaloniki is not yet fully defined. Discussions in the department show that, after having taken into account the needs of the market more than academic criteria, the initial aim of the Translation Section - training and research in translation/translatology - moves in the direction of professional training.

On the other hand, the programme of the Department of Languages, Translation and Interpreting of the Ionian University has been in effect for almost ten years. It includes the study of three languages including civics. Students have to choose two: English, French and/or German. The programme foresees subjects in civilisation, history and language but also practical subjects in translation and interpreting. The subjects are classified in two categories: obligatory and optional. Students must obtain a number of credits before they obtain their

diploma. They are examined at the end of the semester in the subjects they follow.

However, it must be noted that conditions do not favour the realisation of the ambitions in the department.

Finally, the programme of IFA and IFT includes practical subjects aiming to improve students' level of knowledge in the mother tongue and in the acquisition of translation skills. They also include theoretical subjects (translatology, medicine, oenology, European institutions, etc.).

### *Structure of programmes*

The structure of the programmes follows the norms of Greek universities. Studies are spread over a minimum of eight semesters. They include obligatory and optional subjects and some must precede others. Every subject corresponds to a precise number of credits (1 to 3). Students are free to choose the subjects in which they are interested. Consequently, except for the obligatory subjects which are mandatory to all students, the structure and the composition of the programmes is the decision of the individual student.

### *2.4 Certification*

There is no special legislation to define the norms to obtain the status of professional translators. Only translators to the Ministry of Foreign Affairs are admitted after an examination.

### *2.5 Impact of Community programmes to date.*

The two institutions have profited from programmes of the European Union, participating in mobility programmes for students and teachers. The impact of the EU programmes becomes evident with the creation of the Translation Section in Aristotle University.

### *Career prospects outside the area of T & I*

Theoretically, career prospects for the two programmes are not the same. The institutional context allows graduates of language Departments who are prepared for teaching to work as translators. On the other hand, it does not allow graduates of translation to work as teachers. The private sector is a third possibility.

## *3. New needs in the area of T & I.*

The enlargement of the European Union, the geo-political position in the Balkans and newly created links between countries in the area, after the political changes in the last few years, have created new needs in the area of Translation and Interpreting.

### *3.1 In relation to the development of language studies.*

New needs impose the reorientation of language studies. This will lead to a better training for translators. This reorientation needs:

- A diversification of the languages taught
- The improvement of the linguistic competence in the mother tongues and in

foreign languages of secondary school students who wish to follow translation studies.

### ***3.2 In relation to professional requirements***

A rising need for translation and interpreting is noticed particularly by Greek firms which are in the process of establishing themselves in Balkan countries and in the former Soviet Union countries.

Moreover, technological developments require translators to be trained in technical terminology and in specialised languages and in multimedia as well as documentation research. The Section of Translation in Thessaloniki proposes this kind of training.

### ***3.3 In relation to Europe***

European enlargement increases the needs for translation and conference interpreting. Languages such as Spanish, Portuguese, Swedish, Finnish and Dutch have not been taught in public establishments though needs are great. The same problem holds for the languages of new entrants to the EU.

## ***4. Measures to be taken to satisfy the new needs identified***

### ***4.1 Measures to be taken in the areas of initial training and in service language teacher training***

#### ***4.1.1 Measures within the responsibility of the institutions***

- Creation of centres for training of translation teachers
- Recognition of "specialised translation" as a field of research in its own right

#### ***4.1.2 Measures within the responsibility of the regional and national authorities***

- Application of concise legislation to obtain the status of official translator or teacher of translation
- Creation of technological documentation centres for translators
- Creation of centres for continuing education or distance learning
- Creation of audiovisual translation schools

#### ***4.1.3 Measures within the responsibility of the European Union***

- To support more student and teacher exchanges
- To define standards for the professional training of translators
- To support the development and to finance the translators' (or future translators') training in these technologies

### ***4.2 Measures to be taken in universities***

#### ***4.2.1 Measures within the responsibility of institutions***

- To redefine the content of translation courses in the departments of foreign languages and literatures in order to give them a professional dimension
- To adapt the current courses to the demands and needs of the market
- To establish new academic units for the learning of other foreign languages (Spanish, Portuguese, Danish, Swedish, Turkish, Bulgarian, Rumanian, Russian, etc.) than those currently taught.
- To envisage new linguistic combinations for the future translators
- To encourage the cooperation between universities and between the different departments of the same institution.

#### *4.2.2 Measures within the responsibility of the regional and national authorities*

- To coordinate the cooperation with countries which are going to enter into the European Union
- To maintain, if not to increase programmes, such as Socrates and Leonardo
- To support the projects for the development of common programmes and common diplomas
- To set up cooperation in networks by means of new technologies
- To facilitate the participation in information banks
- To finance the creation of terminology databases

## **National report on the training of translators and interpreters in Italy** *David Snelling, Università degli Studi di Trieste, IT*

### **1 Introduction**

The SSLMIT of the University of Trieste, [www.univ.trieste.it](http://www.univ.trieste.it), was originally an off-shoot of the Faculty of Economics and Business Studies offering a 3-year diploma in translation and interpreting. In 1978 it became a fully-fledged university faculty offering a degree course in translation or interpreting (a common biennium followed by a two-year course either in conference interpreting or translation).

The SSLMIT of the University of Bologna, [www.unibo.it](http://www.unibo.it), in Forli (1991) is now the second such university faculty offering a first degree in translation and interpreting.

There are, as yet in Italy, no postgraduate courses available, though a number of universities are offering short degree or diploma courses in translation and some even in conference interpreting. These courses have just begun and will not be taken into consideration in the following report as the contents of the courses and, indeed, their length, do not correspond to those of the degree courses in translation and interpreting. Neither will schools organised by the municipal authorities of some large cities, i.e. Rome and Milan - or privately-owned schools, some striving desperately for ministerial recognition, as the courses offered are usually expensive, abbreviated versions - both in terms of time and in terms of content - of the university faculty courses in Trieste and Forli, which represent the most comprehensive available courses serving, in any case, as models for future aspirants.

There are no definitions of what qualifications a translator or interpreter must have. Anyone is entitled to set up shop and, the market is the sole judge of professional capacity. Neither are there any national registers or professional rolls for translators or interpreters.

The honours degrees offered by Trieste and Forli obviously entitle the holders to apply for official government posts as interpreters and translators in parliament, or the senate or in any of the ministries. There is, however, some mention of abolishing the official legal value of university degrees, i.e. that they will no longer be an absolute pre-requisite for candidates. The situation is very much in a state of flux and the new law on the reform of the universities is anxiously awaited before the mandate of the present Government expires (2001).

All University courses in translation and interpreting envisage that the candidate will have Italian either as his first foreign language or as his mother tongue. Language combinations excluding Italian are not envisaged, though, in view of market requirements, both simultaneous and consecutive interpreting is done into the first foreign language as well as from it. All graduates will have done, in their final examinations, at least two examinations into Italian and at least one into their first foreign language. Italian is an official language of the European



Union but not of the United Nations. The EU and the private market are, therefore, the primary source of employment for graduates.

## *2 Training of translators and interpreters*

### *2.1 Institutions responsible for training*

The only university faculties offering full-degree courses in translation and interpreting are the School of Modern Languages for Translators and Interpreters of the Universities of Trieste and Bologna (the latter in Forlì). Other universities have in the recent past organised one-year courses (Verona) or have integrated other courses, for example the course in Diplomatic Studies of the University of Udine (in Gorizia), with courses in translation and even conference interpreting. Private schools and municipally-founded schools abound, one or two of the latter enjoying some prestige, though neither group offers degree courses but a three-year diploma course. The Universities of Trieste and Bologna (Forlì), whose courses have been approved by the Ministry of Education and whose staff are regularly recruited by public competition, offer honours degree courses: Associate professors were appointed in Trieste in 1985 and the first chair in interpreting in 1994.

The proliferation of courses in translation and interpreting often organised on an ad-hoc basis, with temporary staff on short-term contracts or with full-time members of the Linguistics or Language Departments with little experience in the specific field, is to be seen as jumping on the bandwagon with the improvisation of courses to attract, rather than cater for, applicants for positions within the European Union. The creation of such courses has been too recent for any assessment to be made but results at EU tests have not been flattering.

Both Trieste and Bologna (Forlì) have entrance examinations including translations from and into the first foreign language. In addition, graduates from other faculties may take the entrance examination to the third year where the specialised courses, either in translation or interpreting, begin. Recent statistics have revealed that about 100 candidates are selected by each university from about 600 applicants.

### *2.2 Content of University Training Programmes*

#### *First biennium*

A first biennium common to translators and interpreters with courses in language (mother tongue, first and second foreign languages), translation, linguistics, philology and modern history, international institutions and a number of optional subjects: medical science, law or natural sciences, for example. An introduction to interpreting at business-negotiation level (liaison interpreting) is also envisaged for all students in the second year.

All students take Italian and one of three first foreign languages (from and into which they will be expected to translate and interpret during their course of specialisation in the second biennium): English, French or German. Students of non-Italian mother tongue must take Italian as their first foreign language. They will also take a second foreign language (from which they will work during their second biennium) and, optionally, a third (according to the same criteria) from the following list: English, French, German, Portuguese, Russian and Spanish

(Trieste and Forli); Chinese, Dutch, Slovenian, Serb and Croat (Trieste). Courses in Chinese (Forli), Arabic and Japanese (Trieste and Forli) are envisaged in the near future.

### *Second biennium translation*

Courses in language, literature, specialised translation from and into the first and foreign language and from the second foreign language are envisaged. A final translation examination - formerly a rather cumbersome business, currently being rationalised and streamlined – is also envisaged.

### *Second biennium conference interpreting*

Courses in language, consecutive interpreting from the B language into the A language and from A into B and from C into A are envisaged in the third year while simultaneous A into B, B into A and C into A replaces consecutive in the fourth-year. Final examinations in conference interpreting in a new streamlined form simulate actual working conditions and test the candidate's ability to work in simultaneous and consecutive from B into A and from C into A, and in either simultaneous or consecutive (student's option) from A into B.

### *Special courses*

Special courses in sign-language interpreting are currently being held in Trieste. Forli also holds courses in interpreting for the media. Special courses in literary translation and introductory courses to interpreting for graduates from other Italian universities and for graduates from Eastern European universities are held in Trieste with the co-operation of the European Union. Trieste feels a special responsibility for relations with Eastern Europe. Community interpreting as such is unknown in Italy, though obviously the court interpreter is a necessary figure (though he need not necessarily have received specific translation or interpreting training. Courses in sign-language interpreting may be followed up by specialist requirement interpreting courses, should the need arise.

## *2.3 Content of training programmes*

The first biennium for both translators and interpreters offers courses of about 60 hours each per academic year in translation from and into the first foreign language and from the second foreign language. With the language courses (60 hours) they provide a general theoretical introduction to linguistics and translation science. All courses end with a compulsory examination. Minimum of each examination taken at the end of the course will contribute to the mark the student receives for his or her degree.

The second biennium sees the student opting either for translation or interpreting. In the former case, courses of advanced translation on special subjects - law, medicine, computer science for example - from and into the first foreign language (60 hours each) and from the second language (60 hours) are provided. For the interpreters the third year envisages courses in consecutive interpreting (A into B, B into A, C into A) while simultaneous replaces consecutive in the fourth year.

Both for interpreters and translators, the final examinations, which simulate working conditions, have to be taken before the students can defend his or her

dissertation. The dissertation may be a glossary, or a translation with extensive comment, or the result of original research, or the evaluation of existing studies in any of the subjects in which the students has taken an examination. The average examination mark, the final exam assessment, and the mark given for the defence of the written dissertation contribute to the definite assessment of the student's degree course (marks out of 110).

The courses are not divided into semesters; the lessons begin in the second week of November and continue until late May with breaks at Christmas, Easter and in early February. Examinations are held during the first half of February, in June and in October. Final examination and degree sessions are held at the beginning of March, the beginning of July and the beginning of October.

#### ***2.4 Certification***

There is no official certification sanctioning access to either profession. Various attempts have been made to draw up professional rolls or registers. The national and international Interpreting Association (AIIC) has been particularly active in this field though Parliament has taken no definitive decision. The current trend would appear to be moving towards deregulation rendering unlikely a rapid government-approved imposition of norm in this sector.

#### ***2.5 Impact of European Union programmes to-date***

ERASMUS, SOCRATES and TEMPUS programmes have benefited students. A prolonged period of study at a foreign university may be an optional extra for students from other faculties, but it is obviously essential for students of translation and interpreting. Exchanges between CIUTI schools had, to a certain extent, (with the waiving of fees and recognition of examinations taken, at the host university) foreshadowed these programmes, fostered by the European Union, grafted onto an existing network of inter-university relations.

#### ***2.6 Career Prospects outside translation and interpreting***

A degree course in translation and interpreting at either Trieste or Forli entitles the graduate to apply for a teaching post in State schools, provided the student has taken two examinations in the literature of the language he or she wishes to teach.

Import/export firms in Trieste absorb some graduates with a knowledge of English, German or the languages of the neighbouring Slav Countries. Journalism and administration in international institutions also figure among the career options of Trieste and Forli graduates.

### ***3. New needs in the area of translation and interpreting***

The acquisition of computer skills is now taken for granted in translation departments and audio-visual material is regularly used as support for interpreting classes. The relationship with the working world is clearly of vital importance. However, translation and interpreting faculties cannot relinquish the guidance of highly-qualified staff who continue to act as mentors to their students teaching them a critical approach to their source and target material. In the rush for new equipment and high technology labour-saving devices, the

relationship between tutor and pupil must retain its central role. Televised or recorded lessons cannot replace this traditional relationship.

Neither can the universities themselves carry out the tasks of employment exchanges or professional associations. Their task is to prepare their graduates for the professional world not to find them jobs or to defend the interest of professional categories.

### *3.1 Language combinations*

All translators need at least a passive knowledge of English and French plus the language(s) in which they specialise. All interpreters within the European Union need both of these languages passively and one of them actively, whatever their mother tongue. It is obvious that combinations including one of the following languages - Danish, Dutch, Finnish, Greek, Portuguese or Swedish - are to be encouraged. Czech, Hungarian, Polish and Rumanian are already becoming necessary.

It is not, however, essential for complete four-year courses in any or all of these languages to be introduced in translation and interpreting faculties. A translator or interpreter trained in working from one of the Germanic or Slav languages should be able, in a relatively short time, to apply his skill to another language of the same family. The European Union continues to prefer basic training in the major European languages, feeling that "exotic" languages may be added at some subsequent stage. University bureaucracy is traditionally oppressive and discourages ad-hoc or short-term initiatives (unless, of course, they can be marketed). Greater flexibility is called for in catering for minority language requirements. Language combinations should also cut across the Romance-Germanic divide. Italian interpreters, for example, should be encouraged not to choose a French/Spanish or a French/Portuguese combination but to include a language from one of the other language families.

### *3.2 Rhetorical skills*

Translators and interpreters are more exposed than most to the danger of bilingual illiteracy. The students' mother tongue should be clearly identified and nurtured from the beginning of his or her university studies with constant training in the preparation of written and delivery of oral texts.

### *3.3 Combined courses*

While not subscribing to the hypothesis that it is easy (or possible) to make an interpreter or a translator, in a relatively short period of time, out of an engineer, lawyer or doctor who also just happens to have a perfect knowledge of three European languages other than his or her own, courses in translation or interpreting could feature permanently in combined honours degrees, in future, with law or business management, for example. Imagine, too, how useful a thorough training in consecutive could be in faculties where journalism or diplomatic studies are taught - not as an improved optional extra but as an integral part of the course.

# National report on the training of translators and interpreters in the Netherlands

Gerda Boven, Hogeschool Maastricht, NL

## 1 Introduction

### 1.1 The national linguistic situation

#### 1.1.1 National language

The national language is Dutch. Frisian is an official minority language used in the province of Friesland. Turkish and Arabic are the most widely used immigrant languages.

#### 1.1.2 Language policy

Dutch is the language of instruction at all levels of education. Universities are allowed to teach certain courses in English, for purposes of internationalisation.

Frisian is compulsory in elementary education in Friesland, where the first two grades are taught entirely in Frisian. In secondary schools it is an elective subject.

In 1997 the government decided that immigrant children have a right to study their native tongue at school as part of the regular (elementary) school curriculum. Not much is known as yet about the implementation of this measure, which may in the future have a profound effect on the availability and choice of foreign languages in secondary and tertiary education.

### 1.2 The system of higher education

There are two types of higher education in the Netherlands: academic education is offered by the 14 universities, and professional (in the sense of 'vocationally oriented') education is the responsibility of some 80 *hogescholen* or "universities of professional education", somewhat comparable to the German "Fachhochschulen". Both are subject to the same Higher Education and Scientific Research Act of 1992, which means, among other things, that a full-time course has a study-load of 168 credit points (approx. 240 ECTS), where 1 credit point represents 40 hours of study.

The normal duration of all non-technical courses leading to a first degree in all institutions of higher education is 4 years. University students who pass their *doctoraal examen* are entitled to the title of *doctorandus* (abbreviated to *drs*); the equivalent "professional" first degree confers the title of *baccalaureus*. The doctorate is open to any graduate of a course consisting of 168 credit points. There are certain entry requirements in both universities and *hogescholen*, according to the chosen field of study, but, except for courses in the fine arts and the performing arts, there are no entrance exams other than the school-leaving exam.

There are no language requirements in higher education, but all students are expected to be able to at least read English. Latin is no longer required, not even in Law or Medicine. In translation and interpreting training and in general

language studies, a certain level of proficiency is required if the student chooses French, German or English.

### *1.3 The impact of secondary education on language studies in higher education*

All secondary schools offer English, French and German. Spanish, Italian and Russian are less widely available. Latin and Greek can still be studied. English is the compulsory first foreign language; it is taught from the fifth grade of elementary school and continues through secondary school (5 or 6 years). Many pupils choose a second foreign language, usually French. Those who choose a third often prefer Spanish to the more traditional German. The level of achievement is quite high in English and fair in the other languages.

T&I programmes and language studies at the universities do not offer beginners' language courses in English, French and German. All other languages can be started from scratch, although this does mean that it is difficult for graduates to attain the linguistic competence required for T&I training equivalent to the level of English, French and German. However, since nowadays language training in secondary schools is less intensive than it used to be, the entrance level of students wishing to study French and/or German has also dropped significantly. It is therefore likely that future T&I training courses will involve even more general language proficiency training than at present.

Since the acquisition of translation skills is not part of the secondary curriculum, beginning T&I students generally have no experience in translation and only have the vaguest of notions of what it entails.

## *2. The training of translators and interpreters*

### *2.1 Institutions responsible for training*

In the Netherlands there is only one typical School of Translation and Interpreting, the *Faculteit Tolk-Vertaler* of the *Hogeschool Maastricht*, [www.hsmaastricht.nl](http://www.hsmaastricht.nl). It is a professionally oriented school, founded in 1981. Besides the four-year *baccalaureus* course, the School also offers an MA course in Applied Translation Studies, in collaboration with the University of North London (UK).

The University of Amsterdam used to offer an undergraduate degree course in Translation Studies (*Vertaalwetenschap*), but this option was discontinued in 1994.

More recently, the modern language departments of the Universities of Nijmegen, Groningen and Utrecht have introduced some form of Translation Studies as an optional course of study for third or fourth year students. The University of Nijmegen has recently founded a part-time chair of (literary) translation studies.

Recently the Ministry of Education has accredited certain non-subsidised private organisations that offer part-time higher education programmes (meeting certain requirements). Some of these schools have T&I training courses.

One private institution (SIGV, Stichting Instituut van Gerechtstolken en -Vertalers, Utrecht) specialises in the training of legal translators and court interpreters, also on a part-time basis. These are refresher courses for translators and people with demonstrable practical experience of translation and interpreting respectively.

## *2.2 Structure and content of training programmes*

### *2.2.1 Faculteit Tolk-Vertaler Maastricht*

The faculty comprises two departments: the School of Translation and Interpreting, and the School of Oriental Languages and Communication. The oriental languages offered are Arabic, Chinese and Japanese, in combination with English (Chinese and Japanese) or with French (Arabic). Since this department does not specifically prepare for a degree in translation or interpreting, it will not be further discussed here.

During the first two years of the T&I course, students concentrate on their native tongue -in most cases Dutch- and English, and may choose one of the following: French, German, Italian, Portuguese, Russian and Spanish. In the last two years of their studies students will be able to drop English and replace it with another language from the list.

The final aim is to train technical and other non-literary translators. This requires a four-year course of study, divided into a foundation year (*propedeuse*) and a main phase of three years, as is normally the case in Dutch higher education. The purpose of the first year is twofold. First, it is selective, since there are no entrance requirements other than a secondary school diploma which includes (only) one foreign language at school-leaving exam level. Second, it is meant to provide the student with an overview of the knowledge and skills he/she will ultimately need as a translator or interpreter. For this reason practical translation and translation methodology form the backbone of the first year.

In the course of the fifth semester students decide in which of their two languages they wish to major. All students then spend their sixth semester abroad, doing an internship in a country where their major language is the native tongue. This internship may or may not entail translation work. Instead of an internship students can choose to study a semester at a university, usually under the aegis of the Socrates programme.

During the latter part of the eighth semester students can do another internship of about two months, this time in the Netherlands, working for a translation agency or in the translation department of a large company. Students who cannot be placed work full-time in the school's skills lab, a mock translation bureau.

Also in the fourth year, students specialise in either technical translation, technical writing, or interpreting. All students complete a number of term papers in which they are expected to exhibit the attitudes, skills and expertise required of an independent translator. In their translation work they must be able to justify their choices and give evidence of a reasonable grip of the subject matter involved.

The main components of the curriculum are the translation courses. All other subjects serve to provide the necessary support for them. Among these are proficiency courses (text analysis, writing) in Dutch, foreign culture and institutions courses, foreign-language acquisition, general subjects (economics, law, science), documentation and IT courses, and theoretical courses on translation and terminology.

Native language skills occupy a prominent place in the curriculum. Throughout the four years of the course students are expected to show that their command of their mother tongue (in most cases Dutch) is such that their translation work and their own writing can be published without appreciable revision, and that they are also able to edit, excerpt, correct and rewrite the Dutch of others.

As indicated above, the level of attainment in the foreign languages studied varies to some extent: in English (and to a lesser extent French and German), in which students will have had several years' tuition at secondary school, a considerable level of proficiency and mastery of translation skills can be achieved. Realistically, this is clearly less likely to be the case for the other languages offered, since these languages are taught from scratch, without any expectations as to previous knowledge.

The non-linguistic subjects are taught with the emphasis on practical skills and are carefully integrated into the curriculum, with the language and non-linguistic teaching staff collaborating in designing integrated assignments such that, for example, a legal text can be analysed from both a linguistic and a legal viewpoint at the same time. In the first two years of the programme students are expected to take all the non-linguistic courses offered, specialising in their third and fourth years.

Interpreting starts in the fifth semester with an introductory course mainly in presentation techniques, note-taking, memory training, liaison interpreting and consecutive interpreting. The course is only open to students who have passed an initial aptitude test at the end of the second year. General interpreting skills are offered and trained in multilanguage groups; language-specific skills are trained in single-language groups. The introductory course is followed by a test on the basis of which admission to the fourth year course is decided. As the fourth year course (at the moment) only represents one quarter of available curriculum time (10 working hours a week), its aims must necessarily be limited: students are trained for non-simultaneous interpreting assignments. Those wishing to become conference interpreters will have to take another year in one of our partner institutions in Belgium. Those who want to become specialist community interpreters will need some extra work to acquire more knowledge of the field they are interested in. As a result, the course places heavy emphasis on consecutive interpreting as a solid basis for both conference and community interpreting. The course content is varied: political, legal, technical, social and business-related subjects are covered, with a slight bias towards the political and the legal. At the end of the year, a short introduction to simultaneous interpretation (about 15 hours per language) is offered, which gives students a



sufficient taste of what it is like, so that they can decide for themselves whether or not to continue abroad.

### **2.2.2 The Universities**

The Arts Faculties of the universities of Nijmegen, [www.kun.nl](http://www.kun.nl), Groningen, [www.rug.nl](http://www.rug.nl), and Utrecht, [www.ruu.nl](http://www.ruu.nl), have in recent years set up specialisation programmes in (non-literary) translation. While the programme in Nijmegen is largely of a practical nature, Utrecht and Groningen also emphasise a scientific approach to translation.

Nijmegen offers Arabic, English, French, German, Italian and Spanish. Students are expected to choose a B and a C language. They can acquire a maximum of 39 credits (56 ECTS). The minimum course load is 27 credits (38 ECTS). The full specialisation will take almost a year of study.

Utrecht offers English, French, German, Italian, Spanish, Portuguese and Turkish. Students are required to do only one language, although taking two is not excluded. They can acquire a maximum of 73 credits (106 ECTS) in the specialisation if they also do their term paper in the field of translation. The full specialisation fills up virtually the two last years of study.

The programme in Nijmegen consists largely of translation courses from the B language into the mother tongue and vice versa, and from the C-language into the mother tongue. In the final phase the students can specialise in a certain field (e.g. law or literary translation) or in a certain skill (subtitling) or they can choose to do an internship.

In the Utrecht programme students are expected to take twelve modules, 9 of which are compulsory. Two of these are of a theoretical nature. For their three optional modules students can choose from a list of thirteen. The Utrecht programme has a strongly theoretical bias. It not only trains students to be translators but also prepares them for translation research. Several students are presently working on dissertations in the field of translation.

### **2.2.3 Accredited private schools**

These schools offer a part-time curriculum of a total of 105 credits (150 ECTS), whereas the total for a regular institute of higher education is 168. They merit mention here, however, because they prepare students for a phenomenon which may be exclusively Dutch: the national translation and/or interpreting examination, formerly organised by the state, but since privatisation delegated to SNEVT, a foundation in which the universities of Nijmegen, Groningen and Utrecht participate, as well as Hogeschool Maastricht and most of the accredited schools and translator/interpreter professional organisations. Whereas people used to be able to take the state examination without having had any tuition at all, those who now want to take the exam need a certificate, conferred by an accredited institution, stating that they may enter for the national exam. These new-style examinations were held for the first time in 1997.

The course content of the accredited schools covers the usual ground: language, translation, writing and general subjects. The interpreting part provides general

interpreting techniques and practice. The courses focus on consecutive and liaison interpreting. No simultaneous interpreting is offered.

### *2.3 Certification*

The professions of translator and interpreter are not protected by legislation in the Netherlands: anyone can set up shop as a translator or interpreter without any qualifications at all. Certification for court translation belongs to the jurisdiction of the local court. Currently, the Dutch Ministry of Justice is engaged in encouraging community interpreters, their professional organisations and the training institutes to establish a system of certification to guarantee at least a minimum level of performance.

### *2.4 Impact of Community programmes to date*

On the whole, the Netherlands has benefited from the facilities offered by Community programmes. Most foreign language programmes actively encourage students to stay for an extended period abroad in order to promote their language proficiency and knowledge of cultural institutions and customs. One distinct drawback is, however, that in T&I most exchanges have been uneven affairs: whereas Dutch students, with their knowledge of (at least) two foreign languages, easily fit into most translation courses abroad, this is not the case for students from the partner institutions, who usually have no knowledge of Dutch and no wish to acquire it.

### *2.5 Career prospects outside the area of T&I*

Most T&I graduates do not end up as translators or interpreters as such; for this the market is apparently too small. Research in the area does show, however, that they become language service providers in a general sense in jobs in which a knowledge of languages is essential besides other personal qualities or skills. There are two main areas in which graduates of T&I can be found:

- a) technical writing, technical editing, language training and localisation
- b) public relations, marketing, international relations

### *3 New needs in the area of T&I*

1. As is clear from section 2.5, there is already a need for a wider definition of the concept of T&I which will place greater emphasis on the skills required for the areas mentioned above. Within the concept of T&I much more emphasis must be placed on information and communication technology, which includes pre- and post-editing programmes, electronic translation tools and the retrieval of information from the Internet.
2. To keep practitioners up to date with modern advances in technology, refresher courses must be organised. These should be an essential part of translators' continuing education.
3. More emphasis on attitudinal components in the training of translators: speed, accuracy, dealing with stress and conflict, teamwork.
4. There is clearly a need for the teaching and learning of the minority languages of the Community. Like so many things, however, such ideas are fraught with funding problems.
5. Degree qualifications should be mutually recognised to promote mobility of graduates.

6. Near-native language proficiency should be regarded as a prerequisite for Translation and Interpreting studies, even if this implies that T&I should become a postgraduate activity.
7. An end should be put to confusion between traditional philological language courses and T&I programmes.

*4 Measures to be taken to satisfy the new needs identified*

- 1-3. Inclusion in curriculum, which must be kept flexible.
4. European Community funded Euro-regional cooperation to guarantee staffing of minority language courses.
5. Establishment of a core curriculum and recognition of the uniqueness of each institution in respect of its national educational traditions.
7. Establishment of not only a specific T&I teaching methodology but also a methodology for the teaching of the trainers themselves.

# National report on the training of translators and interpreters in Portugal

Maria Filomena Louro, Universidade do Minho, PT

## 1 Introduction

### 1.1 National linguistic situation

#### 1.1.1 National language(s)

Portuguese is the official language of Portugal, Brazil, the PALOPs - African Countries with Portuguese as national official language: Cape Verde Republic, Guinea Bissau, São Tomé e Príncipe, Angola, Mozambique, and of the territories of Macao and East Timor.

Portuguese is the only national language in Portugal. There is no second language status given to any of the languages spoken by minorities. Visible minorities in terms of numbers are the Capverdian and the Guinean; neither these nor border populations who can use both languages either side of the Portuguese-Spanish border visibly affect Portuguese statistics or policy. There is a dialect, *Mirandês*, treated as a linguistic curiosity, with no written expression.

#### 1.1.2 Language policy

Until the mid-seventies French was the first foreign language studied and spoken. The national curriculum offered it as the first language to be studied for five years from 5th to 9th year; during this period three years of English were also mandatory.

Portuguese cultural models emulated the French culture and educational system. The great flux of emigration towards France allowed this influence to spread from the educational system and its middle class recipients to the often illiterate lower working classes, which came to learn a second language without writing any. When the curriculum allowed for a choice in the first foreign language, French remained a first choice in most of the country, when English was already assuming the status it now enjoys in most national curricula in Europe. Now English takes the first place as foreign language taught and used.

Compulsory schooling was gradually raised from the four years of primary school to nine years. The offer of national mass education, after a few experiments, has now assumed a model with slight variations which, in terms of language, encourages the completion of compulsory education *ensino básico* with two languages. The choice of the first foreign language falls on the family and availability in the region.

The present situation, however, has broadened the choice from two to four languages; the whole universe of pre-tertiary language education, public and private can be described as follows, with 94/95 figures. In a national school population of 2,455,380 the language figures were

English	989,689
French	230,444
German	38,517

A third of primary school children, aged 6-9, is taking a foreign language as an optional subject in a small number of state schools, and in some private ones: German 201; French 58,647; English 266,514.<sup>1</sup>

However, the second foreign language can be replaced by other subjects, in such a way that it is not common for students to leave school with adequate fluency in two languages.

### *1.2 The system of higher education*

To enter a university or polytechnic, students must have successfully completed the twelfth year or full secondary school education with the adequate specific subjects required for the intended course of study. There are usually two or three of these specific subjects, and students are also required to have taken Portuguese and philosophy.

Until the 1980's, Universities and other institutions of higher education were part of the network of national state education with the exception of the Universidade Católica. There are ten state universities, depending on the Ministry of Education financially and administratively. In the last fifteen years, there has appeared an ever-growing number of private institutions offering a wide range of professional degrees.

Admission to a state University is by national application. Candidates are graded by the results of the major disciplines in the final three years at school, according to a grid that has been suffering consecutive adaptations, and the results obtained in a national examination on specific subjects, *provas específicas*.

The application to the distance learning institution Universidade Aberta, is made separately.

As there is a *numerus clausus* policy in state universities, unsuccessful applicants enrol in second or third choice options or enter a private university. Unless candidates wish to take a degree that is not available in a state university in the region, a private institution is mostly a second choice, especially considering the very high fees charged.

State universities are not able to carry out an individual selection of candidates. Restriction of entrance numbers also affects funding of schools and faculties, since that is calculated on a teacher-student *ratio*.

In higher education the ten state universities offer a large choice of **Modern Language and Literature** degrees, *Licenciatura*, combining the languages and the specialisation in such a way that the various languages offered (Portuguese, English, French, German, Spanish, Italian), the nature of the specialisation (scientific, educational, translation) make for a range of over a hundred degrees.

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<sup>1</sup> These figures were kindly provided by the Departamento de Avaliação, Prospectiva e Planeamento, Ministério da Educação, DAPP/DSEI.

These always include four years of academic study and in the case of educational degrees one or two more years.

### *1.3 The impact of secondary school education on language studies in higher education*

English, French and German are the foreign languages in Portuguese *schools*, followed by Spanish. However, there are still some degrees in combinations of Romance languages- Spanish, Italian and Portuguese or other languages.

## *2 The training of translators and interpreters*

### *2.1 Institutions responsible for training*

Translation courses are given at various language departments and other institutions.

Universities, polytechnic institutes, (Ips), schools of higher education, (ESEs), public and private offer three-year degrees, *Bacharelato* in languages and translation, and *Licenciaturas* with a translation option, or postgraduate courses in translation, but do not seem to find it necessary to include any identification of professional recognition by a national or international accreditation body.

The following public universities offer degrees with a translation denomination:

#### *Public Universities*

Faculdade de Letras, Universidade do Porto, [www.up.pt](http://www.up.pt)

Faculdade de Letras, Universidade de Coimbra, [www.ci.uc.pt](http://www.ci.uc.pt)

Faculdade de Letras, Universidade de Lisboa, [www.ul.pt](http://www.ul.pt)

Faculdade de Ciências sociais e Humanas, Universidade Nova de Lisboa, [www.unl.pt](http://www.unl.pt)

Universidade do Algarve, [www.ualg.pt](http://www.ualg.pt)

Universidade da Madeira, [www.uma.pt](http://www.uma.pt)

*Centro de Tradução e Interpretação, Universidade de Macau, [www.umac.mo](http://www.umac.mo)*

#### **Polytechnic Institutes**

Instituto Politécnico de Macau, [www.ipm.edu.mo](http://www.ipm.edu.mo)

Instituto de Contabilidade e Administração do Porto, [www.ipp.pt/ipp/iscap/index.html](http://www.ipp.pt/ipp/iscap/index.html)

Escola Superior de Educação de Castelo Branco, [www.castelobranco.br](http://www.castelobranco.br)

#### *Private Universities*

Instituto Superior de Línguas e Administração, ISLA, Lisboa, Porto, Leiria, Santarém, [www.isla.pt](http://www.isla.pt)

Instituto Superior de Assistentes e Intépretes, Porto, [www.isai.pt](http://www.isai.pt)

Universidade Autónoma Luis de Camões, Lisboa,

[www.portugalnet.pt/cupav/privado/2101.html](http://www.portugalnet.pt/cupav/privado/2101.html)

Universidade Lusófona de Humanidades e Tecnologias, Lisboa, [www.ulusofona.pt](http://www.ulusofona.pt)

#### *Other Institutions*

Instituto Nacional de Administração

Instituto de Linguística Terminológica e Computacional

As for interpreting, we are able to identify the following schools offering various

degrees with this designation in its title, usually combined with translation studies.<sup>1</sup>

Universidade do Minho, [www.uminho.pt](http://www.uminho.pt)  
Universidade Autónoma de Lisboa, [www.universidade-autonoma.pt](http://www.universidade-autonoma.pt)  
Instituto Superior de Assistentes e Intérpretes, [www.isai.pt](http://www.isai.pt)  
Instituto Superior de Línguas e Administração, [www.isla.pt](http://www.isla.pt)  
Instituto Politécnico de Leiria, [www.implei.pt](http://www.implei.pt)  
Escola Poliglota (Lisboa)

However, only the one at the Universidade do Minho has received any recognition both from the professional bodies and from the large international institutional employers.

## 2.2 Content of training programmes

Evaluation of these courses highlights serious limitations in the course structures and the qualification of their staff. These courses function according to the language teachers available, aiming at literary translation in the majority of the university degrees, and at specific secretarial skills in the polytechnics.

An analysis of their relative contents highlights a high percentage of theoretical subjects and comparatively fewer practical classes of translation. The limitations imposed by the need of government recognition often lead courses to include a good number of subjects already available in the institutions. They have ministerial legal recognition, but neither the translation *Bacharelatos* nor *Licenciaturas* deem it necessary or feasible to include subjects that are more practical in their approach to the task of translation.

According to a survey of the courses published in 1996, Francisco José Magalhães finds these courses of varying quality and adequacy.<sup>2</sup>

The contents of the interpreter training programmes are usually quite standard: consecutive and simultaneous interpretation (when the schools and its staff can tell them apart). However, most courses do not make the distinction between conference, courtroom and community interpretation. There is no training whatsoever for sign language interpretation.

## 3 New needs in the area of Translation and Interpretation

The identification of new needs has to take into consideration the adequate dimension of the market requirements. New courses are appearing which focus on literary translation, although in Portugal this only represents around 5% of the total volume of translation work done. Even if these courses contributed to the development and quality of literary and academic translation, the large bulk of professional specialised translation is not given adequate consideration.

There seems also to exist a trend for the creation of new courses for the training

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<sup>1</sup> The information and references on the state of the art in interpreting in Portugal was provided by Mr José Paulo Moura Santos, head of the postgraduate degree in interpreting at Universidade do Minho.

<sup>2</sup> Francisco José Magalhães, *Da Tradução Profissional em Portugal*, Edições Colibri, Lisboa, 1996.

of interpreters, with very little attention being given to the real needs of the market and to the requirements, in terms of teaching staff and equipment needed for such courses to be effective.

### *3.1 Seen in relation to the development of language skills*

### *3.2 Seen in relation to professional requirements*

### *3.3 Seen in relation to the creation of Europe*

There is a lack of conference interpreters working directly between Portuguese and Danish, Swedish, Dutch, Greek, Italian and German. Even if language competence increased dramatically within the EU, this would still require additional and more refined translation and interpreting, rather than the opposite. Adequate training in non-European languages is the necessary and obvious next step.

With the expansion of Europe, the need for interpreters and translators between Portuguese and new member state languages of Eastern Europe increases.

## *4 Measures to be taken to satisfy the new needs identified*

### *4.1 Measures to be taken in the areas of initial and in-service language teacher training*

Both universities and polytechnic institutions must carefully define and document the needs for increased training and changes in course contents. This will necessarily involve the acquisition of specialised staff and equipment. Most institutions will need to apply to special funding bodies to be able to get the additional funds, both in the area of translation which has a large number of rather limited courses, and of interpretation of which there are very few.

### *4.2 Measures to be taken at the universities*

Develop the concept of language study with applied practical and non-literary status as university curriculum. In many instances, these are not deemed university pursuits; therefore impairing the adequate needs and means analysis.

There are very few opportunities for interpreter training, and the creation of such a course with the necessary technical equipment is very expensive to most institutions. They should therefore apply for European funding to prepare adequately in human and technical resources for this urgent task.

Universidade do Minho has now in place a one-year postgraduate degree in Interpreting. Eligible candidates with a first degree are selected through an entrance test; there are only twelve places each year.

The institutions must carefully define and document the needs for increased training and changes in course content to be able to get the necessary (additional) funds for this. It is also necessary that academic institutions of transitional status (in the European Union and the United Nations) promote among universities the principle that language-related disciplines need to include translation as a relevant academic area of research and training.



# National report on the training of translators and interpreters in Sweden Gunnar Lemhagen/Helge Niska, Universitetet i Stockholm, SE

## *1 Introduction*

### *1.1 The national linguistic situation*

#### *1.1.1 National languages*

Swedish is the national language in Sweden. Indigenous minorities are Finns, Samians and Romani. There are over 150 immigrant languages in the country.

#### *1.1.2 Language policy*

Swedish is the only official language in Sweden. "Home language" instruction in elementary school is given to some extent in many languages. Finnish and Sami enjoy some local recognition in Northern Sweden. A government funded interpreter service has been in function since 1968, when the first "Immigrant Bureau" was opened. There are almost 100 local interpreter services, both government financed and private, in the country.

State financed instruction in Swedish for foreigners has been given by adult education centres and study associations since the 1960s.

### *1.2 The system of higher education*

Min. 3 years; including rules for language requirements and entrance exams:

Exams at humanistic/linguistic faculties:

- filosofie kandidat, fil.kand. (FK); min. 3 years
- filosofie magister, fil.mag. (FM); min. 4 years
- Post-graduate:
- filosofie licentiat, fil.lic. (FL)
- filosofie doktor, fil.dr. (FD)

Admission to graduate studies:

Usually there are no entrance exams, but very often a selection by secondary school qualification (or equivalent). Minimal language requirement is secondary school studies in Swedish and English.

There is usually an entrance examination for translation and interpreting courses at university level. For community interpreting courses, the requirement of English may be waved.

### *1.2 The impact of secondary school education on language studies in higher education*

The major EU languages, i.e. English, French and German, are the "traditional" foreign languages in Swedish schools, followed by Spanish, and to some extent Russian, Italian and Finnish. This means that language studies at universities is mainly within those languages. There is a severe lack of higher education resources in most of the large immigrant languages, with the exception of Finnish and EU languages.

## *2. The training of translators and interpreters*

## *2.1 Institutions responsible for training*

The Institute for Interpretation and Translation Studies, IITS (Tolk- och översättarinstitutet, TOI) at Stockholm University, [www.su.se](http://www.su.se), has an overall responsibility for the training of translators and interpreters in Sweden. Most courses, both at university level and vocational training courses, are under the supervision of IITS, which also distributes the funding. Training courses are given at various language departments and other institutions all over Sweden. So far, most of them have been community interpreting courses.

IITS university courses have been given at the universities of Stockholm, Uppsala, Umeå, Gothenburg and Lund. Some of the courses have been given in other locations in the form of distance education.

The first course to be given exclusively at the IITS itself is a post-graduate course in conference interpreting geared towards the EU, and partially financed by the Commission and the Parliament. In 1997 IITS started a new graduate translation programme in EU languages, leading to a fil.mag. (master's) in translation.

The universities of Lund, [www.lu.se](http://www.lu.se), and Gothenburg, [www.gu.se](http://www.gu.se), have recently started their own translator training programmes. Both are on graduate level, and can form part of a fil.mag. in translation.

Vocational training of interpreters, mainly community interpreters, has been given at about 30 adult education centres and study organisations throughout the country.

## *2.2 Content of training programmes*

University programmes:

### *Community interpreting*

- Swedish language (grammar, language norms, LSP)
- Foreign language (grammar, language norms, LSP)
- Terminology
- Factual knowledge in the social, labour market, legal and medical fields
- Ethics of interpreting
- Interpretation technique
- Interpretation exercises

About 50 per cent of the tuition consists of practical exercises in interpreting and terminology

### *Conference interpreting*

- Consecutive interpreting from B and C into A language
- Simultaneous interpreting from B and C into A language
- Consecutive interpreting from A into B language
- Knowledge about society and institutions in the countries concerned
- Exercises in information and terminology retrieval - mainly assignments as preparation for interpreting sessions in class
- Final exam in interpreting

### *Translation courses*

- Text analysis
- LSP
- Terminology
- Translation theory
- Translation technique
- Civics, i.e. knowledge of government and institutions of the EU, culture and society in foreign-language countries and Sweden
- Chosen fields of specialisation, i.e. knowledge about law, economics, medicine and science
- Translation exercises
- Exam paper

### *Special courses*

- Short university courses (one semester or less) are given at irregular intervals in e.g. Swedish for translators
- Computing for translators
- Law for interpreters and translators.
- Special courses for community interpreters are arranged in interpreting for children
- Tropical diseases
- Interpreting in psychiatric treatment, etc.

### *2.3 Structure of programmes (length, assessment, etc.)*

Community interpreter training (vocational, adult education):

Series of short courses of 80 hours, normally up to 360 hours, no final exam, but students can take a special certification exam organised by the government

Community interpreter training at the university: 1 year basic course plus 1 + 1 semester specialisation (medical or/and legal interpreting). Continuous tests during the academic year at the end of sub-courses. Final examination in interpreting, leading to certification.

Conference interpreter training: post-graduate: 1 year. One final exam, examination committee consists of AIIC interpreters

Translator training:

a) One foreign language programmes:

3 semesters (1,5 year). Continuous assessment through tests, assignments and exams. Final paper, consisting of largish translation.

b) Two foreign languages programmes:

4 semesters (2 years). Continuous assessment through tests, assignments and exams. Examination paper of academic nature.

### *2.4 Impact of Community programmes to date*

So far, very little in the area of translation and interpreting (Sweden has been an EU member for only a few years). However, student and teacher exchange and

joint projects in curriculum design are developing within the SOCRATES framework.

### *2.5 Career prospects outside the areas of T & I*

Most of the students at vocational, non-university, community interpreter training courses are persons who are either working as interpreters or have just enrolled for a job as community interpreter. But because of the uncertainty in the labour market, many interpreters combine interpreting with other careers, e.g. teaching, social work and health care. This applies also to university training courses, although students in these courses are more often people who do not have any connection with Interpreting agencies. With the exception of conference interpreting students, who usually get a job at the EU immediately upon graduation, most students at the IITS university courses do not end up as full-time, or even part-time interpreters, but in other professions, mostly within teaching or administration. Surveys have shown that many former students think that the education has given them a mastery in active language skills which they could not have acquired elsewhere and which is highly rated by employers.

Translation students are either persons who have more or less extensive professional experience in translation, or people with no previous experience - graduate students or people who want to change profession. No surveys have been made in order to find out what has become of the students after the courses. Most of them seem to have stayed within the translation profession.

### *3 New needs in the area of T & I*

The identification of new needs has to take into consideration the central importance of language to the creation of Europe.

#### *3.1 The training of translators and interpreters seen in relation to the development of language skills*

The development of language skills among European citizens will probably have a limited effect on Swedish translating and interpreting, since foreign language instruction in EU countries will mainly be in the larger languages. Even with better language skills, the need for translation and interpreting per se will probably not decrease. It is possible however, that the nature of the job, especially translation, will change in that it will involve more proof-reading, "cleaning up" of badly written texts, and even actual production of original texts in team-work with source-language authors, e.g. technical writers. To ensure the future education of translators and interpreters in Sweden, there should be an increase in language instruction in other languages than English, French, German and Spanish.

#### *3.2 The training of translators and interpreters seen in relation to professional requirements*

Interpreter training in Sweden has traditionally been geared toward community interpreting, even at the universities. But especially after Sweden joined the EU, the market for other types of interpreting involving Swedish is growing steadily. This means that course organisers and teachers have to adjust curricula and course contents.

There is a growing need within SMEs and non-profit organisations for expertise in language skills who can help out with various problems in contacts with Central and Eastern European countries. These language-experts are often expected to function as interpreters besides other assignments.

Translator training must adjust to the new working conditions of translators. These include

- computer aids for translation, including design of databases, use of terminology management software, translation memory systems, automatic and semi-automatic translation
- the use of information technology, especially data communication, for information retrieval and contacts with colleagues and employers/clients - increasing formal and ad-hoc collaboration between individual free-lance translators, diminishing the number of "lone wolves"

### 3.3 The training of translators and interpreters seen in relation to the creation of Europe

There is a lack of conference interpreters working directly between Swedish and Dutch, Greek, Italian and Portuguese. The need for conference interpreters with active or passive Swedish will be particularly acute during the Swedish presidency of the European Union in the spring of 2001.

With the expansion of Europe, the need for interpreters and translators between Swedish and Central and East European languages increases.

## *4. Measures to be taken to satisfy the new needs identified*

### *4.1 Measures to be taken in the areas of initial and in-service languageteacher training*

#### *4.1.1 Measures within the responsibility of the institutions*

Training courses for teachers in translation and interpreting classes must adjust to the new conditions described under 3. above. The institutions must carefully define and document the needs for increased training and changes in course content to be able to obtain additional funds for this.

### *4.2 Measures to be taken in universities (outside the area of teacher training)*

#### *4.2.1 Measures within the responsibility of the institutions*

Curricula have to be developed for supplementary courses in conference interpreting for professional community interpreters in less widely used EU languages and non-EU Central and Eastern European languages.

To meet the need of SMEs and non-profit organisations for experts in language skills, curricula must be developed for interpreter training for experts and consultants where interpreting is part of their job.

The institutions must carefully define and document the needs for increased training and changes in course content to be able to get the necessary (additional) funds for this.

Co-operation between universities and non-university organisations must increase in research and development work in e.g. - terminology (Infoterm, standards organisations, enterprises) - lexicography (publishers of dictionaries) - computational tools (software manufacturers) – information management (libraries, database hosts) - pedagogy of translator and interpreter training (adult education, vocational training)

#### ***4.2.2 Measures within the responsibility of regional and national authorities***

The internationalisation of the labour market for translators and interpreters has increased mobility among professionals. Paradoxically, information technology diminishes the need for long distance travels to interpreting assignments. Both these trends makes it more difficult for regional and national authorities to feel a need or responsibility for investing in the training of such professional groups. Authorities should therefore make efforts to get co-funding from the EU for such education.

#### ***4.2.3 Measures within the responsibility of the European Union***

Socrates, Leonardo and other European programmes within higher education and vocational training should continue and be given better funding. More resources should be given to joint curriculum design projects and harmonisation of national programmes in translation and interpreting. The EU should exercise more pressure on national governments to allocate resources for active participation in EU programmes.

# National report on the training of translators and interpreters in the United Kingdom

Ann McFall, Heriot Watt University, Edinburgh, UK

## 1 Introduction

### 1.1 The national linguistic situation

#### 1.1.1 National language(s)

English is the official language of the United Kingdom but there is a substantial minority of people for whom it is a second language.

In Wales (population of approx. 3 million), where Welsh has always been the first language for many (18% of the population are Welsh speakers), there has been a successful move in recent years to reverse the previous decline in this language. 1993 saw the recognition of Welsh as an official language as well as the introduction of the Welsh Language Act, which established the importance of the survival of the language and therefore set in motion a series of measures to this end. The teaching of Welsh is now mandatory in all Welsh schools (to a greater or lesser degree): in addition to the Welsh taught in bilingual and "English" schools, there are 525 Welsh primary and secondary schools providing Welsh-medium education to over 82,000 children. The aim is that "all pupils should, by the time they complete their compulsory schooling at 16, have acquired a substantial degree of fluency in Welsh. Depending on background, ability and opportunity, they should be able to use Welsh throughout adult life in social communication, at work, and in cultural activities. For some pupils this will mean full bilinguals. For others it will mean at the very least an easy familiarity with Welsh and a confidence in their ability to use the language as an alternative natural medium of communication in Wales." (Excerpt from the document *The National Curriculum, Welsh for Ages 5-16: Proposals to the Secretary of State for Wales*, June 1989).

In Scotland, according to a 1991 census, the Gaelic Language is a first language to 65,978 individuals (1.37% of total Scottish population) primarily in the North of Scotland and in the Western Isles (e.g. Skye, Lewis, Harris). The vast majority of Gaelic speakers are bilingual Gaelic / English. Although there is no official status as such, there is a political push for "secure status" and since last year there is now a Minister at the Scottish Office with official responsibility for Gaelic affairs.

In Northern Ireland, about 112,000 people have a passable knowledge of Irish Gaelic and there is a growing movement, in some quarters, to encourage the learning of this language (11% of school pupils in Northern Ireland sit public exams in the Irish language).

In addition to these "indigenous" languages, many so-called "community languages" are spoken by a large community of first, second and third generation immigrants. In some cases, these languages are EU ones (Greek, Spanish, Italian and Portuguese) and they therefore have a dual status: they can be taught in schools as one of the EU languages, or may be taught (usually out of school) at community-based schools for native speakers of that language.

Provision for the large number of speakers of other community languages — Urdu, Bengali, Turkish, Punjabi, Hindi Gujarati and Chinese, to name some of the most important — is largely uncoordinated and varies from one region/city to another. In areas/cities where there is a large community from one particular ethnic minority, it is usual to find provision for the teaching of the language within the state school. In many instances, however, language tuition takes place in community-based schools, many of which run on Saturdays, or after school. Those who work in this area would like to see an improvement and regularisation of the accreditation given to the study of these languages. In spite of this, it is worth pointing out that Urdu is at present the 4<sup>th</sup> most commonly taken GCSE<sup>1</sup> foreign language.

There are no official figures on the number of speakers of each of these community languages, but an indication of the importance of these minority languages is reflected by the fact that there are, in the UK, 2.58 million people (4.7% of the population) who belong to an ethnic minority group, of whom about 1.3 million are Indian, Pakistani or Bangladeshi in origin.

### *1.1.2 Language policy*

The 1988 Education Reform Act established a formalised National Curriculum in England and Wales and stipulated which subjects should be included in the curriculum of all schools and at what stage this should take place —in Wales, the priority given to the teaching of Welsh meant altering the status of the MFL (Modern Foreign Language) as defined by the National Curriculum. The Scottish Office, responsible for Education in Scotland, and the Department of Education for Northern Ireland introduced their own guidelines which, broadly speaking, fitted in with the demands of the National Curriculum. It is clear that there are some regional variations as regards the teaching of a Modern Foreign Language (MFL).

All English and Northern Irish pupils are required to learn a MFL throughout the 5 years of compulsory secondary schooling (between the ages of 11-16). In Northern Ireland, where the “abler” students are routinely streamlined into grammar schools, many pupils are actively encouraged to take up a second modern language at the start of secondary schooling. In England, pupils may take up a second language (resources and time-tabling constraints permitting) at the age of 13.

In Wales, all children start Welsh at the age of 5 and continue with this until the age of 16, as well as starting a MFL at the start of secondary school. Many pupils in Wales only study a MFL for the first two years of their secondary schooling.

In Scotland, where secondary education starts at the age of 12, pupils are now required to study a MFL between the ages of 12-16 and usually have the opportunity of studying a second language from the age of 14. Moreover, a project is in place to introduce the teaching of a MFL in the last two years of primary school and this already operates in many regions of Scotland.

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<sup>1</sup> First public exam which is usually taken at the end of compulsory schooling (age 16)



The MFL most commonly studied in the United Kingdom is French (by approximately 75% of pupils) followed by German (approx. 8%), Spanish (approx. 8%), Italian and Russian (in certain regions or schools there are exceptions: Welsh, Scottish Gaelic, Irish Gaelic, and other minority languages).

### *1.2 The impact of secondary education (at age 16+) on language studies in higher education*

Although most pupils have the opportunity to study a second MFL until they are 16, the system throughout the UK of early specialisation at this age makes it less likely for students to continue with the study of their second MFL (this is slightly less true in Scotland which allows the students to study one or two more subjects —on average— than the system in the rest of the UK).

In England, Wales and Northern Ireland most students wishing to go to university do 3 "A" level subjects for two years (in some cases, they do 4).

In Scotland, which has its own system of education, students study 4-5 subjects for one year to obtain their "Higher" examinations in these subjects. At this stage, if successful, they have the necessary qualifications to go to any Scottish University and to many English ones. A number of Scottish students stay on at school for an additional year and take extra courses. These include: more "Highers" or/and 2 CSYS (Certificate of Sixth Year Studies — roughly equivalent to "A" level) exams in subjects which they are particularly interested in.

Given this degree of specialisation at an earlier age than is general in the rest of Europe, only those who are absolutely certain of their field of interest will choose to restrict their options by studying two MFL. Moreover, schools with no tradition of offering post-16 study of their second or third MFL may not be in a position to run a class for a very small number of individuals who express an interest in doing that subject.

Having said all this, the present system means that, at present, applicants who wish to do a degree in Languages usually start their degree with a fair degree of competence in the languages they wish to study (there are exceptions to this, as many courses offer the option of starting a new language).

### *1.3 The system of higher education*

Nearly all higher education institutions have been free to home (and EU) students until 1997-1998: a student's fees were paid entirely by the state, which also provided home students with a "grant" which offered some financial support towards maintenance costs (entitlement to this grant was determined by parental income).

From 1998 onwards, subject to the approval of new legislation, students will have to contribute up to £1,000 annually to their fees and will receive no grant to help pay maintenance costs. Loans will be available to all students to meet these costs and these will be repayable once the student has finished her/his studies and is earning a stipulated minimum income.

Traditionally, many British students have chosen to study at a particular university, regardless of its location, and therefore incur heavy maintenance costs while at university (in Scotland and Northern Ireland the situation is different with more students remaining at home during their university studies, and it appears that this pattern is *becoming* more common throughout the United Kingdom).

Entrance to British Universities is competitive and is based on results obtained at "A" level (or "Highers" in the case of Scotland). Students often apply (through a central admissions body, UCAS) to six universities of their choice before they sit their exams and are made "offers" from the various universities; these offers stipulate the results which the student must obtain to be assured a place at that university. At the most prestigious universities, students are required to achieve 3 A grades in their "A" levels (grading is on a pass scale of A-E); other universities with good reputations ask for BBB/BCC at "A" level, whilst the least popular courses at the least prestigious universities may ask for EE at "A" level.

Most universities welcome applications from "mature" students and will accept alternative qualifications if they are confident that the candidate will be able to cope with the demands of the course. Applicants from outside the United Kingdom are considered on the basis of comparable qualifications they have obtained in their own countries.

There are over 100 Universities in the United Kingdom and about 85 at which it is possible to study for a degree in "languages". In many cases, this primarily involves the study of literature, but recent years have seen a shift away from these so-called "traditional" courses to ones in which the acquisition of a high degree of competence in the foreign language(s) is one of the main objectives of the course.

An English, Welsh or Northern Irish arts degree typically lasts 3 years, although many language students opt (or are required) to spend a year abroad in the middle of their course so that they do not complete their course for 4 years; on doing so, they are awarded a BA (Bachelor of Arts). In Scotland, a typical arts degree lasts 4 years and leads to an MA degree.

It is becoming increasingly common for graduates to continue with their studies (or return to them after a gap) and do a taught postgraduate degree or diploma. Diploma courses usually last one year and in many cases are the first stage to obtaining an MA or MSc. Candidates who pass the taught component of their postgraduate programme can obtain an MA or MSc by completing a dissertation (depending on the course, from 15,000-30,000 words). Eligibility to move on to the dissertation stage varies between institutions and courses. Some MA/MSc programmes can be done on a part-time basis over a period of two years.

## *2 The training of translators and interpreters*

### *2.1 Institutions responsible for training*

There are a few universities in the United Kingdom which offer undergraduate degrees in translating and/or interpreting and quite a number which offer a postgraduate qualification in this area.

Because each programme is very different (in course content, approach, aims and range of languages offered), this document merely states the different courses on offer and leaves it up to the reader to explore each option at the internet site given. Anyone wishing to be absolutely up-to-date with the courses offered at all British Universities and Colleges should consult UCAS (the Universities and Colleges Admissions Services for the UK) which provides a comprehensive guide on all undergraduate courses offered at British Higher Education institutions. UCAS is a central body which organises and administers the selection procedure for undergraduate entry to British Universities and Colleges and can be found at: [www.ucas.ac.uk/](http://www.ucas.ac.uk/)

There is also a postgraduate website address which is not, at present, as accurate as the undergraduate guide. It can be found at [www.postgrad.co.uk](http://www.postgrad.co.uk).

### *2.1.1 Undergraduate courses in Interpreting and Translating*

Heriot-Watt University (A CIUTI member institute):

LINT - Degree of MA in Languages (Interpreting and Translating). 2 languages studied from: French, German, Spanish and Russian. This is a four year course (includes one academic year abroad divided between two partner institutions which cover the two languages being studied by the student). This course includes Conference Interpreting (Simultaneous and Consecutive) as well as Liaison Interpreting.

[www.hw.ac.uk/prosp/dept/sol/under/sa1/ugrr12.html](http://www.hw.ac.uk/prosp/dept/sol/under/sa1/ugrr12.html)

University of East Anglia:

BA French and German Language with Interpreting and Translating. This is a four year course (includes one year abroad)

[www.uea.ac.uk/ugprospectus/eurcour.htm](http://www.uea.ac.uk/ugprospectus/eurcour.htm)

Wolverhampton University:

BA in BSL (British Sign Language) Interpreting

[www.wlv.ac.uk/](http://www.wlv.ac.uk/)

### *2.1.2 Undergraduate courses in Translating*

Aston University:

BSc in Modern Languages with Translation (French and German)

[www.les.aston.ac.uk/mltranstud.html](http://www.les.aston.ac.uk/mltranstud.html)

Heriot-Watt University (A CIUTI member institute):

ALT - Degree of MA in Languages (Applied Languages and Translating) (French, Spanish and German). This course is similar to the Heriot-Watt LINT degree described above, but only aims to introduce the techniques of Conference and Liaison Interpreting

[www.hw.ac.uk/prosp/dept/sol/under/sa1/ugrr12.html](http://www.hw.ac.uk/prosp/dept/sol/under/sa1/ugrr12.html)

Manchester (UMIST):

M Lang Trans Master of French or German and Translation Studies

[www.ccl.umist.ac.uk/](http://www.ccl.umist.ac.uk/)

University Of Wales, Lampeter:

Translation Studies, BA  
[www.lamp.ac.uk/welsh/](http://www.lamp.ac.uk/welsh/)

### 2.1.3 Applied Languages Degrees

In addition to these courses which focus on the teaching of interpreting and/or translating, there are a number of others which have adopted an applied approach to modern language learning and include either or both of these activities *as an option* as one of their language learning activities. The list that follows is NOT comprehensive — merely an indication of the existence of other related courses, of which there are a fair number.

Salford University:  
BA in European Languages (French, German, Spanish, Italian, Arabic and Portuguese)  
[www.salford.ac.uk/modlang/courses/llaf.htm](http://www.salford.ac.uk/modlang/courses/llaf.htm)

Bradford University (A CIUTI member institute):  
BA in Modern Languages (French, German, Russian and Spanish)  
[www.brad.ac.uk/university/ugpros/courses/modlang.htm](http://www.brad.ac.uk/university/ugpros/courses/modlang.htm)

Liverpool John Moores University:  
BA in Modern Language Studies  
[www.livjm.ac.uk/courses/modlangs.htm](http://www.livjm.ac.uk/courses/modlangs.htm)

### 2.1.4 Postgraduate courses in Interpreting/Interpreting and Translating

A preliminary note on the naming of these awards. There is no substantial difference between an MA and an MSc (although traditionally, the MA is for an Arts subject and the MSc for a science subject). In Scotland, where most undergraduates are awarded an MA at the end of their 4 years of study, it is more common for postgraduates on a one-year course to be studying for an MSc.

A PgDip is a postgraduate diploma and is usually awarded when the student satisfactorily passes the taught part of the postgraduate course before moving on to do their dissertation.

A PgCert is awarded to candidates at some Universities after they have satisfactorily completed one semester of study.

Bath University (A CIUTI member institute):  
MA/Diploma in Interpreting and Translating. Languages offered: two of French, German, Italian, Spanish and Russian into English or one of the former (+Chinese and Japanese) into and out of English.  
[www.bath.ac.uk/Prospectus/PostGrad/pgp98/euro.pdf](http://www.bath.ac.uk/Prospectus/PostGrad/pgp98/euro.pdf)

Bradford University (A CIUTI member institute):  
MA/PgDip in Interpreting and Translating for International Business. Languages offered: into and out of English from one of German, Spanish and Russian.  
MA/PgDip in Interpreting and Translating Languages offered: two languages into English from French, German, Spanish and Russian.

[www.brad.ac.uk/acad/mod-lang/pros.htm](http://www.brad.ac.uk/acad/mod-lang/pros.htm)

Heriot-Watt University ( A CIUTI member institute):  
MSc/Diploma in Interpreting and Translating. Languages offered: two of French, German, Spanish and Russian into English or one of the former into and out of English. MSc/Diploma in Arabic/English Translation and Interpreting.  
[www.hw.ac.uk/prosp/dept/sol/under/sa1/ugrr12.html](http://www.hw.ac.uk/prosp/dept/sol/under/sa1/ugrr12.html)

Salford University:  
MA/Diploma for Advanced Studies in Translating and Interpreting. Languages offered: either French, German or Spanish into or out of English.  
[www.salford.ac.uk/modlang/courses/postgrad.htm](http://www.salford.ac.uk/modlang/courses/postgrad.htm)

Westminster University:  
Postgraduate Diploma in Conference Interpreting Techniques. 2 Terms Full-Time (intensive). Languages offered: usually three or four active languages will be offered in any given year and up to eight passive languages. The languages offered vary according to demand.  
[www.wmin.ac.uk/LLC/languages](http://www.wmin.ac.uk/LLC/languages)

Leeds University:  
MA/PgDip in English-Arabic: Translation or Interpreting.  
[www.leeds.ac.uk./students/pgprospectus/modl.htm](http://www.leeds.ac.uk./students/pgprospectus/modl.htm)

### *2.1.5 Postgraduate courses in Translating*

Salford University:  
MA/Diploma for Advanced Studies in Translating Languages offered: either French, German or Spanish into or out of English, with the option to translate a second language into English. Diploma/MA in Translation (English/Arabic/English)  
[www.salford.ac.uk/modlang/courses/postgrad.htm](http://www.salford.ac.uk/modlang/courses/postgrad.htm)

Aston University:  
MSc/PgDip in Modern Languages with Translation. Candidates may offer French and/or German  
[www.les.aston.ac.uk/mscpgdtranslationeuro.html](http://www.les.aston.ac.uk/mscpgdtranslationeuro.html)

Leeds University:  
MA in Applied Translation Studies. Languages: into English from 1 or 2 of Arabic, Bulgarian, Chinese, French, German, Italian, Japanese, Portuguese, Russian and Spanish.  
[www.leeds.ac.uk/students/pgprospectus/modl.htm](http://www.leeds.ac.uk/students/pgprospectus/modl.htm)

Luton University:  
MA/PgDip in Applied Translation  
[www.luton.ac.uk/Faculties/index.html](http://www.luton.ac.uk/Faculties/index.html)

Middlesex University:  
MA in Translation (part-time over 2 years). Languages: French, Spanish and German  
<http://alpha2.mdx.ac.uk/mdx/prospectus/index.html>

Surrey University:

MA/PgDip in Translation (full or part-time). Languages: into and out of English and one or two of the following languages: French, German, Greek, Norwegian, Russian or Swedish.

[www.surrey.ac.uk/LIS/transma.htm](http://www.surrey.ac.uk/LIS/transma.htm)

Westminster University:

MA/PgDip in Bilingual Translation. This course is for non-native speakers of English only whose mother tongue is one of Arabic, Chinese, French, German, Greek, Italian, Russian or Spanish. Work is into and out of English and the mother tongue.

[www.wmin.ac.uk/LLC/languages/mapgdcbt.html](http://www.wmin.ac.uk/LLC/languages/mapgdcbt.html)

MA/PgCert/PgDip in Technical and Specialised Translation. Languages: into English from two of either French, German, Italian, Russian and Spanish (subsidiary languages also available)

[www.wmin.ac.uk/LLC/languages/mapgdtst.html](http://www.wmin.ac.uk/LLC/languages/mapgdtst.html)

2.1.6 Postgraduate courses in Translation Studies, Literary Translation and other courses in the field of translation

Many of the following courses state that they do not provide explicit training in practical techniques of translation, but because they could be regarded as providing a postgraduate qualification in this field, they have been included in the survey. It would be worth checking each course very carefully to determine the theoretical/practical balance. Given financial constraints, some courses do not run every year; conversely, there may be new courses in this field which are not listed here as they were not advertised through the usual channels.

Birmingham University:

MA/PgDip in Translation Studies

[www.bham.ac.uk/prospectus/pgpros/arts/english3.htm#translation](http://www.bham.ac.uk/prospectus/pgpros/arts/english3.htm#translation)

Durham University:

MA in Arabic/English Translation

[www.dur.ac.uk/~dme0www/pgrad03.html](http://www.dur.ac.uk/~dme0www/pgrad03.html)

University of East Anglia:

MA in Literary Translation

[www.uea.ac.uk/pgprospectus/](http://www.uea.ac.uk/pgprospectus/)

Essex University:

MA in Theory and Practice of Literary Translation. Contact person: Leon Burnett

Edinburgh University:

Diploma/MSc in Practice and Theory of Translation

Exeter University:

MA in Literary Translation: French (full or part-time)

<http://info.ex.ac.uk/EAD/Extrel/PGP/mlf.htm>

London (SOAS):  
MA in English-Arabic Applied Linguistics and Translation  
[www.soas.ac.uk/Linguistics/courses.html#ENGARAB](http://www.soas.ac.uk/Linguistics/courses.html#ENGARAB)

Manchester (UMIST):  
MSc/PgDip in Machine Translation  
[www.ccl.umist.ac.uk/](http://www.ccl.umist.ac.uk/)

Manchester (UMIST):  
MSc/PgDip in Translation Studies  
[www.ccl.umist.ac.uk/](http://www.ccl.umist.ac.uk/)

Middlesex:  
MA in The Theory and Practice of Translation  
<http://alpha2.mdx.ac.uk/mdx/prospectus/index.html>

Swansea University:  
MA in Literary Translation

Sheffield University:  
MA In Translation Studies (a third of total credits required may be obtained by doing translation into English from two of: French, Spanish, German, Russian and Japanese).  
[www.shef.ac.uk/uni/services/mltc/ma\\_trans.html](http://www.shef.ac.uk/uni/services/mltc/ma_trans.html)

Westminster University:  
MA/PgCert/PgDip in Arabic/English English/Arabic Translation Studies (Full-Time and Part-Time)

MA/PgDip in Linguistics and Translation Studies  
[www.wmin.ac.uk/LLC/languages/mapgdctl.html](http://www.wmin.ac.uk/LLC/languages/mapgdctl.html)

## ***2.2 Content of training programmes***

University departments are free to determine the content of their courses (although these must be accredited by regulatory bodies) and each degree (whether undergraduate or postgraduate) varies substantially from another apparently similarly named degree. It is essential to read the complete module descriptors (and indeed the aims and objectives of each course) to try to gain a clear picture of the course.

As can be seen from the outlines provided above, only a few institutions teach Interpreting, and it is important to establish whether this term includes Conference Interpreting (Simultaneous and Consecutive) or is merely restricted to a form of Liaison Interpreting.

## ***2.3 Official professional requirements***

A degree in Translation and/or Interpreting is not necessary to find work as a translator or interpreter, but should help prospective professionals in this field to acquire the necessary expertise. Many professionals are Associate or Qualified

Members of ITI (the Institute of Translation and Interpreting); requirements for membership vary but a minimum prerequisite to be considered as a Qualified member is 5 years of experience (or 3 years + an exam) A number of interpreters are members of AIIC, and by virtue of this are recognised as experienced professionals.

There is also an organisation called the Institute of Linguists which sets exams in Interpreting and Translating, and which offers accreditation to the recently launched professional.

Entry to the profession is by interview, recommendation, competition or on the basis of experience — which can often be gained by doing short placements.

#### ***2.4 Influence of community programmes***

The Erasmus (and now Socrates) networks have undeniably made it far easier for universities teaching Translating and Interpreting to find partners in other European countries and to set up very fruitful exchanges; these are absolutely necessary to most students who have not had the chance to be exposed, over a considerable period of time, to the languages they are studying.

These programmes obviously do not directly affect postgraduate students, although it must be borne in mind that many of these, who have already done a “conventional” modern languages degree, will have already benefited from a year abroad during their studies, possibly studying at a foreign institution.

#### ***2.5 Career prospects outside the area of T&I***

Although some graduates enter into careers as translators, and a few go on to become interpreters, a large number of them pursue careers which focus on other aspects of their language expertise, notably international communication in a wider sense: business, journalism, teaching.

Postgraduates who complete their MSc/MA are more likely to seek (and find) work as translators and interpreters, although the market is obviously very competitive in the case of the latter (and not easy for the former, either). Some postgraduates use their additional qualification to improve their CVs and then turn to other careers, much as the undergraduates do.

#### ***2. 6 Other training programmes for interpreters and/or translators***

Short courses are offered by a growing number of colleges to provide training for community interpreters. These courses typically last one year. The programmes are primarily aimed at people with native speaker background and an excellent level of English and the content focuses on interpreting techniques, ethics and subject area knowledge. These courses usually lead to a Diploma in Public Service Interpreting (a DPSI), which is on its way to becoming a necessary qualification for interpreters working in the courts in the UK

### ***3 New requirements in the training of translators and interpreters***

The training of translators and interpreters seen in relation to the development of language studies



At the undergraduate stage, translation is taught at nearly all British universities as part of the language-learning process (although some universities have tried to avoid it because, taught “traditionally”, it is redolent of a very old-fashioned approach to language learning). Very few universities teach undergraduates about the theory and practise of translation as a vocational skill.

Although a number of universities incorporate some liaison (bilateral) interpreting into their undergraduate language classes as part of language learning, very few do consecutive, and only two or three have the facilities to do simultaneous.

At postgraduate level, where the emphasis is on professional training, it is assumed that students have a sufficient command of the languages they are interpreting from and to; the interpreting and translating classes therefore focus on training linguists to become translators and interpreters.

### ***3.1 The training of translators and interpreters seen in relation to professional requirements***

There is no national system of accreditation for Interpreters and Translators although ITI (the Institute of Interpreting and Translation) has discussed the possibility of working towards this.

There are also government moves to recognise the need for language skills and in the 1980s the government-funded LLB (Languages Lead Body) developed the first National Standards for vocational languages as well as the National Standards for Interpreting and Translating.

In May 1998, the LLB amalgamated with another body which provides information to Businesses about Language (finds interpreters and translators for companies, for example). The new body created out of this amalgamation is called LNTO (Languages National Training Organisation).

### **3.2 The training of translators and interpreters seen in relation to the creation of Europe.**

More opportunities should be given to a few students of Interpreting and Translating to learn one or some of the less known languages spoken in the present or future EU. It could be particularly important for people with English as their mother tongue to have more passive languages as English is accessible to so many people.

Prospective interpreters and translators should be well informed about European integration, and about the politics, administration and economics of the EU.

## ***4 Measures to be taken to respond to the needs identified.***

### ***4.1 Measures which fall within the responsibility of the institutions***

Ideally, it should be possible for students to be able to learn more of the less usual languages alongside, or indeed instead of, the traditionally popular ones. Given the financial constraints under which all universities labour, it is impossible to bring this situation about in most cases.

Nevertheless, the learning of a new, and less usual passive language, should perhaps form part of all undergraduate and graduate degrees. Even if the language in question does not prove immediately useful, it is important to retain the skill and agility to learn a new (and perhaps very different) language from scratch.

Postgraduate courses should also focus more on the teaching of terminology and machine-aided translation.

Priority should be given to the creation of realistic conditions, and the necessary facilities should be in place to assist trainee interpreters. There should, for example, be interpreting booths, professional conduct should be encouraged by creating realistic situations and scenarios, and the correct attitudinal skills should be fostered.

#### *4.2 Measures which fall within the responsibility of the national authorities*

The Higher Education funding councils in the UK should fund specialist undergraduate courses in Interpreting and Translation (which de facto require a high lecturer:student ratio) in the same way that they fund scientific courses, which receive two to three times as much money per student as the arts courses.

Some postgraduate T+I courses (the costs for which have to be funded by the students themselves in the majority of cases) receive some funding from different government awards agencies. This practice is welcome, but will need to be expanded as students become increasingly burdened with undergraduate loans.

#### *4.3 Measures which fall within the responsibility of the European Union*

The European Union translation and interpreting services should offer more support, and indeed recognition, to those universities in the UK which are demonstrably providing good training to future interpreters and translators. The support could be financial, but preferably should involve a greater input from visiting EU interpreters and translators at these universities (training sessions and/or the evaluation of our students by the visiting practitioners). These universities would also appreciate being notified if posts become available, and hope that it will be possible for more trainee interpreters/translators to do a "stage" at one of the EU institutions.

## **TRANSLATION AND INTERPRETING IN CENTRAL AND EASTERN EUROPE** *Daniel Toudic, Université de Rennes 2, FR*

### Introduction

It is a well recognised fact that some Central and Eastern European universities have a long tradition in the training of translators and interpreters. However, until 1989, because of limited communication between the former communist block and the West, translator and interpreter training for the national market was centrally regulated in quantity (number of graduates) and quality (selection of languages) to reflect the former needs. Naturally, the post-1989 period saw a boom in international communication and an enormous increase in the demand for translation and interpreting services. Qualitatively, the demand for Russian and Spanish dropped significantly, while the demand for English and German was overwhelming. The significant imbalance between offer and demand, combined with the legal and social status of the profession itself, caused the national markets in these countries to be flooded by an influx of untrained lay "translators" and "interpreters" who discredited the profession by providing cheap and poor quality services.

The free market policy of the governments, and their tendency to rather ignore developments in the educational sector, left academics and translator unions with the task of trying to initiate remedial action to increase the number of professionally trained translators and interpreters and enhance the quality of their work. Fortunately, with the launching of the EU's Phare programme in the early 90s, many existing university training institutions in the CEE countries were able to benefit from Tempus projects. This enabled them to establish their first contacts with the EU community, to gain support in updating or developing T&I programmes and courses, and to obtain up-to date technological infrastructure and know-how. As the Tempus programme drew to an end, it might have been feared that the innate conservatism of many academic and government administrations would prevent the establishment of a separate programmes and/or departments. Fortunately, this does not appear to have been the case.

With the opening up of the European market from the Atlantic to the Baltic and the Black Sea, and with the prospect of European Union enlargement now looming larger, national authorities themselves are beginning to wake up to the need for a new generation of translators and interpreters trained to the highest international standards, in order to speed up their country's economic and political integration in the Europe of the 21st century.

The last ten years have seen many new initiatives to promote academic and professional training in these fields in Central and Eastern Europe. The situation is nevertheless as diverse as it still is to a large extent in the existing European Union member states. Many challenges remain for the years ahead, both from the point of view of those responsible for academic and professional training and for the national authorities responsible for guiding their countries into the European Union.

The following outline is based on information received from respondents in 27 different institutions in 11 Central and Eastern European countries. Questionnaires were addressed to some 30 major academic institutions which have been or still are involved in Tempus JEP projects in the field of T&I, as well as to the ministries of Education and Foreign or European Affairs in the countries concerned. Our brief covered countries included in the Tempus Phare programme (therefore excluding the former Soviet Union, with the exception of Estonia, Latvia and Lithuania). The information was supplemented by information supplied by member of the work group involved in partnerships with academic institutions in these countries.

## **1) Official government policies on translation and interpreting**

Little information was available as regards official policies concerning the training of translators and interpreters, an issue which does not appear to have been awarded priority status by most governments, although differences are obviously noticeable between countries in the pre-accession phase and those whose prospects of membership are more distant.

The only direct response to our questionnaire came from the ministries of education in Hungary and Estonia. The Hungarian authorities specified that the professions of translating and interpreting have been regulated in Hungary since 1986, when decrees 7/1986 (Vi.26 MM) and 24/1986 (Vi.26 MT) specified the academic qualifications and conditions required to obtain an official permit to exercise these professions. Regarding steps taken to meet EU accession-related T&I needs, the respondent referred to a new postgraduate training programme aimed specifically at training EU oriented translators and interpreters set up by the University Eötvös Lorand with SCIC support. No in-house translation service was envisaged by the ministry. In Estonia, the T&I professions were said to be "recognised in their own right" but no further details were given. T&I preparation for EU membership is the responsibility of the Estonian Translation and Legislative Support Centre (ETLSC), a state agency run by the State Chancery which serves the needs of all ministries. No in-house translation service is planned by the Education Ministry.

In Romania, each ministry is expected to cater for its own T&I needs, either by setting up its own translation unit, by resorting to its own staff or through outsourcing. The establishment of a central government translation unit attached to the Department of European integration seems to have been abandoned in favour of ad hoc arrangements with outside agencies (subject to confirmation).

As regards the status of the professions, few countries appear to have opted for a strictly regulatory approach. As in the EU, only legal and court translators and/or interpreters are usually subject to any kind of official recognition via a certification procedure. In Romania, the title of "certified translator" is delivered to anyone passing an annual examination set by the government authorities, irrespective of their academic training or experience. In Poland, regulation is left to the professional organisations, but there is little consensus as to how much regulation the professions need and how it should be implemented (see: James F.Hartzell, Translation/interpretation training in Poland, in Training of Translators

and Interpreters II, ed. Urszula Dambaska-Prokop, Educator, Czestochowa, 1998).

## **2) Translator and Interpreter training**

Although the diversity of national higher education systems and economic situations renders sweeping generalisations impossible, the following observations may be drawn from the questionnaires received:

### **1° Recognition of Translation and Interpreting as fields in their own right**

A specific T&I identity appears to be gradually gaining recognition in all the countries considered. Over a third of the institutions questioned have already set up separate T&I sections, departments, centres, schools or institutes. In some cases, these are cross-departmental structures, while in others, they are fully-fledged academic entities with a large degree of autonomy vis à vis traditional philology departments.

In most cases, the departments involved belong to Arts and Humanities (Philosophy/Philology) Faculties and cater mainly for language specialists. At postgraduate level, however, recruitment is often more broadly based, with up to 50% of students coming from other fields. Some countries, such as Hungary (and to a lesser extent, Romania) have traditionally taught specialised translation in Technical Universities or Colleges, although the most recent T&I programmes have been set up in Language Faculties.

### **2° Specific T&I qualifications**

The prevailing pattern is still for specific T&I qualifications to be offered at postgraduate level (2 to 4 semesters), following a core curriculum foreign language degree ("Philology"). Some countries (e.g. Romania) already officially recognise "translation" as a specialisation attached to a philology degree. At postgraduate level, the qualification is usually termed a "diploma" and often, but not always, makes a distinction between "translation" and "conference interpreting". Several "joint qualification" programmes have been set up with EU institutions, enabling CEE students to acquire the graduate or postgraduate qualification delivered by the EU partner (e.g. the Diplôme d'Université delivered by ITI-RI in Strasburg). In those institutions which do not yet offer degree courses, language students can often chose specialised translation or interpreting modules at 3<sup>rd</sup> and 4<sup>th</sup> year level.

### **3° Language combinations**

The dominant foreign languages offered in T&I programmes throughout the CEE countries, not surprisingly, are English, German and French, with Italian and Spanish as runners up. Russian appears to be on the wane everywhere. A handful of institutions offer a wider range of C languages (Arabic, Japanese), although it is sometimes difficult to ascertain whether these are taught as part of the T&I programme.

Translation into the B and sometimes into the C language is commonplace, to meet market requirements in CEE countries.

#### **4° Course contents**

Programmes increasingly include many of the standard course components recommended by EU bodies, with professional skills being taught and practised alongside more theoretical aspects of translatology and terminology. This is particularly the case in institutions which have taken part in Tempus projects with EU partners. In such cases, EU funding has generally enabled the CEE institution to purchase IT and/or interpreting equipment. The acquisition of basic IT skills is becoming mandatory in fully-fledged T&I programmes, but expertise in the use of more advanced computer assisted translation tools is still relatively rare. Work experience and full-scale "real life" translation projects are rarely included within the curriculum itself. Only a very few respondents mention partnerships with translation companies, generally because such companies are still too small to be able to offer significant work placements.

The question of domain specialisation is generally resolved through courses in domain specific translation and terminology rather than through specific courses in the subject field.

## 5° Staff

Most of the institutions questioned have taken part or are still involved in "training of trainer" programmes and a majority of the staff responsible for T&I modules have followed intensive courses run by colleagues from the EU or have spent time in the EU universities themselves.

A significant proportion of teaching staff are practising translators and/or interpreters (generally between 50 and 100%), with a number of institutions resorting to outside help to teach professional components of the programme.

### **DRAFT GUIDELINES**

The following guidelines are suggested by members of the workgroup:

1° That wherever possible, Translation and Interpretation should be taught as subject areas in their own right, clearly distinct from general language and literature programmes, and under the responsibility of a separate T&I department or school.

2° That governments should be encouraged to recognise specific Translation and Interpreting qualifications both at undergraduate and postgraduate level.

3° That Translation and Interpreting programmes should cover at least four semesters, with the aim of extending this to six or eight semesters whenever feasible.

4° That the course profiles recommended by the TNP Scientific Committee on Translation and Interpreting should be recognised as the basis for translator and interpreter training whenever applicable and practical within the national and local context.

5° That all Translation and Interpreting programmes should include practical "hands on" experience in professional translation or interpreting, either in-house in the shape of realistic full-scale translation or interpreting projects or during outside work placements.

6° That Translation and Interpreting should be taught by specialists with significant work experience, and, whenever possible, relevant academic qualifications in their particular field.