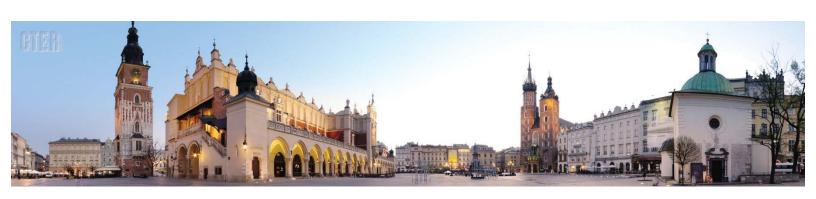**INSPIRATIONS FOR TRANSLATION PEDAGOGY**
1ST CTER Congress
Kraków 14-16 March, 2016

BOOK OF ABSTRACTS

development (Kiraly 2015) in which strategic workplace competence plays a prominent role and work placements are a key factor in merging "fragmented" subcompetences into a unified translator meta-competence. The experiential aspects of the model parallel reports from recent language industry forums (e.g. LIND-Web Forum 2013; Translating Europe Forum 2014) which call for the closer integration of universities and the industry to bridge the skills gap by improving student contact with professional practice and heightening awareness of workplace requirements. This has led to initiatives such as EGPS[1] and ELIA Exchange[2], which set out to forge closer links between the language industry and educational institutions by providing, among other things, international platforms for internship and mentoring partnerships.

Yet the constraints faced by many programmes and institutes, in the form of modularisation, credit allocation, study duration as well as administrative and staffing issues, place severe limitations on implementing such extra-curricular solutions, necessitating alternative measures to enhance student employability, professionalism and ultimately translator competence. In this paper, we report on ways in which curricula can be designed to provide a flexible range of intra-curricular opportunities for students to interact with professional practice. Alongside authentic experiential learning scenarios such as real-world translation assignments in collaborative project groups and simulated student companies, measures include targeted staff recruitment and development, close cooperation with professional associations and local LSPs as well as the deployment of combined CPD and graduate programme resources. From our perspective, structured interactions with professional practice as part of a holistic approach to curricular development are a viable way of preparing students for the realities of the translation workplace.

References:

Kiraly, D. (2015). 'Towards a postpositivist curriculum development model.' In: Kiraly, D. et al. (eds.), *Towards Authentic Experiential Learning in Translator Education*. Göttingen: V & R unipress (Mainz University Press), 67-87.

Kiraly, D. and Hofmann, S. (2015). 'Authentic project work and pedagogical epistemologies: a question of competing or complementary worldviews?' In: Kiraly, D. et al. (eds.), *Towards Authentic Experiential Learning in Translator Education*. Göttingen: V & R unipress (Mainz University Press), 53-66.

LIND-Web Forum (2013). *Workshop Conclusions. 2nd Forum of the Language Industry Web Platform. Joining Forces for a Stronger Language Industry, 24 October 2013*. Brussels: European Commission Directorate-General for Translation.

http://ec.europa.eu/dgs/translation/programmes/languageindustry/platform/index_en.htm

Translating Europe Forum (2014). *Report & Follow-up Actions. Translating Europe Forum 2014. Linking Up Translation Stakeholders, 18-19 September 2014.* Brussels: European Commission Directorate-General for Translation.

http://ec.europa.eu/dgs/translation/programmes/translating_europe/forum/index_en.htm

TECHNOLOGY IN TRANSLATION
IN ENGLISH TRANSLATION MASTER'S PROGRAM: STUDENTS' PERSPECTIVES

Milad Mehdizadkhani
Ferdowsi University of Mashhad, Iran & University of Warsaw, Poland

Masood Khoshsaligheh
Ferdowsi University of Mashhad, Iran

Abdulbaset Saeedian
Razi University of Kermanshah, Iran

---

[1] http://www.e-gps.org/
[2] http://www.elia-exchange.org/

Curriculum design should be a dynamic course of development based on the interaction of the designers, the teachers, and the students in which the market demands, the most recent related research findings, and the needs and wants of the clients and students are considered and implemented. The MA curriculum of English translation in Iranian universities which is nationally used has not undertaken any updates since its conception over a decade ago. Despite the great assistance that computers can provide for translators, the curriculum is completely destitute of any technology related courses. The study sought the needs, wants, and perspectives of a sample of over 150 graduating or graduated Master's students of English Translation at various Iranian universities on the current curriculum in term of technology-related courses. To collect the data, a Likert-scale questionnaire instrument was developed and used. The findings indicate that translation-related technology competence has to be a major focus of instruction in the Master's English Translation program in Iranian universities. Based on the results, recommendations on practical aspects of including relevant courses into the program are discussed.

BUILDING BRIDGES
BETWEEN TRANSLATION CLASSROOM AND TRANSLATION MARKET:
TEACHING CREATIVE TRANSLATION AT THE FACULTY OF ENGLISH, AMU

Katarzyna Nowicka
Adam Mickiewicz University, Poland

The aim of the presentation will be to discuss one of the possible ways of integrating practical translation classes into the reality that awaits students outside the classroom. During the talk I would like to present the design of the Creative Translation course that I conducted with 2 MA students as a part of the Translation Program at AMU Faculty of English in 2015. The course was planned as a form of cooperation with the institution that requires translation services on the daily basis, namely Grażyna Kulczyk's Art Stations Foundation in Poznań. Thus, the course was entirely devoted to the translation of texts dealing with the topic of art, which were regularly provided by the Foundation's representative. Taking turns in translation and proofreading, students produced target language texts later to be used by the Foundation's curators to plan exhibitions, write articles and prepare marketing materials. The cycle comprised the following stages: receiving the text, translating it, uploading the translation to Google docs, correcting it, introducing final corrections during the class, sending back the document to the client and receiving feedback. Samples of translations created at each of the aforementioned stages will be presented during the talk to illustrate the process. Apart from focusing on the course design, I will also discuss the advantages and drawbacks of the project, both from the students' and the client's perspective, as well as some possible limitations to the project, including the form of assessment and technical requirements. Finally, I intend to comment on the students' evaluation of the course, as reflected in the University Student Satisfaction Survey.

ELECTRONIC SPREADSHEETS AS A TEACHING TOOL
IN TRANSLATION PRACTICE CLASSES

Joacyr Oliveira
UNICAMP - Sao Paulo State University at Campinas, Brazil

When it comes to teaching university level translation practice courses in Brazil, professors may face some challenges: teaching large groups, not being able to deliver feedback to all students on their translations, dealing with students' aloofness and not getting all learners involved.

This presentation aims at introducing a teaching method developed and systematized as a result of our extensive experience teaching translation practice in large groups of students. Our