REPORT OF THE SECOND CONFERENCE OF MOU UNIVERSITIES

Held in Mons (Belgium), 3 and 4 May 2012

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I- Main theme and objectives of the conference

1.   The first conference of universities signatories of memorandums of understanding with the United Nations Department for General Assembly and Conference Management (MoU universities) was held in Salamanca (Spain) on 3 and 4 May 2011. It allowed the Department and its partner universities to lay down the foundations of their collaborative effort aimed at aligning the training of language professionals with workplace requirements, and to examine in detail actions that need to be taken in order to achieve such an alignment.

2.   The second conference of MoU universities was hosted by the University of Mons (Belgium) on 3 and 4 May 2012.

3.   As indicated in its concept note (available online at www.moumons2012.be/concept-note) the second conference of MoU universities provided members and partners of the network with an opportunity to focus on particular skills and areas that need additional work in order to achieve common goals in the training of language professionals.

4.   The overarching theme of the conference was "*Toward an Agreed Inventory of Skills for Translators and Interpreters*". Topics on the agenda included gaps in language A (the candidate's main working language) and how to address them; technological aspects of language work and issues related to the training of trainers.

5.   The main expected outcomes of the conference were: (a) a clear and functional organizational structure of the MoU network; (b) practical recommendations on how to address gaps in language and enhance the training of trainers; (c) a commitment to continue working together for the realization of common goals.

II- Participants

6.   The conference was attended by representatives of MoU universities, representatives of the UN secretariat and members of the Executive Committee of IAMLADP, including other UN system organizations and European Unions institutions. A number of universities that have not yet signs MoUs were also invited to attend as observers, as well as professional associations that work in the field of translator/interpreter training (See list of participants, Annex V).

III- Programme of the conference

7.   The conference consisted of plenary sessions and workshops dealing with specialized topics. All workshops except *workshop 1* were held in parallel, allowing the two major occupational groups (translators and interpreters) to meet simultaneously and examine issues that are specific to each group (See annex I for the programme).

8.   In addition to the opening and closing ceremonies, the following events and topics figured on the conference's programme:

   (1)   <u>Workshop 1</u>: Gaps in language A: What causes them and what International Organizations and universities can do together to address them

   (2)   <u>Workshop 2a</u>: Training for the market: Bridging the gap between the classroom and the translator's desk

   (3)   <u>Workshop 2b</u>: Training for the market: Bridging the gap between the classroom and the booth; theory and practice of training the trainers

   (4)   <u>Workshop 3a</u>: Training for tomorrow's technology-dominated world: CAT/MT as tools for the translator

   (5)   <u>Workshop 3b</u>: Training for tomorrow's technology-dominated world: Technology tools for the interpreter

   (6)   <u>Workshop 4a</u>: Translation: Contrastive analysis of the free style of literary translation vs. the norm-oriented style of large organizations

   (7)   <u>Workshop 4b</u>: Interpretation: contrastive analysis of freelancing vs. working for a large organization

   (8)   Round table discussion

   (9)   Meeting of the MoU Executive Committee

   (10)   Plenary of the MoU Network and adoption of the report of the Salamanca Conference

   (11)   Review of the implementation of the recommendations of the Salamanca Conference

   (12)   International Interpreters and Translators Conference (UNCIIT) and dialogue with other institutions

(13)   Miscellaneous questions, including the websites

IV- Opening ceremony

9.   Dr. Calogero Conti, Rector of the University of Mons and Co-Chair of the conference, welcomed the participants to Mons and to the second Conference of MoU universities. He recalled that the first conference had been hosted by the University of Salamanca, and indicated that the University of Mons was honored to have been selected to host the second conference. He added that the MoU represents a real opportunity for participating universities to enhance their training and to compare and improve their teaching methods, tools and curricula (See full text of Dr. Conti's speech in annex IV).

10.   In his opening remarks, Mr. Shaaban M. Shaaban, United Nations Under-Secretary-General for General Assembly and Conference Management, and Co-Chair of the conference, thanked the University of Mons for hosting the second conference of MoU universities. He congratulated the Faculty of Translation and Interpretation of the University of Mons (FTI-EII) and its staff for the Faculty's 50th anniversary, adding that it had achieved outstanding results during those 50 years. He announced the nomination of the members of the first MoU Executive Committee. He expressed his hope that the conference would produce a set of workable recommendations that each participant would be bale to take home and turn into concrete actions (See full text of Mr. Shaaban's opening remarks in annex IV).

11.   He then declared open the second conference of MoU universities.

12.   After the opening, Dr. Alain Piette, Dean of the Faculty of Translation and Interpretation at the University of Mons (FTI-EII), welcomed the participants to Mons and thanked them for their active presence and support. He gave some practical information to participants (See full text of Dr. Piette's remarks in annex IV)

V-   Proceedings of the conference

A)   *Workshops*

13.   Following, the opening ceremony, the rest of the first day was devoted to a series of workshops dealing with substantive topics under the conference's main theme. The first workshop, dealing with gaps in language A, was common for all participants. The remaining six workshops were held in parallel, one session for translators and one for interpreters. Each workshop consisted of one or more presentations followed by an interactive exchange of views.

Workshop 1: Gaps in language A: What causes them and what International Organizations and universities can do together to address them

14.   The workshop was facilitated by Mr. Vladimir Gratchev, Chief of Conference Services, United Nations Office in Geneva (UNOG). Six panel members made presentations as follows:

(1)   Dr. Henry Awaiss (Saint Joseph University, Lebanon): "*The Role of Universities in A Language Teaching*"

(2)   Dr. Dalia El-Toukhy (Professor of French at the University of Ain Shams, Egypt): "*The mother tongue: Theory and Application: Case of the Arabic Language*"

(3)   Mr. François Vermeersch (University of Mons): "*How to Fill the Gaps in A Language: a Teacher's View on a Collaborative Approach*"

(4)   Ms. Anne Fassotte (French Translation Service, United Nations, New York): "*Issues related to insufficient knowledge of language A*"

(5)   Dr. Olga Zharkova, (Professor at the Lomonosov Moscow State University): Presentation prepared by Dr. Nikolay Garbovskiy, Dr. Olga Kostikova and Dr. Olga Zharkova "*Developing and Improving A Language Competence in Translator and Interpreter Training*"

(6)   Dr. Fernando Prieto Ramos (Professor of Translation and Co-Director of the Translation Department at the Faculty of Translation and Interpreting, University of Geneva): "A *Language skills: a priority in translator training*"

15.   In his presentation, Dr. Awaiss deplored the use of language teaching methods in high school that depend on rote memorization. He regretted the lack of encouragement

for students' linguistic creativity, which tends to reduce language to clichés. He stressed that language training should motivate the learner to explore and to develop his or her own style (See full text of Dr. Awaiss's presentation in annex II).

16.   Dr. El-Toukhy started her exposé with a brief presentation of Ain Shams University, its history and its present mission. Turning to her main topic she said that classical Arabic (Fus'ha), in addition to being the glue that holds together the various components of Arab culture, is also a vehicle for the transfer of knowledge through translation. She said that the mastery of classical Arabic is being negatively affected by the use of foreign languages in teaching scientific subjects and by its lack of practice, especially by teachers. She made a number of proposals aimed at supporting the use of classical Arabic, including through a strong working relationship between training institutions and international organizations (See full text of Dr. El-Toukhy's presentation in annex II).

17.   Dr. Vermeersch indicated that he sees a positive change in today's students compared to those of past decades. Today's students are more open-minded, thanks to globalization and the internet. But he also noted a decline in young people's level of proficiency in their mother tongue. He proposed measures to improve the learning of language A, including collaboration with staff members of international organizations, the use of online tools.

18.   Ms. Fassotte began her presentation by wondering whether the current generation is actually less proficient in language A than previous generations. The answer, according to numerous UN language professionals, is that they are indeed. But she cautioned against making sweeping judgments, adding that the issue could better be defined as a mismatch between current training and the types of competencies the UN is looking for. She then proposed a number of approaches to tackle the problem, including focusing joint training efforts on a limited group of pre-selected students with potential to meet the requirements of international organizations (See full text of Ms. Fassote's presentation in annex II).

19.   Dr. Zharkova indicated that language training universities tend to overemphasize B and C languages at the expenses of language A, because language A is taken for granted, based on the assumption that students learned it at home and at lower levels of the educational system. She suggested that the UN and training institutions should collaborate by forming mixed working groups and carrying out research in order to

analyse common mistakes in language A, establish criteria to evaluate them and issue recommendations to language teachers and UN language professionals on how to bridge gaps in language A.

20.   Dr. Prieto Ramos said that in some cases when students reach university level, it is already too late to improve their language A skills. He presented an overview of testing and training methods implemented at the Faculty of Translation and Interpreting of the University of Geneva in line with a double strategy of selection (admission exams) and intensive consolidation of A language skills from BA to MA level (curriculum design and implementation). He finished his presentation with a number of proposals aimed at improving language A skills in a coordinated manner, including analyzing common gaps and needs, sharing language A testing methods, and identifying good practices in the field (See Dr. Prieto's presentation in annex II).

21.   The presentations were followed by a brief discussion during which Mr. Gratchev underlined the importance for interpreters of mastering the various oratorical devices of their main language, especially in the context of speeches they would encounter during meetings of UN bodies such as the Security Council.

22.   Mr. Shaaban indicated that 40% of the UN's language staff was expected to retire in the coming years, hence the need for preparing a young generation of language professionals to ensure succession.

23.   Ms. Marie Diur (Chief of the French Interpretation Section at the United Nations office in Vienna, UNOV) noted the need to strengthen internal communication within the UN on the topic of training.

24.   Participants recognized that both the UN and its partner universities benefited from outreach efforts and that such efforts should be continued and developed. They recommended that both sides work on harmonizing pedagogical assistant so that students and prospective candidates receive a consistent message on how to prepare for a career in the language services of international organizations.

Workshop 2a: Training for the market: Bridging the gap between the classroom and the translator's desk

25.   The workshop was facilitated by the Dr. Nathalie Gormezano, Academic and Research Director at the Institut de management et de communication interculturels (ISIT), Paris. Three panel members made presentations as follows:

(1)   Dr. Abdallah Amid (Professor of Translation at the University of Mons): "*Initiative for a New Training Platform*"

(2)   Ms. Anne Lafeber (Translator at the United Nations Office in Geneva, UNOG): "*Presentation of the Main Findings of a Survey of over 300 Translators and Revisers Working for International Organizations Conducted as Part of Doctoral Research*"

(3)   Dr. Nadine Riachi Haddad, (Professor of Translation at the Ecole de Traducteurs et d'Interprètes, Université Saint Joseph, Beyrouth): "*The Interaction between University and the Market in the Training of Translators/interpreters*"

26.   Dr. Amid Started his presentation by stressing the need for trainers to develop their own methodologies, based on existing principles and theories. He said that practicing translators and interpreters are the most qualified to teach translation and interpretation, but it may be necessary to train them in pedagogy first, to allow them to become effective trainers.

27.   He added that the first step in the training of trainers is to define objectives and to have a clear understanding of expected results. He proposed a plan for training the trainers to be implemented at the University of Mons. The process would begin with the creation of a working group that would set training modalities and propose a schedule of training. He suggested that workshops for teachers should be short (six weeks divided into two or three separate periods). The training would focus on the specific needs of international organizations. Ultimately, he said, the goal should be to establish a training institute for teachers of translation and interpretation.

28.   Ms. Lafeber presented the main findings of a survey she conducted among translators and revisers working for international organizations. The first part of the survey asked translators and revisers to rate the impact of 40 different skills and knowledge types; the second part asked revisers to rate the frequency with which the lack of such skills and knowledge types accounted for revision work (e.i. the amount of effort

needed to revise the translator's product). Among the survey's findings was the fact that, in addition to lacking writing skills, new recruits were mostly lacking in key analytical skills, such as the ability to detect inconsistencies and work out the meaning of slightly obscure passages (See full text of Ms. Lafeber's presentation in annex II)

29.   Dr. Riachi began her presentation by asking whether language training should be imposed on the market or dictated by it. She indicated that ETIB has a Translation and Interpretation Service that functions as a link between training and markets by receiving job offers and dispatching them to alumni. She described how ETIB responded to the market's changing needs by adding new courses when necessary. She stressed the need for constant adaptation of training within a cooperative framework, and avoiding a one-size-fits all approach (See full text of Dr. Riachi's presentation in annex II).

30.   During the discussion that followed the presentations, Dr. El-Toukhy opined that there was no exaggeration in saying that only translators should teach translation. Dr. Amid said that, in many situations, translation is taught by language teachers. Dr. Frans De Laet (Professor at the Graduate School of Translation and Interpretation, Beijing Foreign Studies University) thanked Ms. Lafeber for her research. He noted that many MoU universities had training-of-trainers (ToT) programmes. He suggested that the MoU network should build on existing efforts in developing its own ToT initiatives. Dr. Fayza El-Qasem (Professor of Translation at the Ecole supérieure d'interprètes et de traducteurs (ESIT), Université Paris 3) explained that in ESIT, teaching is done by practicing translators and interpreters, but she added that those sometimes lacked pedagogical skills. They were sometimes provided with pedagogical training, but the transition from practice to teaching was not always easy.

Parallel, workshop 2b: Training for the market: Bridging the gap between the classroom and the booth; theory and practice of training the trainers

31.   The workshop was facilitated by the Dr. Jesus Baigori, Professor of Interpretation at the University of Salamanca. Two panel members made presentations as follows:

(1)   Ms. Alison Graves (Outreach Officer, Directorate General for Interpretation European Parliament): "*European Parliament Pilot Project*"

(2)   Mr. Harry Ping Dai (Deputy Dean of the Graduate Institute of Interpretation and Translation at the Shanghai at the Shanghai International Studies University, China): "*Profile of Shanghai Graduates and the Shanghai Experience of Training the Trainers*"

32.   Ms. Graves began her presentation by noting the low success rates (23.6%) of candidates from partner universities in examinations organized by the European Union to recruit interpreters. She wondered why bright candidates fail the exams. She listed among probable causes of failure: (a) a lack of mastery of interpretation techniques; (b) a lack of general knowledge; (c) inhibition caused by stress. As a remedy, she recommended the implementation of short coaching programmes, followed by and accreditation test. She added that expertise, including from the universities, should be brought in to help solve the problem (See Ms. Graves's PowerPoint presentation in annex II).

33.   Mr. Dai underlined the importance of understanding the cultural environment in China and the changing Chinese market. He said that the biggest employers of professional interpreters in China were the United Nations and the European Union. He explained that interoperation programmes in Chinese universities had to respond to the needs of the local market, while at the same time, educating that market. He indicated that there was a strong need for joint workshops to train the trainers.

34.   In the ensuing exchange of views, Mr. Brian Fox (Director in charge of the organisation of Interpreting in the European Commission's Directorate-General for Interpreting) said that a good interpreter must be able to distinguish and use different registers of discourse, in other words, he or she must be a virtuoso of his/her mother tongue.

Parallel workshop 3a: Training for tomorrow's technology-dominated world: MT/CAT as tools for the

35.   The workshop was facilitated by the Dr. Nadia D'Amelio, Professor of Translation at the University of Mons. Two panel members made presentations as follows:

(1)   Mr. Ibrahima Diallo (Training and Outreach Officer, Department for General Assembly and Conference Management, United Nations, New York): "*An Overview of the Basic Concepts of CAT and MT as Tools for the Translator*"

(2)   Ms. Alice Safar Sawaya (PHD student at the University of Mons): "*New Technologies for Discourse Analysis as Tools for Translators and Interpreters in International Institutions*"

36.   Mr. Diallo presented the basic principles of Computer Assisted Translation (CAT) and Machine Translation (MT) and how they are used by both translators and their clients. He made a brief comparison of CAT and MT, their advantages and drawbacks. He discussed ways for translators to deal with the advancement of translation technology, stressing that translators should learn about new technologies and try to influence their development (See Mr. Diallo's PowerPoint presentation in annex II).

37.   Ms. Safar Sawaya explained in her presentation that translators and interpreters are mediators of the language of diplomatic relations and negotiations. She borrowed Henry Kissinger's definition of negotiation as "combining conflicting views into a unified position through the rule of unanimity". She then demonstrated with several examples how the selection of the wrong term by a translator or interpreter (mistranslation) can lead to serious consequences by causing confusion and misunderstandings.

38.   She explained the use of special software tools for linguistic research, including Lexico3, a tool for content analysis, and UNL, an open source program which can be used to map linguistic data. She proposed the development of tools and methods for creating a universal code of languages, with specific sub-cod for each individual language. She stressed that language mapping work should start with a focus on specific fields, such as diplomacy. She showed how this mapping process could be linked to the work of international organizations such as the United Nations (See Ms. Safar's PowerPoint presentation in annex II).

39.   During the ensuing exchange of views, Mr. Anthony Pitt (Head of English Translation in the Conferences and Publications Department of the International Telecommunication Union, ITU) said that translation technology should be used as a tool only where it serves a purpose. He added that ITU used MT based on established usability thresholds, and only if staff translators were satisfied with the product.

40. Dr. Najwa Safar (Professor of Translation at the University of Mons) referred to the websites mentioned in Mr. Diallo's presentation, which provide an automatic translation feature for their users. She asked whether such translations were subject to revision. Mr. Diallo explained that the automatic translation features means that the user is presented with a raw MT product, without any intervention from a human translator.

Parallel workshop 3b: Training for tomorrow's technology-dominated world: Technology tools for the interpreter

41. The workshop was facilitated by the Dr. Piette. Three panel members made presentations as follows:

(1) Dr. Barbara Moser (Professor of conference interpreting and Director of the Interpreting Department at the Faculté de traduction et d'interprétation, University of Geneva): "*Technology-MediatedSkillBuildingin Interpreting Technology-Enabled Learning*"

(2) Mr. Abderrahim Hmami (PHD Student at the University of Mons): "*Community Interpreting and the Influence of Information and Communication Technologies*"

(3) Dr. Hayssam Safar (Director of the Centre d'études et de recherches multimedia (CERM) at the University of Mons): "*Audiovisual Translation*"

42. Dr. Moser gave an overview of possible tools for collaborative training, including consecutive interpretation, voice recording, multi-point video-conferences, mobile learning using smart phones, etc. She stressed the importance of practicing with a purpose.

43. Mr. Hmami explained the notion of community interpretation, which is used in some particular settings such hospitals, courts and social services. He presented a brief history of community interpretation in Belgium. He gave the example of the FIIMMS project (1984-1987) in which interpreters provided assistance to health workers in hospitals.

44. He emphasized the importance of community interpretation in multilingual societies, where professional interpreters were needed to ensure proper communication in

various settings, such as caring for the elderly, humanitarian crises and military operations. He noted however that community interpreting was often considered second rate compared to conference interpreting. He indicated that universities could provide much needed training opportunities to community interpreters.

45. In his presentation, Dr. Safar gave an overview of work done by CERM in the field of audiovisual translation. He explained the notion of "transpretation" in which both translation and interpretation are used during the same session. He stressed the vital role of information and communication technologies in the field.

46. He noted that Skype was not effective enough for the purposes of audiovisual translation, adding that it is necessary to pursue research efforts in order to develop new and better tools that meet current needs. He said that universities needed to adapt their training in order to contribute to the development of new tools (See Dr. Safar's PowerPoint presentation in annex II).

Parallel workshop 4a: Translation: Contrastive analysis of the free style of literary translation vs. the norm-oriented style of large organizations

47. The workshop was facilitated by the Mr. Imre Karbuczky (Chief of Conference Services at the United Nations Office in Vienna, UNOV). One panel member made a presentation as follows:

(1) Ms. Nahla Baydoun (Translator at the Arabic Translation Service, United Nations, New York): "*Literary versus Institutional Translation: From literary to UN translation: the challenging transition*"

48. Ms. Baydoun contrasted literary translation with translating for an international organization, based on the fundamental distinction between literary and non-literary texts. Whereas literary translation deals with highly valued writing bearing an aesthetic function and an artistic quality, institutional translation features dense notionality, systemic coherence, standardized terminology, as well as stereotypical structures and language clichés. She said that the salient characteristic of literary translation is that the translator is concerned with how to convey the connotational aspects of the authors' unique style, as well as ideas, emotions, feelings and imagination that make the text an

aesthetic and original work. In institutional translation, the main concern for translators is to produce translations which reflect the same degree of semantic coherence, terminological accuracy and syntactic regularity as the original documents.

49.   She explained that the literary translator is expected to unleash language potentialities in order to capture and render the style of the original composition whereas institutional translators, working as a team in a highly prescriptive and norm-oriented environment, have to contain their personal style and conform to the institutional style. They are engaged rather notionally than emotionally in the negotiation of meaning according to stylistic, terminological and other guidelines set by the institution.

50.   She concluded by saying that literary translators and institutional translators may not have much in common at first glance. However, both meet in their quest for truth and their effort to bridge the communication gap. Although institutional translators don't enjoy the same visibility and margin of stylistic creativity and audacity as their literary "transporters of delight", they are undoubtedly excellent communicators and reliable team players who are devoted to delivering quality and sensitive translated output in a timely, accurate and consistent manner while respecting certain rules and norms. (See full text of Ms. Baydoun's presentation in annex II).

51.   The presentation was followed by a discussion during which members of the audience expressed their views on how to deal with style in translation. They considered whether translators should be preoccupied by political correctness, cultural sensitivity or modesty (pudeur), or should limit themselves to capturing meaning in the simplest possible manner.

Parallel workshop 4b: Interpretation: contrastive analysis of freelancing vs. working for a large organization

52.   The workshop was facilitated by the Mr. Christian Rolling (Chief of the French Interpretation Section at the United Nations, New York). Tow panel members made presentations as follows:

(1)   Ms. Sheila Shermet (Interpreter, English Interpretation Section at the United Nations, New York): "*Communication, Interpretation, and Oral Translation*"

(2)   Mr. Dai: "*Pros and Cons of Working as a Freelancer in China*"

53.   Ms. Shermet likened the different types of interpretation to playing different types of music, such as classical music, jazz, etc. They all have basic common rules, but each requires the practitioner to develop a different set of skills. She examined various types of meetings that an interpreter might be asked to cover. She made a distinction between meetings of expert bodies and diplomatic meetings.

54.   She explained that clients in expert meetings evaluate the quality of interpretation by how much the various participants in the meeting are able to understand the message without too much effort. She said that, in diplomatic meetings, the speaker is more like a performer on a stage. He or she is often multilingual or a member of a multilingual delegation. In this context, the interpreter's performance is judged by how accurately he or she renders each carefully chosen word. She used the terms "standard interpretation" and "oral translation" to refer to these two situations.

55.   She then examined ways in which this distinction might be used to adapt and enhance the training of interpreters, in particular preparing them for UN recruitment examinations (See full text of Ms. Shermet's presentation in annex II).

56.   In his presentation, Mr. Dai said that freelancing means working for multiple clients. He presented several cases of successful freelancers in China and explained why, in the end, all those successful interpreters chose to join the UN. He stressed that the UN offers a status and job security to language professionals who work for it. He added that the UN must strive to maintain its competitive edge in the market despite cost-cutting (See full text of Mr. Dai's presentation in annex II).

B)   Roundtable discussion

57.   The first day of the conference was concluded with a plenary roundtable discussion of issues and questions raised during the presentations.

58.   Dr. Safar stressed the need for financial resources to support ToT. Mr. Dai said that in China there are 159 higher education institutions offering programmes in translation or interpretation. He added that many of those institutions needed to move from theoretical to practical training. There was a need to find ways to help faculties manage their training

programmes until the next generation of hands-on translators and interpreters takes over. Dr. Hannelore Lee-Jahnke (Conférence internationale permanente d'Instituts universitaires de Traducteurs et Interprètes, CIUTI) noted that the Chinese Government had set guidelines for the training of trainers.

59.   Dr. Nikolay Garbovskiy (Director of the Higher School of Translation and Interpretation at the Lomonosov Moscow State University) said that ToT is standard at Lomonosov, and that teachers requested to be trained in pedagogical science. He added that a ToT session was scheduled for June 2012.

60.   Dr. Amid said that the MoU network should seek assistance from the International Federation of Translators (FIT), which created a consortium of trainers in 2001 and carries out research in the field of ToT. He added that there was and abundance of online resources that could be used for that purpose. He stressed the need to adopt a systematic theory and examine its consequences because of the lack of general agreement on competencies and the difficulty of pinning them down.

61.   Dr. El-Qasem said that the UN had clearly indicated its criteria, which included mastery of language A, intellectual curiosity, general culture and knowledge of other languages (B and C).

62.   Dr. Prieto Ramos recalled that these same issues had been discussed during the first conference of MoU universities. He added that there was a need to emphasize skills and to use ideas expressed by the speakers, while taking into account previous work in the field, such as the EMT competence-based approach.

63.   Dr. Baigorri emphasized the need for the MoU network to benefit the European Union's experience and expertise in developing training materials. He said that the skills mix should include value and attitudes, not only techniques. He proposed that the next conference incorporate events for students in order to involve them more and get additional value from travel costs.

64.   Mr. Cedric Lenglet (Student at the University of Mons) supported the inclusion of students, adding that the Erasmus Programme could also be used as a valuable resource.

65.   Dr. Moser wondered whether universities could afford ToT given their limited resources. She added that combining pedagogical assistance visits and learning opportunities for UN staff members did not always work. She said that students had taken the lead in using online resources. The MoU network needs to work on building an online

learning platform instead of focusing on expensive meetings and visits that did not leave much in the way of visible traces.

66.   Dr Safar supported the idea of using existing research and tools to build a learning platform.

67.   Mr. Diallo spoke of the need for the MoU universities to improve their internal communication concerning the MoU as well as their response to proposals and requests coming from the UN side. He said that DGACM, despite a severe shortage of resources, had always done its best to meet its obligations and commitments within the MoU framework.

68.   He gave several examples of requests sent by DGACM to all its partner universities, to which very few responses- if any- were received. He said that the sharing of costs stipulated in the MoU was not taking place. He added that the universities, if they wanted the MoU process to achieve its goals, needed to be more proactive in coming up with ideas for common activities between sessions of the conference, and following-up on agreed conclusions.

C)   *Meeting of the MoU Executive Committee*

69.   The second day of the conference started with a closed meeting of the Executive Committee of the MoU Network, presided by Mr. Shaaban M. Shaaban, Chair of the Committee. After introductions of the members of the Exe-Com, the Chair welcomed the participants to the meeting. He read the terms of reference of the Exe-Com, paragraph by paragraph, and asked for comments. The Exe-Com adopted its terms of reference without amendments.

70.   Before closing the meeting, the Chair encouraged members of the Exe-Com to play an active role in determining the overall strategy of the MoU network and developing its plans of action (Annex III includes a copy of the terms of reference of the Executive Committee and a list of its members).

D)   *Adoption of the report of the First Conference of MoU Universities and review of the implementation of its recommendations*

71.   In a plenary session, the conference continued with an examination of the report of the first MoU conference and a review of the implementation of its main conclusions. Mr. Diallo projected the report on the board. Mr. Shaaban led the participants through a review of the report, focusing on its main conclusions.

72.   Mr. Diallo detailed a number of actions taken by DGACM since the first conference of MoU universities. He indicated that the language internship programme had been enhanced in two ways: (a) by organizing two annual sessions instead of one; a summer session and a winter session; (b) by giving more flexibility to the host services to decide when they can accept interns, as long as the minimum duration of two months is respected. He said that the four duty stations of the Secretariat (New York, Geneva, Vienna and Nairobi) hosted a total of 65 interns in the summer of 2011 and a total of 37 in the winter of 2012.

73.   Concerning pedagogical assistance, he indicated that the DGACM pedagogical assistance schedule for 2011 contained 46 activities with 12 universities and the implementation rate was about 85%. The schedule for 2012 contains 49 activities with 19 universities.

74.   He also informed participants that the Department was implementing a number of additional actions that would enhance collaboration within the MoU network, including a review of the competitive examinations system and internal ToT activities.

75.   In the ensuing exchange of views, Mr. Dai noted that the report did not reflect the situation in Chinese universities. He explained that Chinese and Arabic universities had problems with languages B and C, adding that the UN could help enhance language B skills by emulating some strategies developed by the EU. Ms. Diur added that language C was an issue in many cases. Dr Abdelaziz Hamdy (Director, Arabic and Translation Studies Division, School of Continuing Education at the American University in Cairo, AUC) said that language A is also an issue, especially since many teachers use colloquial Arabic in class. He explained that AUC students facing difficulties in standard Arabic were encouraged to join a special enhancement course. Dr. El-Toukhy said that Ain Shams had a special unit in charge of organizing trainings in all the languages used in translation/interpretation. Classical Arabic had been added recently to the unit's curriculum.

76.   Dr. Piette indicated that the University of Mons provided language A courses to students during their first two years, while a seminar on the revision of texts was offered during first year of the MA programme.

77.   Dr. El-Qasem said that universities should assess students' level in their language A before accepting them into translation/interpretation programmes. Dr. Renee Jourdenais (Dean of the Graduate School of Translation, Interpretation, and Language Education at the Monterey Institute of International Studies, MIIS, California) said that MIIS actually tested language skills prior to admission, but it had been noted that fewer and fewer applicants met the requirements. Dr. Piette noted that regulations in some European countries did not allow universities to test students before admission, but certain orientation tests were still allowed.

78.   Mr. Shaaban explained that the United Nations Language Competitive Examinations (LCEs) were very rigorous and required a high level of language skills. He recalled that Mr. Stephen Sekel, former Director of the Documentation Division, had developed an SAT-style test for pre-screening applicants, but the lack of human resources did not allow its implementation.

79.   Ms. Lafeber noted that very little empirical research had been done into the skill-set of professional translators and one of the more comprehensive and widely-used list of competencies was that presented by the group of experts working on the European Master's in Translation (EMT) project..

80.   Dr. Safar noted that horizontal collaboration among universities remained weak. Mr. Shaaban said that horizontal collaboration was the responsibility of the universities themselves and they needed to find ways to strengthen it. Mr. Karbuczky asked why the provision of assistance to UK universities was specifically included among the recommendations. Dr. Elena Kidd (Director of Studies for the MA in Interpreting and Translating, University of Bath, United Kingdom) explained that universities in the UK were facing special difficulties, due to budgetary constraints, and needed assistance, especially in terms of access to UN materials (including speeches in Russian for the training of interpreters). Mr. Shaaban informed participants that they could find recorded UN speeches in several languages on the UN webcast site.

81.   Ms. Stella Cragie (Principal Lecturer in Translation and Interpreting) at the University of Westminster used the opportunity to clarify that, contrary to what had been

reported by other sources, Westminster had not closed its postgraduate languages programme, rather the programme had been restructured. Mr. Shaaban stressed that MoU universities needed to inform the Department of changes in their programmes, in order to avoid misunderstandings.

82.   Dr. Jourdenais said that the universities were having difficulty sharing their experiences. She suggested that time be set aside during the conference for a forum of universities. Ms. Fassotte proposed that UN trainers also be given the opportunity to hold consultations during the conference. Mr. Diallo suggested that UN trainers should create an internal forum to exchange their views and experiences.

83.   Dr. Prieto Ramos noted a general lack of coordination on ToT, stressing that it was time to come together as regards professional standards and expectations.

84.   Dr. Guillermo Badenes (Outreach Officer, Universidad Nacional de Cordoba, UNC, Argentina) said that universities need to stop complaining and work harder at having a meaningful dialogue.

85.   Dr. Prieto Ramos said that pedagogical assistance by the UN should be an addition to teaching curricula at the final stages of training. Ms. Shermet supported the idea, adding that UN trainers should contact university trainers and request digital recordings of student's work in interpretation before setting out on pedagogical assistance trips. Ms. Fassotte asked universities to provide candid feedback on the performance of UN trainers. Ms. Lafeber noted that UN trainers also learn by working with universities. Dr. Baigorri added that the University of Salamanca benefited from working with UNOG.

E)   *Establishment of the International Conference of Interpretation and Translation Schools Collaborating with the United Nations*

86.   Dr. Piette presented the concept of the Conférence internationale des établissements d'enseignement de l'interprétation et de la traduction collaborant avec l'ONU, a not-for-profit association to be governed by Belgian Law. He indicated that the association is intended to support the MoU network. It has a legal personality and is able to collect funds.

87.   Mr. Shaaban explained that the idea had been proposed by the University of Mons at the first MoU conference. The statutes of the Association had been circulated to all MoU universities for their comments.

88.   Several participants raised concerns about the Association duplicating the work of other existing entities such as FIT, CIUTI and the MoU network itself. They wondered whether members could afford to travel for the Association's meetings when they are already struggling to attend events organized by all the other entities. Dr. Piette and Dr. Safar explained that the Association would not duplicate existing entities because it has the distinctive feature of having a legal personality and being able to collect funds, which could be used to support some of the MoU network's activities.

89.   Mr. Rolling asked about the number of current members of the Association. Dr. Moser asked whether the University of Mons had obtained power of attorney from the other universities in order to sign the Association's papers in their name. Dr. Piette explained that regulations allowed for an association to be founded with three members, who were allowed to join in their individual capacity. He added that the papers had been signed on that bases and that the structure was now open for any individual or institution that wanted to join.

F)   Miscellaneous questions, including the question of websites

90.   Mr. Diallo gave a quick preview of the DGACM Language Outreach Portal (www.unlanguage.org). He explained that the Portal was being continuously updated with new information, and that the universities could contribute to the process by sending comments or new content to be posted. He added that during the rest of 2012, DGACM would be working on ways to make the Portal more interactive.

91.   Dr. Piette spoke about the conference's website (www.moumons2012.be), indicating that it played a crucial role in exchanging ideas about the conference's organization and keeping participants updated. He said that the University of Mons would find ways to keep the website's content (including the final report and papers presented at the conference) available online after the conference.

92.   Participants exchanged ideas about the next conference. Mr. Shaaban announced that it will be hosted by the Shanghai International Studies University. Mr. Karbuczky

suggested that the conference should focus more on UN-related topics. Mr. Gratchev stressed the need to include mandatory time for discussions after each workshop. Ms. Shermet proposed that popular topics be allotted more time. Mr. Dai said that he was taking note of lessons learned from the first and second conferences and would work with DGACM to incorporate them in the organization of the Shanghai conference.

VI- Conclusions of the conference

93.   Participants in the conference agreed that it would be more productive to issue a set of limited and practical recommendations, which the parties to the MoU network would work on implementing before the next conference.

94.   Participants discussed and agreed on the following recommendations:

Organization of the next MoU conference

(1)   The organizers of the next MoU conference should take into account the experience and lessons learned from the first and second conferences. They should review the time, duration and programme of the conference and the configuration of panels. Time should be set aside for discussions after each presentation.

(2)   DGACM and the host university should involve members of the MoU Executive Committee in organizing the MoU conference.

(3)   The programme of the conference should take into account the variety of circumstances among universities (example: students in Chinese universities experiences difficulties with languages B and C, rather than A).

(4)   Organizers should allow translation/interpretation trainers (teaching staff) in the host university to participate in the conference as observers.

(5)   The conference should be used as an opportunity to reach out to students in the host university through parallel events and presentations to students during the conference.

Skills inventory and training of trainers (ToT)

(6) MoU universities and DGACM should explore existing resources in the field of skills and ToT, with a view to using them to create an online learning platform for trainers, both on the university side and the UN side. The platform should include reference materials used by language training professionals. The MoU Exe-Com should play a leading role in this process.

(7) MoU Universities should provide detailed and candid feedback on the work of UN staff who visit universities to provide pedagogical assistance.

(8) DGACM should harmonize its pedagogical assistance so that the same message is transmitted to trainees by all providers of pedagogical assistance.

(9) Trainers on both sides should work together to create a linkages between the internship programme and pedagogical assistance/ToT. Participants in the internship programme should work together to identify gaps between academic training of language professionals and the expectations of international organizations. These skills gaps should be used to tailor pedagogical assistance and ToT.

Other issues

(10) MoU universities should improve their internal communication concerning the MoUs and their requirements, and adopt a more proactive approach to collaboration with DGACM within the MoU framework.

(11) MoU universities should come up with specific strategies to strengthen their horizontal collaboration.

VII- Closing ceremony

95. Before the closing ceremony, Mr. Shaaban announced that Ain Shams University, the newest member of the MoU network, had lost its president, Dr. Alaa Fayez Hamza, in tragic accident. He requested a minute of silence in Dr. Hamza's memory.

96. In his closing remarks, Mr. Shaaban thanked all the participants for answering his call despite their busy schedules, and for their active participation and valuable inputs in

all the sessions of the conference. He addressed special thanks to the University of Mons for its generous hospitality and for the high quality of the facilities. He added that it had taken a great deal of good will and perseverance to bring people and institutions together to form the MoU network. He said that the network could be cited as an example of doing more with less. He reiterated the reasons that lead the Department to launch the Outreach Programme, and expressed his hope that participants would take back something from the gathering, which would allow them to renew their ambitions and mobilize their forces in pursuit of the Network's common goals. He declared closed the second conference of MoU universities (See full text of Mr. Shaaban's closing remarks in annex V).

PROGRAMME OF THE CONFERENCE

Wednesday 2 May		
7:00- 8.30pm (Optional)	Hôtel Mercure(Bar, ground floor)	Welcoming cocktail
Thursday 3 May		
9:00 – 9:30	Vésale 023	Registration of participants
9:30-10:00	Vésale 023	Opening ceremony, Co-chaired by USG/DGACM, the Rector of the UMONS, and the Dean of the Faculty of Translation and Interpretation
10.00-11.00	Vésale 023	**Workshop 1**: Gaps in language A: What causes them and what International Organizations and universities can do together to address them *Facilitator*: Vladimir Gratchev (Chief, Conference Services, United Nations Office in Geneva, UNOG) *Panel members*: - Henry Awaiss (Director, Ecole de Traducteurs et d'Interprètes de Beyrouth (ETIB), Saint Joseph University, Lebanon): *"The Role of Universities in A Language Teaching"* - Dalia El-Toukhy (Professor of French at the University of Ain Shams, Egypt): *"Is Arabic—as a Mother Tongue—still serving the Needs of the Labor Market in the Field of Translation"* - François Vermeersch (UMons): *"How to Fill the Gaps in A Language: a Teacher's View on a Collaborative Approach"* - Anne Fassotte (French Translation Service, United Nations, New York): *"Issues related to insufficient knowledge of language A"* - Olga Kostikova (Professor at the Lomonosov Moscow State University): *"Developing and Improving A Language Competence in Translator and Interpreter Training"* - Fernando Prieto Ramos (Professor of Translation and Co-Director of the Translation Department at the Faculty of Translation and Interpreting, University of

		Geneva): *"Language A skills: a priority in translator training"*
	Vésale 023	Coffee break
11:15-12:15	Vésale 023	**Parallel workshop 2a**: Training for the market:: Bridging the gap between the classroom and the translator's desk *Facilitator:* Nathalie Gormezano (Academic and Research Director at the Institut de management et de communication interculturels, ISIT) *Panel members*: - Abdallah Amid (Professor of Translation at the University of Mons): *"Initiative for a New Training Platform"* - Anne Lafeber (Translator at the United Nations Office in Geneva, UNOG): *"Presentation of the Main Findings of a Survey of over 300 Translators and Revisers Working for International Organizations Conducted as Part of Doctoral Research"* - Nadine Riachi Haddad, (Professor of Translation, ETIB, Beirut): *"The Interaction between University and Market in the Training of Translators/interpreters"*
	Grands amphithéâtres – Salle des conseils	**Parallel, workshop 2b**: Training for the market: Bridging the gap between the classroom and the booth; theory and practice of training the trainers *Facilitator*: Jesus Baigorri (Professor of Interpretation at the University of Salamanca) *Panel members*: - Alison Graves (Outreach Officer, Directorate General for Interpretation European Parliament): *"European Parliament Pilot Project"* - Harry Dai (Deputy Dean of the Graduate Institute of Interpretation and Translation at the Shanghai at the Shanghai International Studies University, China): *"Profile of Shanghai Graduates and the Shanghai*

		Experience of Training the Trainers"
12:15 – 14:00	EII building – Salle polyvalente	Lunch
14:30 -15:30	Vésale 023	**Parallel workshop 3a**: Training for tomorrow's technology-dominated world: MT/CAT as tools for the translator *Facilitator*: Nadia D'Amelio (Professor of Translation at the University of Mons) *Panel members*: - Alice Safar Sawaya (PHD student at the University of Mons): *"New Technologies for Discourse Analysis as Tools for Translators and Interpreters in International Institutions"* - Ibrahima Diallo (Training and Outreach Officer, Department for General Assembly and Conference Management, United Nations, New York): "*An Overview of the Basic Concepts of CAT and MT as Tools for the Translators"*
	EII building – Salle polyvalente	**Parallel workshop 3b**: Training for tomorrow's technology-dominated world: Technology tools for the interpreter *Facilitator*: Alain Piette (Alain Piette, Dean of the Faculty of Translation and Interpretation at the University of Mons) *Panel members*: - Barbara Moser (Professor of conference interpreting and Director of the Interpreting Department at the Faculté de traduction et d'interprétation, University of Geneva): *"Technology-Mediated Skill Building in Interpreting Technology-Enabled Learning"* - Abderrahim Hmami (PHD Student at the University of Mons): *"Community Interpreting and the Influence of Information and Communication Technologies"* - Hayssam Safar (Director of the Centre d'études et de recherches multimedia (CERM) at the University

		of Mons): *"Audiovisual Translation"*
15:30-15:45	Vésale 023	Coffee break
15:45-16:45	Vésale 023	**Parallel workshop 4a**: Translation: Contrastive analysis of the free style of literary translation vs. the norm-oriented style of large organizations *Facilitator*: Imre Karbuczky (Chief of Conference Services, United Nations Office in Vienna, UNOV) *Panel member*: - Nahla Baydoun (UNHQ): *"Literary versus Institutional Translation: From literary to UN translation: the challenging transition"*
	Grands amphithéâtres – salle des conseils	**Parallel workshop 4b**: Interpretation: contrastive analysis of freelancing vs. working for a large organization *Facilitator*: Christian Rolling (Chief of the French Interpretation Section at the United Nations, New York) *Panel members*: - Sheila Shermet (Interpreter, English Interpretation Section at the United Nations, New York) : *"Communication, Interpretation, and Oral Translation"* - Harry Dai: *"Pros and Cons of Working as a Freelancer in China"*
16:45-17:30	Vésale 023	Round-table discussion, Co-chaired by USG/DGACM and the Dean of the Faculty of Translation and Interpretation
19:30	Hôtel Mercure Restaurant – ground floor	Formal Dinner
Friday 4 May		
9:00-10:00	Hôtel Mercure Conference room – 5th floor	Closed meeting of the members of the MoU Exe-Com (Chaired by USG/DGACM)
10:00-12:00	Hôtel Mercure Conference room –	Adoption of the report of the First Conference of MoU Universities and review of the implementation of its

	5th floor	recommendations
12:00 – 14:00	Hôtel Mercure Restaurant – ground floor	Lunch
14:00-16:00	Hôtel MercureConference room – 5th floor	Establishment of the International Conference of Interpretation and Translation Schools Collaborating with the United Nations
16:00-16:15	Hôtel Mercure5thfloor	Coffee break
16:15-16:45	Hôtel Mercure Conference room – 5th floor	Miscellaneous questions, including the websites
16:45-17:30	Hôtel MercureConference room – 5th floor	Closing ceremony

La question des langues

Les langues recettes !
Henri AWAISS[*]

1- Le premier contact avec les langues se fait en fam ille, à la maison mais il prend sa form e à l'école. Ici se sont les enseignants qui avec leurs livres, leurs programmes se montrent comme patrons ay ant un objectif très précis : réussir les prestations de l 'examen pour l'obtention de ce diplôme de fin d'études secondaires. Inutile de vous dir e que la mémoire, l'utilisation de formules toutes faites l'emportent sur la réflexion, la possibilité de choisir, bref d'avoir son propre emploi de la langue. Cette enseignement fait de moule, de prêt à por ter ou à consommer tue sans aucun doute le Chopi n caché en chacun des élèves, il a été assassiné déjà de notre t emps pourquoi ne le sera-t-il pas aujourd'hui et demain. La ou les langues avec toutes leurs splendeurs sont alors réduites à des recettes, ou dans les meilleurs des cas, à du répétitif sans aucune valeur ni à l' émetteur ni au récepteur. Peut-on dans ce cadre parler de niveau de langues ? Quels sont nos objectifs ? Fabriquer des consommateurs de telle ou telle langue ou bien fabriquer des titulaires – sages comme des images – du bac, ultime visa pour l'Université ?

2- A l'Université commence toute ou une sér ie de cours de mise à niveau ou de perfectionnement en langue – la m aternelle en premier – mais il est déjà trop tard o u presque car l'apprenant a déjà pris le pli comment lui faire oublier ce pli ? Comment lui rendre sa confiance à l'écrit mais surtout à l'oral, l'opération s'annonce délicate car avoir une langue c'est être cap able de la manipuler en toutes situations, l'acquisiti on d'une langue ne se limite pas à quelques belles expressions ou à quelques proverbes ou à une centaine de t ermes à la fois chics et chocs. Dans le cas des apprentis traducteurs et interprètes l'affaire des langues ne peut, et ne doit pas se contenter des magnifiques lexiques et form ules d'introduction et de conc lusion et de transition qui rappellent les moules du scolaire. L'Université devrait r éconcilier l'apprenant avec les lan gues, elle devrait lui m ontrer comment il peut lui– même utiliser la langue avec toutes ses combinaisons, comment oser tels ou tels emplois pour aboutir à son style, à sa manière de s'exprimer.

3- Certes l'école et l'université sont des lieux d'acquisition et de pratique de la langue mais l'institution elle aussi est un vaste champs d'application mais que faire si elle redevient école dans le sens de m oule ou université da ns le sens d' un emploi savant ? Ce pauvre traducteur ou interprète au ra-t-il un jour la chance de se voir pro mu au grade d'écrivain ou même de poète ? Je veux dire d'utilisateur parfait d'une langue ?

Entre l'Université et l'institution se profile un rêve celui de pouvoir dire à sa manière et non selon des catalogues ou des préétabli à remplir sans aucun enthousiasme telle une machine qui ne pleure pas à l'annonce de la mort de son créateur.

Mons, 3 mai 2012

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La langue maternelle entre la théorie et l'application: cas de la langue arabe.

L'enseignement de la langue arabe en tant que langue maternelle est-il toujours au service des besoins du marché du travail dans le domaine de la traduction ?

La langue arabe est le lien indéfectible qui joue un rôle primordial non seulement dans la floraison de la culture arabe, mais aussi dans le renforcement du transfert des savoirs par le biais de la traduction.

Dans son article publié au quotidien Al Ahram du 10/7/1999, l'ex-chef de l'Académie de la langue arabe a exposé les causes de la régression du niveau de la langue arabe, un état qui incite à la nécessité de prendre des mesures urgentes afin d'éviter que la situation n'empire davantage au point d'en devenir difficilement traitable. En effet, Dr. Chawki Deif a mis le doigt sur une vraie problématique qui touche les milieux universitaires dans les pays arabes, affirmant : "*il ne fait aucun doute que les étudiants des facultés considèrent avec nonchalance la langue arabe parce que le fait d'étudier les matières scientifiques en langues étrangères diminuent à leurs yeux l'importance de leur langue maternelle, allant même jusqu'à la considérer comme une langue surannée qui n'a pas sa place parmi les autres langues ».*

Cette situation nous incite à considérer, dans cet exposé, la relation entre l'enseignement de la langue arabe et la traduction, pour refléter - ne serait-ce que partiellement - certaines des situations vécues dans les Universités égyptiennes,

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tout en prônant l'idée qu   'il est nécess aire et urgent de définir une politique linguistique explicite et cohérente et qu' il faut mettre parallèl ement en place un e (réflexion) didactique à son service.

Nous nous efforcerons d' esquisser les grandes lignes de ce qui pourrait constituer   une politique li   nguistique et nous fer   ons   quelques propositions didactiques susceptibles de faciliter sa mise en œuvre.

Nous espérons ainsi alimenter un débat qui ne peut plus être reporté, à moins de nous résigner à n'être que spectateu   rs face aux transformations linguistique s, politiques et technologiques en cours.

Si l'objectif principal des établissement spécialisées dans l'enseignement des langues est le renforcement des com pétences langagières des étudiants, sans doute dans le but de form er des étudiants qualifiés qui puissent répondre aux besoins du marché de travail, cependant, dans ce   domaine, elles se trouvent en face de nombreux enjeux :

Premièrement : le gap entre la théorie et l'application de la langue.

Deuxièmement : l'hégémonie des langues étrangè res, ce qui rend les étudiants plus intéressés à approfondir le urs compétences langagières en langues étrangères et négligent leur langue maternelle.

Troisièmement : les enseignants négligent la pratique de la langue que ce soit dans leur vie quotidienne ou pendant les cours d'étude, ce qui approfondit davantage le gap entre la théorie et la pratique.   On parle l'arab e dialectal en fam ille, avec ses intimes, dans ses loisirs. Alors que, les fonctions de prestige sont remplies en arabe classique. De façon générale, l'arabe dialectal a supplanté l'arabe classique dans les relations interpersonnelles.

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Quatrièmement : est-ce que les méthodes d'ense ignement appliquées pourraient garantir aux étudiant un niveau élevé de la traduction, une gr ande capacité en langue étrangère, et un talent digne de discussion ?

Un passage en revue de l' état de l'enseignement et des problèmes de l'apprentissage de la langue arabe en tant que langue mate rnelle montre un grand écart entre la méthodologie de l'enseignement, les programmes donnés et les besoins requis pour la formation d'une génération de traducteurs qualifiés.

Jusqu'à présent, la conception dom inante chez les responsables de l'enseignement de la langue arabe a reposé sur la nécessité de connaître la langue à travers une focalisation sur la grammair e, sur le lexique, puis sur l a culture. Néanmoins, malgré les efforts déployés dans la construction de com pétences langagières, ces derniers n'aboutissent pa s à former une génération de traducteurs bien formés capable de répondre aux besoins du marché de trava il. La preuve en est l'état de faiblesse linguist ique qu'on note chez les diplômés aux niveaux de l'écrit, de l'oral et de l'usage de la langue arabe en général, si bien que les professeurs de traduction pa ssent un temps fou à corriger les fautes de grammaire et de struc ture dans les copies de leur s étudiants, alors que ce tem ps devrait être consacré à l'enseignement d'une méthodologie de traduction.

Ce problème, en effet, fut l'objet d' inquiétude auprès des professeurs de traduction à la Faculté Al Alsun et les a incités à organi ser un col loque, afin de discuter des problèmes de l'enseignement de la traduction et où un nom bre de recommandations furent adoptés, nous citons entre autres :

1- **Les programmes de la langue arabe doivent servir les besoins de l'enseignement de la traduction en approfondissant les compétences des**

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étudiants dans le domaine de l'édition des textes, la grammaire contrastive, et les fautes communes en langue arabe.

2- Dans l'enseignement de la traduction, les efforts déployés doivent être focalisés sur l'enseignement des stratégies de la traduction et la lexicographie dès la première année.

3- La nécessité d'intégrer, dans les programmes, l'enseignement de la traduction assistée par ordinateur tout en équipant les départements de langues des logiciels spécialisés dans ce domaine.

4- Avoir recours aux institutions spécialisées dans le domaine de la traduction dans le but d'organiser des programmes de formations des formateurs afin de profiter de leurs expertises professionnelles.

Un autre enjeu affronte l'enseignement de la traduction est celui de l'hégémonie des langues étrangères et l'usage de plus en plus répandu de l'anglais au dépend de la langue arabe. Si nous passons en revue les annonces des postes vacants, nous trouverons que les conditions requises pour obtenir un post est en premier lieu la possession d'une ou deux langues étrangères dont l'anglais. Un état qui pousse les diplômés à chercher à approfondir leurs compétences en langues étrangères et négligent leur langue maternelle.

Par ailleurs, la langue arabe, comme il est bien connu, se présente sous deux formes principales: l'arabe dialectal et l'arabe littéraire ou classique. En revanche, l'une des raisons aboutissant à l'affaiblissement du niveau des diplômés est l'usage habituel par les enseignants, dans le processus de l'enseignement, de l'arabe dialectal ou la langue D (la langue d'arrivée) au lieu de la langue classique. Une situation qui n'aide pas seulement à affiner la faculté de s'exprimer avec précision

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et d'une façon agréable   de leurs étudiants en la   ngue arabe, mais l'affaiblit davantage et devient la principale cause d'échec de l'interprète ou du traducteur.

Une autre raison de la baisse du niveau   de la langue arabe en tant que LM est l'écart entre les programmes appliquées dans les départements de langue arabe dans l'enseignement/apprentissage de la langue et les   conditions requises pour la carrière d'interprète qui n'exige pas être un génie, ou un virtuose des langues, mais de   posséder   un nom bre   d'aptitudes dont notamment   des   connaissances linguistiques au-dessus de la moyenne, un e condition nécessaire et non suffi sante, ainsi qu'une bonne capacité d'analyse et de synthèse, et la faculté de s'exprimer.

Pour remédier à cette situation, une nouvelle politique linguistique doit être adoptée dans le domaine de l'enseignement/apprentissage de la LM.

Dans les point s suivant, nous tenter ons de résumer les grandes ligne s de cette politique proposée :

- Valoriser la langue arabe, par de   s mesures concrète s , comme moyen d'accès aux différent es cultures et scie nces. Cette dernière proposi tion peut se concrétiser par quelques mesures relativement faciles à prendre, m ême si elles vont peut-être à contre-courant de ce qui se fait dans nos universités et instituts de recherche.

Par exemple :

1- inciter les chercheurs, dans tous   les   domaines, à publier en langue arabe,   quitte à traduire leurs   textes   dans une autre langue internationale (anglais, français,   espagnol, allemand, etc.), si cela s'avère indispensable pour être publié aussi à l'étranger.

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2- Favoriser la traduction et la publication en langue arabe de textes déjà publiés dans une langue étrangère, af in de faire en sorte que notre langue reste une langue "équipée" pour la production et la transmission des savoirs dans tous les domaines.

- Encourager les insti tutions supérieures d'enseignement et de recher ches, ainsi que les organisations internationales spécialisées dans le domaine de l a traduction à travailler ensemble en synergie afin de former une génération de traducteurs et d'interprètes qualifiés.

- Multiplier les stages de formation des fo rmateurs afin d'améliorer la qualité des cours de langues, d'ai der nos enseignants à faire acquérir aux étudi ants des compétences conformes au x normes internationaux et de préparer ceux-ci à faire face à la société multiculturelle et plurilinguistique du marché.

- Renforcer, par tous les m oyens possibles, les liens culturels qui unissent les établissements d'enseignement supérieur et les organisations internationales de traduction afin d'être toujours au courant des conditions et des exigences requises pour l'exercice du métier.

- Sensibiliser les étudiants à l'importance de la langue arabe par l'organisation des conférences, colloques ou des forum s où la langue offi cielle serait la langue arabe. Les associations de pr ofesseurs de langue s, les autorités éducatives, les ambassades, les instituts de langues, etc. devraient de même être invités à participer à ces opérations de sensibilisation.

- Encourager le développement des écha nges professionnels et de stages à l'étranger, avec l'aide des organism es étrangers concernés, pour les enseignants.

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- Imaginer, par exemple, des stages de formations intensifiés, pour les nouveaux diplômés, en coopération avec les organisations concernées.

- Favoriser des conventions ou des partenariats entre les établissements d'enseignement des langues ' faisant montre de sérieux' et les organisati ons internationales concernées spécialisées dans le domaine de la traduction.

- Donner priorité aux savoir-fa ire en matière de lang ues notamment dans la formation des cursus et des programmes d'enseignement.

- Utilisation du m étalangage grammatical comme un moyen susceptible de faciliter l'enrichissement des possibilités de production et de com préhension écrite et/ou orale des étudiants en LM, pas comme un but e n soi. Ce qui aurait un im pact positif sur l'apprentis sage des langues et réduirait le ga p existant entre la théorie et la pratique.

D'une façon générale, il me parait fondamental de réserver à l'enseignement de la langue arabe une place aussi im portante que les la ngues étrangères, permettant la prom otion de cette langue, ainsi que la sauvegarde de son rôl e primordiale qu'elle est appelée à jouer dans la vie publique et la traduction.

* * *

7

La langue maternelle entre la théorie et l'application: cas de la langue arabe.

L'enseignement de la langue arabe en tant que langue maternelle est-il toujours au service des besoins du marché du travail dans le domaine de la traduction ?

La langue arabe est le lien indéfectible qui joue un rôle primordial non seulement dans la floraison de la culture arabe, mais aussi dans le renforcement du transfert des savoirs par le biais de la traduction.

Dans son article publié au quotidien Al Ahram du 10/7/1999, l'ex-chef de l'Académie de la langue arabe a exposé les causes de la régression du niveau de la langue arabe, un état qui incite à la nécessité de prendre des mesures urgentes afin d'éviter que la situation n'empire davantage au point d'en devenir difficilement traitable. En effet, Dr. Chawki Deif a mis le doigt sur une vraie problématique qui touche les milieux universitaires dans les pays arabes, affirmant : "*il ne fait aucun doute que les étudiants des facultés considèrent avec nonchalance la langue arabe parce que le fait d'étudier les matières scientifiques en langues étrangères diminuent à leurs yeux l'importance de leur langue maternelle, allant même jusqu'à la considérer comme une langue surannée qui n'a pas sa place parmi les autres langues ».*

Cette situation nous incite à considérer, dans cet exposé, la relation entre l'enseignement de la langue arabe et la traduction, pour refléter - ne serait-ce que partiellement - certaines des situations vécues dans les Universités égyptiennes,

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tout en prônant l'idée qu 'il est néces aire et urgent de définir une politique linguistique explicite et cohérente et qu' il faut mettre parallèl ement en place un e (réflexion) didactique à son service.

Nous nous efforcerons d' esquisser les grandes lignes de ce qui pourrait constituer une politique li nguistique et nous fer ons quelques propositions didactiques susceptibles de faciliter sa mise en œuvre.

Nous espérons ainsi alimenter un débat qui ne peut plus être reporté, à moins de nous résigner à n'être que spectateu rs face aux transformations linguistique s, politiques et technologiques en cours.

Si l'objectif principal des établissement spécialisées dans l'enseignement des langues est le renforcement des com pétences langagières des étudiants, sans doute dans le but de form er des étudiants qualifiés qui puissent répondre aux besoins du marché de travail, cependant, dans ce domaine, elles se trouvent en face de nombreux enjeux :

Premièrement : le gap entre la théorie et l'application de la langue.

Deuxièmement : l'hégémonie des langues étrangè res, ce qui rend les étudiants plus intéressés à approfondir le urs compétences langagières en langues étrangères et négligent leur langue maternelle.

Troisièmement : les enseignants négligent la pratique de la langue que ce soit dans leur vie quotidienne ou pendant les cours d'étude, ce qui approfondit davantage le gap entre la théorie et la pratique. On parle l'arab e dialectal en fam ille, avec ses intimes, dans ses loisirs. Alors que, les fonctions de prestige sont remplies en arabe classique. De façon générale, l'arabe dialectal a supplanté l'arabe classique dans les relations interpersonnelles.

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Quatrièmement : est-ce que les méthodes d'ense ignement appliquées pourraient garantir aux étudiant un niveau élevé de la traduction, une gr ande capacité en langue étrangère, et un talent digne de discussion ?

Un passage en revue de l' état de l'enseignement et des problèmes de l'apprentissage de la langue arabe en tant que langue mate rnelle montre un grand écart entre la méthodologie de l'enseignement, les programmes donnés et les besoins requis pour la formation d'une génération de traducteurs qualifiés.

Jusqu'à présent, la conception dom inante chez les responsables de l'enseignement de la langue arabe a reposé sur la nécessité de connaître la langue à travers une focalisation sur la grammair e, sur le lexique, puis sur l a culture. Néanmoins, malgré les efforts déployés dans la construction de com pétences langagières, ces derniers n'aboutissent pa s à former une génération de traducteurs bien formés capable de répondre aux besoins du marché de trava il. La preuve en est l'état de faiblesse linguist ique qu'on note chez les diplômés aux niveaux de l'écrit, de l'oral et de l'usage de la langue arabe en général, si bien que les professeurs de traduction pa ssent un temps fou à corriger les fautes de grammaire et de struc ture dans les copies de leur s étudiants, alors que ce tem ps devrait être consacré à l'enseignement d'une méthodologie de traduction.

Ce problème, en effet, fut l'objet d' inquiétude auprès des professeurs de traduction à la Faculté Al Alsun et les a incités à organi ser un col loque, afin de discuter des problèmes de l'enseignement de la traduction et où un nom bre de recommandations furent adoptés, nous citons entre autres :

1- **Les programmes de la langue arabe doivent servir les besoins de l'enseignement de la traduction en approfondissant les compétences des**

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étudiants dans le domaine de l'édition des textes, la grammaire contrastive, et les fautes communes en langue arabe.

2- Dans l'enseignement de la traduction, les efforts déployés doivent être focalisés sur l'enseignement des stratégies de la traduction et la lexicographie dès la première année.

3- La nécessité d'intégrer, dans les programmes, l'enseignement de la traduction assistée par ordinateur tout en équipant les départements de langues des logiciels spécialisés dans ce domaine.

4- Avoir recours aux institutions spécialisées dans le domaine de la traduction dans le but d'organiser des programmes de formations des formateurs afin de profiter de leurs expertises professionnelles.

Un autre enjeu affronte l'enseignement de la traduction est celui de l'hégémonie des langues étrangères et l'usage de plus en plus répandu de l'anglais au dépend de la langue arabe. Si nous passons en revue les annonces des postes vacants, nous trouverons que les conditions requises pour obtenir un post est en premier lieu la possession d'une ou deux langues étrangères dont l'anglais. Un état qui pousse les diplômés à chercher à approfondir leurs compétences en langues étrangères et négligent leur langue maternelle.

Par ailleurs, la langue arabe, comme il est bien connu, se présente sous deux formes principales: l'arabe dialectal et l'arabe littéraire ou classique. En revanche, l'une des raisons aboutissant à l'affaiblissement du niveau des diplômés est l'usage habituel par les enseignants, dans le processus de l'enseignement, de l'arabe dialectal ou la langue D (la langue d'arrivée) au lieu de la langue classique. Une situation qui n'aide pas seulement à affiner la faculté de s'exprimer avec précision

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et d'une façon agréable   de leurs étudiants en la   ngue arabe, mais l'affaiblit davantage et devient la principale cause d'échec de l'interprète ou du traducteur.

Une autre raison de la baisse du niveau   de la langue arabe en tant que LM est l'écart entre les programmes appliquées dans les départements de langue arabe dans l'enseignement/apprentissage de la langue et les   conditions requises pour la carrière d'interprète qui n'exige pas être un génie, ou un virtuose des langues, mais de posséder un nom bre d'aptitudes dont notamment   des connaissances linguistiques au-dessus de la moyenne, un e condition nécessaire et non suffi sante, ainsi qu'une bonne capacité d'analyse et de synthèse, et la faculté de s'exprimer.

Pour remédier à cette situation, une nouvelle politique linguistique doit être adoptée dans le domaine de l'enseignement/apprentissage de la LM.

 Dans les point s suivant, nous tenter ons de résumer les grandes ligne s de cette politique proposée :

- Valoriser la langue arabe, par de   s mesures concrète s , comme moyen d'accès aux différent es cultures et scie nces. Cette dernière proposi tion peut se concrétiser par quelques mesures relativement faciles à prendre, m ême si elles vont peut-être à contre-courant de ce qui se fait dans nos universités et instituts de recherche.

  Par exemple :

    1- inciter les chercheurs, dans tous   les domaines, à publier en langue arabe,   quitte à traduire leurs   textes   dans une autre langue internationale (anglais, français,   espagnol, allemand, etc.), si cela s'avère indispensable pour être publié aussi à l'étranger.

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2- Favoriser la traduction et la publication en langue arabe de textes déjà publiés dans une langue étrangère, af in de faire en sorte que notre langue reste une langue "équipée" pour la production et la transmission des savoirs dans tous les domaines.

- Encourager les insti tutions supérieures d'enseignement et de recher ches, ainsi que les organisations internationales spécialisées dans le domaine de l a traduction à travailler ensemble en synergie afin de former une génération de traducteurs et d'interprètes qualifiés.

- Multiplier les stages de formation des fo rmateurs afin d'améliorer la qualité des cours de langues, d'ai der nos enseignants à faire acquérir aux étudi ants des compétences conformes au x normes internationaux et de préparer ceux-ci à faire face à la société multiculturelle et plurilinguistique du marché.

- Renforcer, par tous les m oyens possibles, les liens culturels qui unissent les établissements d'enseignement supérieur et les organisations internationales de traduction afin d'être toujours au courant des conditions et des exigences requises pour l'exercice du métier.

- Sensibiliser les étudiants à l'importance de la langue arabe par l'organisation des conférences, colloques ou des forum s où la langue offi cielle serait la langue arabe. Les associations de pr ofesseurs de langue s, les autorités éducatives, les ambassades, les instituts de langues, etc. devraient de même être invités à participer à ces opérations de sensibilisation.

- Encourager le développement des écha nges professionnels et de stages à l'étranger, avec l'aide des organism es étrangers concernés, pour les enseignants.

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- Imaginer, par exem ple, des stages de formations intensifiés, pour les nouveaux diplômés, en coopération avec les organisations concernées.

- Favoriser des conventions ou des partenariats entre les établissements d'enseignement des langues ' faisant montre de sérieux' et les organisati ons internationales concernées spécialisées dans le domaine de la traduction.

- Donner priorité aux savoir-fa ire en matière de lang ues notamment dans la formation des cursus et des programmes d'enseignement.

- Utilisation du m étalangage grammatical comme un moyen susceptible de faciliter l'enrichissement des possibilités de production et de com préhension écrite et/ou orale des étudiants en LM, pas comme un but e n soi. Ce qui aurait un im pact positif sur l'apprentis sage des langues et réduirait le ga p existant entre la théorie et la pratique.

D'une façon générale, il me parait fondamental de réserv er à l'enseignement de la langue arabe une place aussi im portante que les la ngues étrangères, permettant la prom otion de cette langue, ainsi que la sauvegarde de son rôl e primordiale qu'elle est appelée à jouer dans la vie publique et la traduction.

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Issues related to insufficient knowledge of language A
Ms. Anne Fassotte (United Nations, New York)

When looking at the issue of insufficient knowledge of language A, the first thing we have to ask ourselves is: are things really worse than they used to be? Is the current generation of students really less proficient than the previous ones in the mastery of their main language? Most people's gut feeling is YES, definitely. I spoke to many different people while researching this presentation (including language professionals with French, English, Arabic or Russian as their A language) and they all agree: people don't know their first language the way they used to. They speak and write "badly".

However, I think we haveto acknowledge that our perspective on the issue is molded by who we are: language professionals of a particular generation. And as a training officer I think it is a little risky (and a little sad) to posit that young people just don't know anything.

I think a better way to look at things is to acknowledge that we at the UN are looking for a particular set of skills that may not (and may never have been) that easy to find.

First, we are looking for the very best. By definition, there are not many of the very best. We are looking for the very best not because of some inflated idea about our own importance (at least I don't think so) but for a series of reasons:

a) this is what the Charter of the United Nations says we should do; using internationally-recruited in-house translators or interpreters is an expensive proposition, so we have to make sure the Organization gets its money's worth;

b) we cover an incredible variety of subjects, so we need people whose knowledge base, including in language A, is both broad and deep enough that they will be able to cope with this. And in today' s environment, it means that they will have to be able to evaluate Internet sources, which are both invaluable and very diverse in terms of quality, against a solid foundation of linguistic standards.

The second particularity of the UN that shapes the skills set we are looking for is that we are a multi-country, multi-cultural and diplomatic organization. This means we must use a type of language that will speak to everyone, regardless of background, and also that we are quite conservative in the language we use. I had a colleague who said to new recruits: "think about your audience. The people you are writing for are all older men in dark suits"! As a result, we are all but allergic to neologisms and faddish words and turns of phrases, which of course places us very far from the language a younger generation hears and uses on a daily basis. When I tell them that the best way to improve their French is to read works of classical literature, students sometimes seem to think I must be from another planet. The less inhibited scoff at the idea that they should write like Victor Hugo. Of course they don't get the point: it's not that I write like Victor Hugo myself, but that the people they would be working for if they joined the UN have a set of references that is rooted in a tradition they may not have had much exposure to. The UN is not

Google or Amazon. Not that there is anything bad about working for Google or Amazon, but we are just not talking to the same people or about the same things.

A third particularity is that our linguistic products are not meant to be ephemeral the way a large part of today's content is. What a UN translator writes is not going to be gone tomorrow the same way a text message, a blog entry or even an ad or a news item is.

And a fourth one is that at the UN, language staff do their most important and sensitive work, in particular for the Security Council, under the most intense pressure, including time pressure, which means the language A foundation must be so solid as to be unshakeable even in the most stressful situations.

I hope this goes some way to explain why so few candidates pass the UN exam - which I know is a vexing question both for candidates themselves and for those who do their best to prepare them.

The standard solution colleagues come up with when asked what could be done to better match language training and the UN's requirements is "more practical focus on language A". I believe every single translator or interpreter I have ever spoken to about this issue agrees: the most substantial part of the training must be practical, and in the first years it must be focused on using language A to communicate in a specific way, through exercises such as:

- reformulating written or spoken text, with an emphasis on clear and precise communication of meaning
- rephrasing using an appropriate language style for different situations
- analyzing text to find the main message (summarizing, finding key words)
- preparing and delivering written or oral communications on specific subjects
- finding synonyms, antonyms, etc

I am sure some of this is done as part of all the language programs our partners administer. However, based on what we see, and our understanding that many students have inadequate language A skills when they start their translation or interpretation training, we at the UN feel that much more time should probably be devoted to this. I think this would benefit all students and better prepare them to meet the needs of any employer they will chose to work for. I am convinced that mastery of language A in the way we define it at the UN is and will increasingly be a rare enough skill that it might become a marketable specialty in itself. You wouldn't believe the number of non-linguists who have to write official letters and call me for advice on proper French. They can tell something is not right in what they wrote or what was submitted to them, but they can't fix it themselves!

In terms of what the UN language services can do to provide assistance under the MOUs, this is what I would say:

First of all, we have to recognize that only a small proportion of graduates will meet UN requirements. This is not an indictment of language training institutions, which have to deal with their own internal and external realities, but rather an acknowledgment that the skills set is specific and the resources limited, therefore our work together should be focused so the return on investment is greatest for both parties.

This means that it may be more efficient for pedagogical assistance to be provided to a more limited number of preselected students than to entire classes. I understand this may be a difficult proposition for universities, which risk being accused of unfairly excluding certain students, but it seems to me that some objective factors can be used as a means of prescreening. From the UN's point of view, it would be much more efficient to have a senior reviser review and comment 10 translations done by 2 students who stand a chance of being recruited in the near future, than 10 translations done by 10 students of which 8 are obviously not suited to our needs.

Pedagogical assistance could also be provided in the area of language A rather than, as I assume has been the case so far, being limited to translation or interpretation per se. The type of exercises I mentioned earlier would, for the most part, lend themselves to being submitted and reviewed without the student and the UN trainer being in the same place, which would limit the cost to the time devoted by the trainer - by no means cheap for the UN , but cheaper and easier to organize than those forms of assistance that involve travel and, again, suitable for implementation with a select group of promising students.

I hope this has created some food for thought and opened up some avenues to be explored together by those in DGACM and the MOU universities who are committed to bringing the UN and interested students closer to a meeting point.

A LANGUAGE SKILLS:
A PRIORITY IN TRANSLATOR TRAINING

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Main question

☐ What causes gaps in the A language?

Skills shaped by previous education and socialization of candidates (reading and writing standards in education systems and in society in general)

☐ What can be done at university level? What do we do?

Central idea:

Excellence in the A language (not only in the B or C languages) as a condition for quality. It is in the A language that the "product" is delivered.

Strategy applied:

1. Adequate selection of candidates to accept only those who are well-suited for our programmes (admission exams)

2. Intensive training to consolidate and improve A language skills from BA level to MA level (curriculum design and implementation)

1. Admission exams (BA level)

Disqualifying two-hour exam in the A language (+ exams in two B languages), including:

☐ Comprehension: questions about a text of 700-900 words (including summarizing skills and knowledge of current affairs and cultural concepts)

☐ General knowledge of the language: questions on semantic and grammatical issues (vocabulary, idiomatic expressions, connectives, verb tenses, etc.)

☐ Writing: essay of 250-300 words on a specific subject related to the text, including the candidate's personal opinion

Frequent deficiencies (disqualification depending on number and type of problem): insufficient vocabulary and idiomatic expressions, grammatical problems, poor comprehension of nuances and rhetorical devices, register and style, connection of ideas, spelling, punctuation…

2. Training for competence development (BA level)

- □ 20-credit module entirely devoted to the A language in first year:
  - Two courses in Linguistic Analysis (emphasis on linguistic rules and structures)
  - Two courses in Text Analysis and Writing Techniques (emphasis on linguistic variation, macrotextual aspects, genre conventions, registers…)

- □ Translation from two B languages into the A language from first year

- □ Further compulsory courses in Linguistics, Lexicology and Specialized Text Analysis and Writing for Specific Purposes in third year

  Almost <u>one third of the BA devoted to the A language</u> (advanced level in B languages required at entrance allows for more time for the A language)

  <u>Awareness raising</u>: the A language as a priority from the beginning (against common misperceptions of source languages as only key for success)

3. Admission exams and training at MA level

- <u>Disqualifying test in the A language</u> as part of admission exams (also including tests in the B languages and B-A translation tests) for external candidates (from other programmes and/or universities): higher requirements (end-of-BA level, no significant gap in the A language)

- <u>Training</u>: consolidation of A language integrated in translation courses according to professional standards (emphasis on correct reformulation: accuracy, lexical nuances, appropriate style and terminology) within <u>interdisciplinary competence-based approach oriented to professional practice</u> (Geneva's MA model presented at 1st MoU conference):

  - Linguistic, textual and methodological competence (two years of translation practice including texts from multilateral institutional settings)
  - Thematic competence (Law and Economics courses)
  - Instrumental competence (Translation Technology course)
  - Interpersonal and professional management competence

What else could be done with IOs?

- Analyze common issues regularly: gaps and needs

- Share methods for testing A language competence

- Identify good practices by assessing the adequacy of selection and training models for institutional translation needs

- Issue recommendations on the basis of the above and organize training activities focusing on specific aspects of common interest

THANK YOU

TRANSLATION AT INTER-GOVERNMENTAL ORGANIZATIONS: THE SKILLS AND KNOWLEDGE REQUIRED
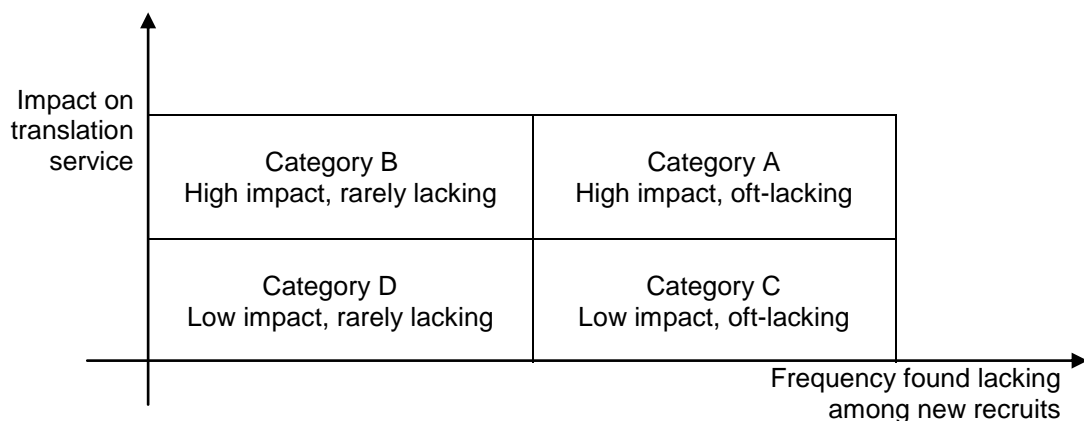
Presentation by Anne Lafeber
United Nations Office at Geneva

Introduction

A survey of over 320 translators and revisers working in-house at 24 international organizations was conducted in 2010 as part of doctoral research into recruitment testing. The results were used to draw up ideal candidate profiles for different organizations and language services. The profiles for translation work at organizations in general and for the different language services of the United Nations are presented here.

Methodology

The importance of a skill or knowledge type depends on both its impact on the quality of the translations produced and the amount of revision work it saves. The survey therefore consisted of two questionnaires. In one, translators and revisers were asked to rate the impact of 40 different skills and knowledge types; in the other, revisers were asked to rate the frequency with which a lack of those skills and knowledge types among new recruits accounts for revision work. Five-point Likert scales were used in both cases. The impact and frequency ratings of each item were plotted on a scatter chart and the principles of qualitative risk analysis were applied to group the components of the skills-knowledge set according to both their relative impact and their relative scarcity.

For the profiles presented on pages 3-10, the cut-off point between high and low impact was set at 4.5. The cut-off point between high and low frequency was set at 3. The implications of each category are as follows:

Category A: These components are top recruitment priorities. They are the ones that organizations need to find more of to ensure the quality and improve the productivity of their translation services.[1]

Category B: These high-impact components are being found among new recruits. Either they are already being adequately tested in recruitment examinations or applicants usually have them. The A components are needed in addition to these B components.

Category C: These components generate a sizeable proportion of revision work even if they do not apparently have as much impact as the category A or B components. Organizations need to find more translators with these skills, especially if they want to enhance their productivity, but they do not need to be weighted in recruitment as heavily as those in category A.

Category D: These components do not have as high an impact as the A and B skills and knowledge types and are either being found or are not required often.

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[1] Category A skills and knowledge that candidates are not expected to have upon entry should become in-house training priorities.

Summary of the survey findings and other observations

The components of the skills-knowledge set
The findings of the impact questionnaire confirm that translators at international organizations employ a wide range of skills and knowledge in their work. Together with those that might be expected to be ranked among the most important for all kinds of translation work (source-language and target-language knowledge and writing skills) are skills that might be more exclusively associated with translating at international organizations (such as adhering to in-house style and mining reference material for acceptable terminology and phrasing), as well as specialized knowledge (of the organization and of economics, politics, current affairs, etc.), analytical skills (understanding complex topics and mastering new ones), and editing skills, such as detecting inconsistencies in a text. Translators also need research, interpersonal and organization skills; they must be willing to work with technology and to work fast.

The shortcomings of new recruits
In general, new recruits are reported as mostly lacking writing skills (the ability to produce idiomatic, elegantly written translations that capture the nuances of the source text and to recast sentences) and analytical skills (the ability to work out obscure meanings and detect inconsistencies). Insufficient subject knowledge is also a common cause of error, as is the inability to maintain quality when working under pressure. Deficient research skills account for revision work at least sometimes. Computer skills seem to be the least lacking. The answers to the open-ended questions about new recruits revealed frustration among revisers with the lack of general knowledge, critical thinking and target-language (mother-tongue) writing skills.

The importance of analytical and research skills
The survey results suggest that certain analytical and research skills are at least as important for translators at international organizations as the fundamental components of translation competence, namely knowledge of the source language and target-language writing skills. Their relative importance depends, however, on the upstream and downstream quality-control procedures in place and the translators' responsibilities in the document production chain. A direct correlation was found between the need for the ability to detect inconsistencies and work out obscure passages and the frequency with which source texts are edited prior to translation, as well as between the need for research skills and the frequency with which reference materials are provided.

The implications for international organizations
The ideal candidate profiles for individual language services can be used as input for the design of recruitment tests and in-house training programmes. Organizations may wish to adjust their procedures accordingly.

The implications for future applicants and for training institutions
Greater awareness of the skills and knowledge required could help applicants prepare for recruitment tests, and the survey results suggest activities that training institutions could incorporate into their programmes to prepare students for work in international organizations.

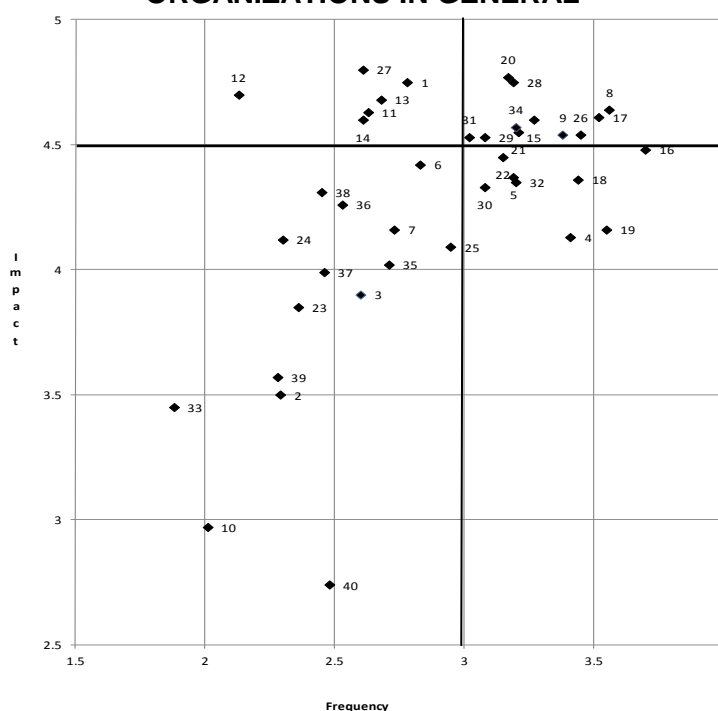**Other findings of the research**
The research into recruitment testing conducted in the second stage of the project included an experimental test trial in which 40 M.A. students participated, including 32 from MoU universities. In addition to identifying ways to improve the reliability and validity of recruitment testing, the findings revealed a considerable lack of awareness among the students of the standards sought by international organizations. Over 65% of students overrated their performance on one of the tests, and over 32% overrated their performance on both of the tests included in the trial, inasmuch as they rated their own performance as satisfactory when they had in fact failed. Interestingly, the students' teachers ranked them very differently than the professional revisers who graded the tests. Only one teacher at one institution predicted correctly which student in the group would score the highest mark. None of the teachers predicted accurately who would fare the worst. This suggests that, in addition to information on the skills and knowledge required, training institutions need more information on how organizations evaluate performance.

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Presentation given at the Second Conference of MoU Universities, Mons, Belgium, 3-4 May 2012   Page 2

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The base list of skills and knowledge types presented for rating in the impact and recruits questionnaires

Since the survey was conducted with a view to obtaining input for text-based test design, the list focuses on text-production skills and does not include skills or traits that are not easily tested in written examinations, such as team work and interpersonal skills.

1. Knowledge of the source language (vocabulary, expressions, rhetorical devices)
2. Knowledge of the different varieties of the source language
3. Knowledge of the source-language culture(s) (history, geography, economic and political situation, customs, value-laden concepts, sensitive issues, etc.)
4. Knowledge of the subject (technical knowledge, e.g. of economics, international law, science, technology)
5. Knowledge of the organization and how it works
6. The ability to understand complex topics
7. The ability to master new subjects quickly (i.e. gain more than a layperson's knowledge)
8. The ability to work out the meaning of obscure passages in the source text
9. The ability to detect inconsistencies, contradictions, nonsense, unintended ambiguities, misleading headings, etc. in the source text
10. The ability to detect mathematical errors in the source text
11. An extensive vocabulary in the target language
12. Knowledge of spelling rules in the target language
13. Knowledge of the finer points of grammar of the target language
14. Knowledge of punctuation rules in the target language
15. The ability to produce idiomatic (natural-sounding) language in the target text
16. The ability to produce translations that flow smoothly even when the source text does not
17. The ability to select and combine words in the target language to capture the exact and detailed meanings (nuances) of the source text
18. The ability to recast sentences in the target language (to say the same thing in different ways)
19. The ability to produce an elegantly written target text regardless of how elegantly written the source text is
20. The ability to convey the source-text message clearly
21. The ability to convey the intended effect of the source text
22. The ability to achieve the appropriate tone and register in the target text
23. Knowledge of target-language varieties
24. Knowledge of target-language cultures (knowledge of history, geography, economic and political situation, customs, traditions, belief systems, value-laden concepts, sensitive issues, etc.)
25. The ability to tailor the language of the target text to the readers' needs
26. The ability to adhere to in-house style conventions
27. The ability to ensure the completeness of the target text (i.e. no unwarranted omissions)
28. The ability to ensure the coherence of the target text (e.g. consistent terminology use, no contradictions, logical connections of ideas)
29. The ability to track down sources of information to check facts
30. The ability to track down sources to obtain a better grasp of the thematic aspects of a text (understand the topic)
31. The ability to mine reference material for accepted phrasing and terminology (those used by the organization or in a specialized field)
32. The ability to judge the reliability of information sources
33. The ability to type accurately and fast
34. The ability to maintain quality even when translating under time pressure
35. The ability to justify translation decisions and explain translation problems posed by the source text (e.g. to authors, users or revisers)
36. The ability to follow complicated instructions about what needs to be done with a text (additions that need translating, parts that need relocating, patching together, revising against new versions, etc.)
37. The ability to make effective use of translation memory software
38. The ability to make effective use of electronic terminology tools
39. The ability to work with more than basic Word functions (formatting, macros, track changes, tables, autocorrect, etc.)
40. The ability to work with Excel documents and/or PowerPoint presentations.

THE IDEAL CANDIDATE PROFILE FOR TRANSLATION AT INTERNATIONAL ORGANIZATIONS IN GENERAL*

The Category A components (high-impact, high frequency):
- Work out obscure passages (8)
- Detect inconsistencies (9)
- Idiomaticity (15)
- Capture nuances of ST (17)
- Convey the ST message clearly (20)
- Convey intended effect (21)
- Adhere to in-house style conventions (26)
- Ensure the coherence of the TT (28)
- Track down sources to check facts (29)
- Mine reference material for phrasing (31)
- Maintain quality under time pressure (34)

Category B components (high-impact, low-frequency):
- Knowledge of the SL (1)
- An extensive TL vocabulary (11)
- Knowledge of TL spelling (12)
- Knowledge of TL grammar (13)
- Knowledge of TL punctuation (14)
- Ensure the completeness of the TT (27)

Category C components (low-impact, high-frequency)
- Subject knowledge (4)
- Knowledge of the organization (5)
- Produce translations that flow (16)
- Recast sentences in the TL (18)
- Write elegantly regardless of ST (19)
- Achieve the right tone and register (22)
- Track down sources to understand the topic (30)
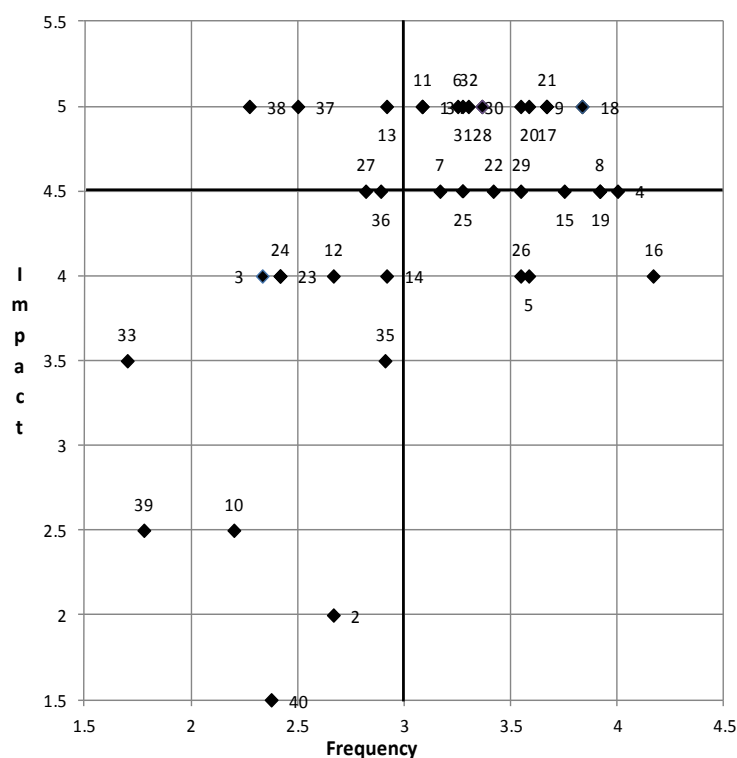- Judge the reliability of sources (32)

Category D components (low-impact, low-frequency)
- Knowledge of SL varieties (2)
- Knowledge of SL culture(s) (3)
- Understand complex topics (6)
- Master new subjects quickly (7)
- Detect mathematical errors in the ST (10)
- Knowledge of TL varieties (23)
- Knowledge of TL culture(s) (24)
- Tailor language to the readers' needs (25)
- Type accurately and fast (33)
- Explain translation decisions (35)
- Follow complicated instructions (36)
- Work with translation memory software (37)
- Work with electronic terminology tools (38)
- Handle more than basic Word functions (39)
- Work with Excel and/or PowerPoint (40)

Additional skills and knowledge reported by several respondents: General knowledge, awareness of current and world events; teamwork skill; ability to work with revisers (openness to feedback and ability to learn from it); critical-thinking skills (ability to "reason through" the translation, to "think beyond just choosing the right word"); organization and time management skills.

*Based on the responses of 163 translators and 157 revisers. For full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR ARABIC TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Recast sentences in the TL (18)
- Detect inconsistencies (9)
- Convey intended effect (21)
- Capture nuances of ST (17)
- Convey ST message clearly (20)
- Track down sources to understand the topic (30)
- Ensure the coherence of the TT (28)

- Mine reference material for phrasing (31)
- Judge the reliability of sources (32)
- Understand complex topics (6)
- SL knowledge (1)
- An extensive TL vocabulary (11)
- Maintain quality under time pressure (34)

Category B components (high-impact, low-frequency):
- Knowledge of TL grammar (13)
- Work with translation memory software (37)

- Work with electronic terminology tools (38)

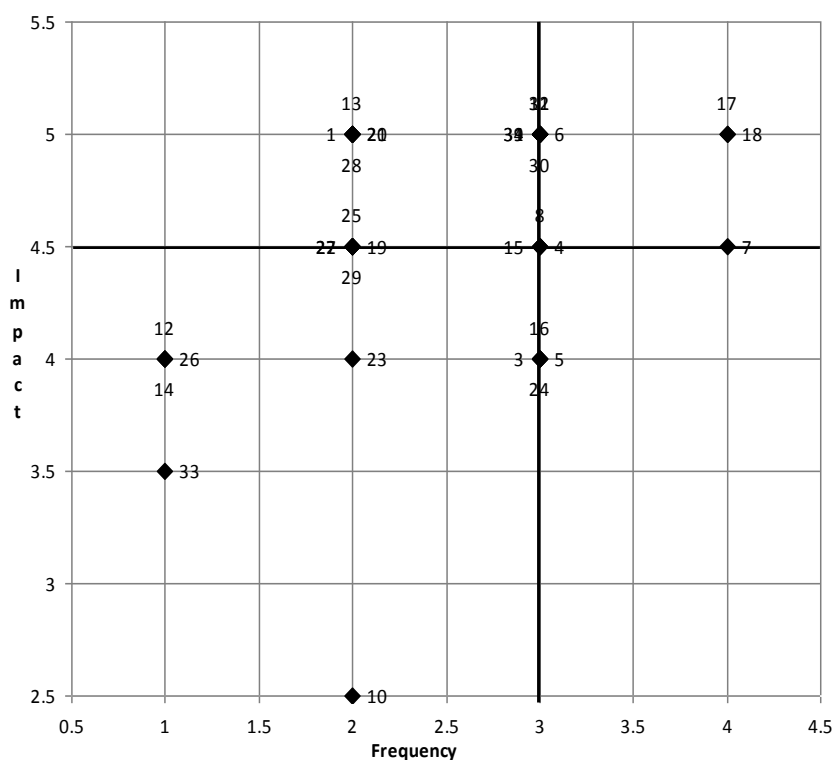**Category C components (low-impact, high-frequency)**
- Subject knowledge (4)
- Work out the meaning of obscure passages (8)
- Write elegantly regardless of ST (19)
- Produce translations that flow smoothly (16)
- Produce idiomatic translations (15)
- Track down sources to check facts (29)

- Achieve the right tone and register (22)
- Tailor language to the readers' needs (25)
- Master new subjects quickly (7)
- Adhere to in-house style conventions (26)
- Knowledge of the organization (5)

Category D components (low-impact, low-frequency)
- Ensure the completeness of the TT (27)
- Follow complicated instructions (36)
- Knowledge of TL punctuation (14)
- Knowledge of TL spelling (12)
- Knowledge of TL varieties (23)
- Knowledge of TL culture(s) (24)
- Knowledge of SL culture(s)
- Explain translation decisions and problems (35)

- Type accurately and fast (33)
- Detect mathematical errors in the ST (10)
- Handle more than basic Word functions (39)
- Knowledge of SL varieties (2)
- Work with Excel and/or PowerPoint (40)

*Based on the responses of 8 translators and 13 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR CHINESE TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Recast sentences (18)
- Capture nuances of the ST (17)

Category B components (high-impact, low-frequency):
- Judge the reliability of sources (32)
- Understand complex topics (6)
- Track down sources to understand the topic (30)
- Maintain quality under time pressure (34)
- Knowledge of the SL (1)
- Knowledge of TL grammar (13)
- Convey the ST message clearly (20)
- Ensure the coherence of the TT (28)
- Tailor language to the readers' needs (25)
- Ensure the completeness of the TT (27)
- Write elegantly regardless of ST (19)
- Track down sources to check facts (29)
- Convey the intended effect of the ST (21)

Category C components (low-impact, high-frequency)
- Master new subjects quickly (7)
- Subject knowledge (4)
- Work out the meaning of obscure passages (8)
- Produce idiomatic translations (15)
- Produce translations that flow smoothly (16)
- Knowledge of SL culture(s) (3)
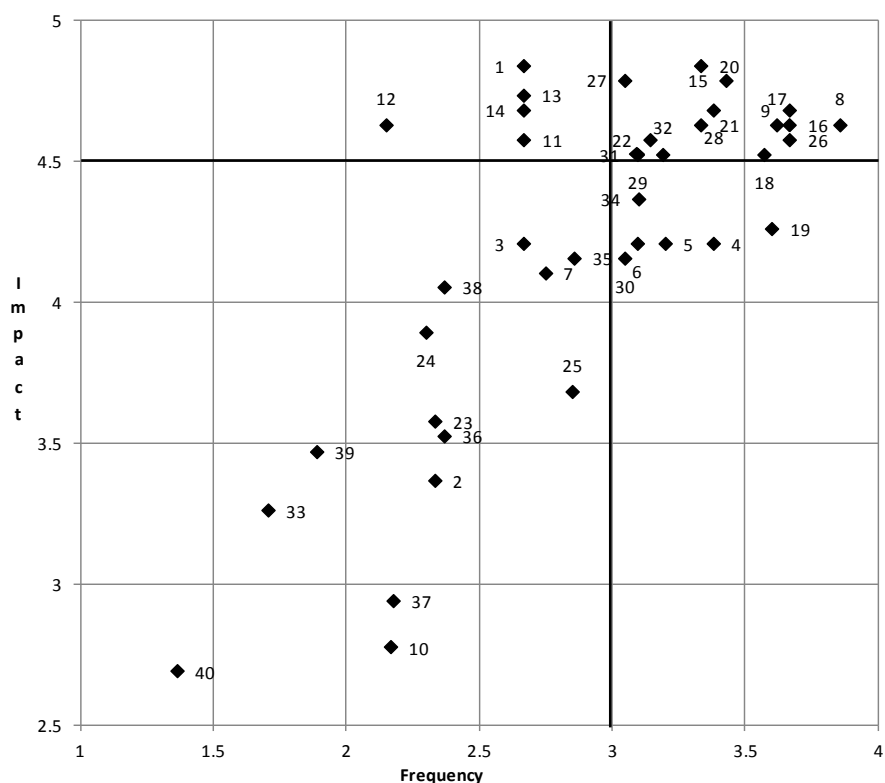- Knowledge of the organization (5)
- Knowledge of TL culture(s) (24)

Category D components (low-impact, low-frequency)
- Knowledge of TL spelling (12)
- Adhere to in-house style conventions (26)
- Knowledge of TL punctuation (14)
- Type accurately and fast (33)
- Detect mathematical errors in the ST (10)
- Knowledge of SL varieties (2)

Not rated, possibly not considered required: Explain translation decisions and problems (35), Follow complicated instructions (36), Work with translation memory software (37), Work with electronic terminology tools (38), Handle more than basic Word functions (39), Work with Excel and/or PowerPoint (40)

*Based on the responses of 2 translators and 1 reviser. For the full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR ENGLISH TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):

- Work out obscure passages (8)
- Produce translations that flow smoothly (16)
- Adhere to in-house style conventions (26)
- Capture nuances of ST (17)
- Detect inconsistencies (9)
- Convey ST message clearly (20)
- Produce idiomatic translations (15)

- Convey the intended effect of the ST (21)
- Ensure the coherence of the TT (28)
- Ensure the completeness of the TT (27)
- Recast sentences in the TL (18)
- Judge the reliability of sources (32)
- Achieve the right tone and register (22)
- Mine reference material for phrasing (31)

Category B components (high-impact, low-frequency):

- Knowledge of SL
- Knowledge of TL grammar (13)
- Knowledge of TL punctuation (14)

- An extensive TL vocabulary (11)
- Knowledge of TL spelling (12)

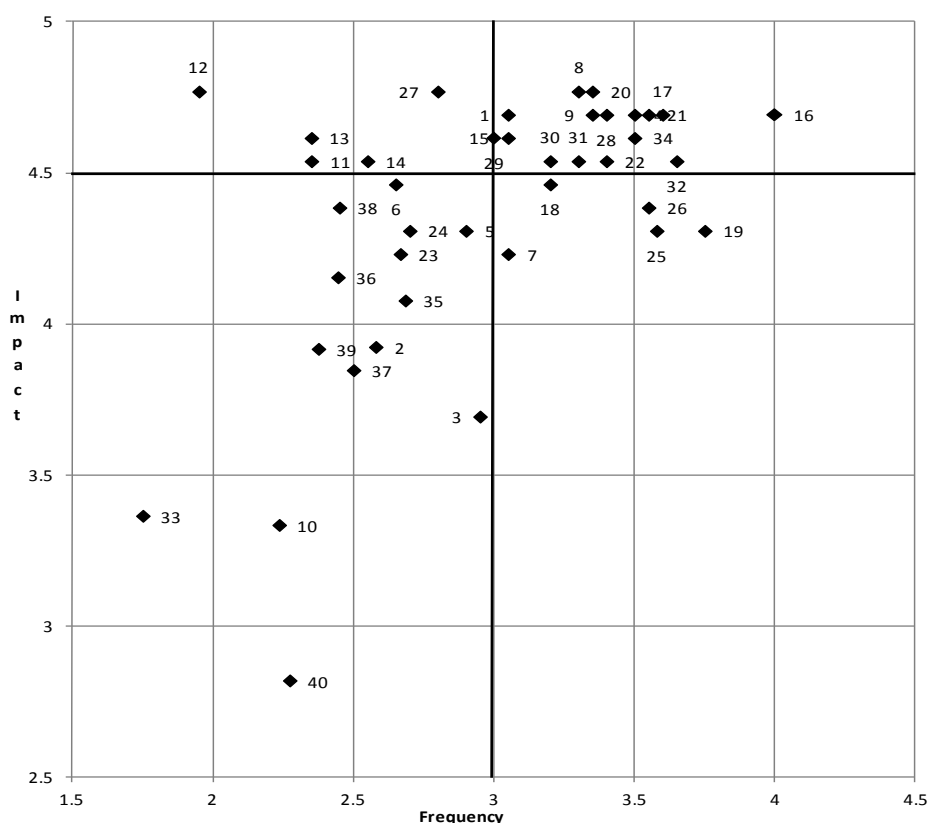**Category C components (low-impact, high-frequency)**

- Write elegantly regardless of ST (19)
- Track down sources to check facts (29)
- Maintain quality under time pressure (34)
- Subject knowledge (4)

- Knowledge of the organization (5)
- Understand complex topics (6)
- Track down sources to understand the topic (30)

Category D components (low-impact, low-frequency)

- Explain translation decisions (35)
- Knowledge of SL culture(s) (3)
- Master new subjects quickly (7)
- Work with electronic terminology tools (38)
- Knowledge of TL culture(s) (24)
- Tailor language to the readers' needs (25)
- Knowledge of TL varieties (23)

- Follow complicated instructions (36)
- Handle more than basic Word functions (39)
- Knowledge of SL varieties (2)
- Type accurately and fast (33)
- Work with translation memory software (37)
- Detect mathematical errors in the ST (10)
- Work with Excel and/or PowerPoint (40)

*Based on the responses of 21 translators and 22 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR FRENCH TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Produce translations that flow (16)
- Capture nuances of ST (17)
- Convey the intended effect of the ST (21)
- Maintain quality under time pressure (34)
- Convey the ST message clearly (20)
- Achieve the right tone and register (22)

- Work out obscure passages (8)
- Detect inconsistencies (9)
- Mine reference material for phrasing (31)
- Judge the reliability of sources (32)
- Subject knowledge (4)

Category B components (high-impact, low-frequency):
- Knowledge of SL (1)
- Produce idiomatic translations (15)
- Track down sources to check facts (29)
- Ensure the completeness of the TT (27)

- Knowledge of TL punctuation (14)
- Knowledge of TL grammar (13)
- An extensive TL vocabulary (11)
- Knowledge of TL spelling (12)
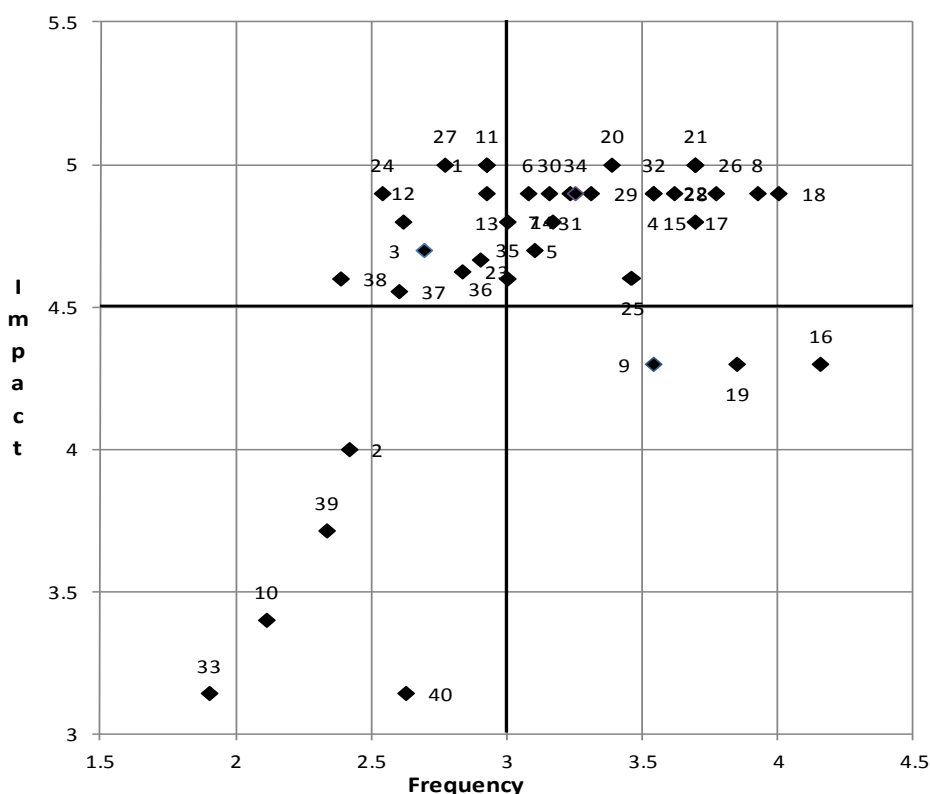
Category C components (low-impact, high-frequency)
- Write elegantly regardless of ST (19)
- Adhere to in-house style conventions (26)
- Tailor language to the readers' needs (25)

- Recast sentences in the TL (18)
- Master new subjects quickly (7)

Category D components (low-impact, low-frequency)
- Knowledge of the organization (5)
- Understand complex topics (6)
- Work with electronic terminology tools (38)
- Knowledge of TL varieties (23)
- Follow complicated instructions (36)
- Tailor language to the readers' needs (25)
- Handle more than basic Word functions (39)

- Knowledge of SL varieties (2)
- Work with translation memory software (37)
- Knowledge of SL culture(s) (3)
- Detect mathematical errors in the ST (10)
- Type accurately and fast (33)
- Work with Excel and/or PowerPoint (40)

*Based on the responses of 14 translators and 23 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR RUSSIAN TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Recast sentences in TL (18)
- Work out obscure passages (8)
- Adhere to in-house style conventions (26)
- Convey the intended effect of the ST (21)
- Achieve the right tone and register (22)
- Ensure the coherence of the TT (28)
- Capture nuances of ST (17)
- Produce idiomatic translations (15)
- Subject knowledge (4)
- Judge the reliability of sources (32)
- Convey the ST message clearly (20)
- Track down sources to check facts (29)
- Tailor language to the readers' needs (25)
- Maintain quality under time pressure (34)
- Mine reference material for phrasing (31)
- Understand complex topics (6)
- Track down sources to understand the topic (30)
- Master new subjects quickly (7)
- Mine reference material for phrasing (31)
- Knowledge of the organization (5)
- Knowledge of TL punctuation (14)

Category B components (high-impact, low-frequency):
- An extensive TL vocabulary (11)
- Knowledge of TL grammar (13)
- Knowledge of TL varieties (23)
- Follow complicated instructions (36)
- Ensure the completeness of the TT (27)
- Knowledge of SL (1)
- Knowledge of TL culture(s) (24)
- Knowledge of TL spelling (12)
- Knowledge of SL culture(s) (3)
- Work with translation memory software (37)
- Work with electronic terminology tools (38)

Category C components (low-impact, high-frequency)
- Detect inconsistencies, contradictions, etc. (9)
- Produce translations that flow smoothly (16)
- Write elegantly regardless of ST (19)

Category D components (low-impact, low-frequency)
- Knowledge of SL varieties (2)
- Handle more than basic Word functions (39)
- Detect mathematical errors in the ST (10)
- Work with Excel and/or PowerPoint (40)
- Type accurately and fast (33)

*Based on the responses of 10 translators and 14 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR SPANISH TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Adhere to in-house style conventions (26)
- Ensure the coherence of the TT (28)
- Ensure the completeness of the TT (27)

- Maintain quality under time pressure (34)
- Work out obscure passages (8)

Category B components (high-impact, low-frequency):
- Ensure the completeness of the TT (27)
- Understand complex topics (6)
- Knowledge of SL (1)
- Convey the ST message clearly (20)

- Follow complicated instructions (36)
- Knowledge of TL punctuation (14)
- Knowledge of TL spelling (12)

Category C components (low-impact, high-frequency)
- Detect inconsistencies, contradictions, etc. (9)
- Capture nuances of ST (17)
- Knowledge of the organization (5)
- Mine reference material for phrasing (31)
- Judge the reliability of sources (32)
- Convey the intended effect of the ST (21)
- Produce translations that flow smoothly (16)

- Achieve the right tone and register (22)
- Subject knowledge (4)
- Master new subjects quickly (7)
- Write elegantly regardless of ST (19)
- Handle more than basic Word functions (39)
- Work with translation memory software (37)
- Work with Excel and/or PowerPoint (40)

Category D components (low-impact, low-frequency)
- Recast sentences in the TL (18)
- Knowledge of TL grammar (13)
- Explain translation decisions (35)
- Knowledge of TL varieties (23)
- An extensive TL vocabulary (11)
- Work with electronic terminology tools (38)

- Knowledge of SL culture(s) (3)
- Tailor language to the readers' needs (25)
- Knowledge of TL culture(s) (24)
- Type accurately and fast (33)
- Knowledge of Sl varieties (2)
- Detect mathematical errors in the ST (10)

*Based on the responses of 14 translators and 10 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

TRANSLATION AT INTER-GOVERNMENTAL ORGANIZATIONS: THE SKILLS AND KNOWLEDGE REQUIRED
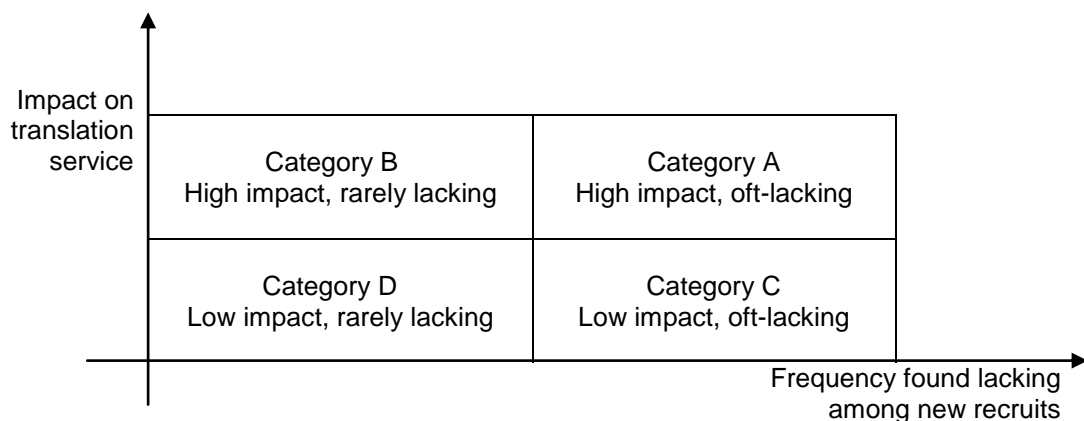
Presentation by Anne Lafeber
United Nations Office at Geneva

Introduction

A survey of over 320 translators and revisers working in-house at 24 international organizations was conducted in 2010 as part of doctoral research into recruitment testing. The results were used to draw up ideal candidate profiles for different organizations and language services. The profiles for translation work at organizations in general and for the different language services of the United Nations are presented here.

Methodology

The importance of a skill or knowledge type depends on both its impact on the quality of the translations produced and the amount of revision work it saves. The survey therefore consisted of two questionnaires. In one, translators and revisers were asked to rate the impact of 40 different skills and knowledge types; in the other, revisers were asked to rate the frequency with which a lack of those skills and knowledge types among new recruits accounts for revision work. Five-point Likert scales were used in both cases. The impact and frequency ratings of each item were plotted on a scatter chart and the principles of qualitative risk analysis were applied to group the components of the skills-knowledge set according to both their relative impact and their relative scarcity.

For the profiles presented on pages 3-10, the cut-off point between high and low impact was set at 4.5. The cut-off point between high and low frequency was set at 3. The implications of each category are as follows:

Category A: These components are top recruitment priorities. They are the ones that organizations need to find more of to ensure the quality and improve the productivity of their translation services.[1]

Category B: These high-impact components are being found among new recruits. Either they are already being adequately tested in recruitment examinations or applicants usually have them. The A components are needed in addition to these B components.

Category C: These components generate a sizeable proportion of revision work even if they do not apparently have as much impact as the category A or B components. Organizations need to find more translators with these skills, especially if they want to enhance their productivity, but they do not need to be weighted in recruitment as heavily as those in category A.

Category D: These components do not have as high an impact as the A and B skills and knowledge types and are either being found or are not required often.

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[1] Category A skills and knowledge that candidates are not expected to have upon entry should become in-house training priorities.

Summary of the survey findings and other observations

The components of the skills-knowledge set
The findings of the impact questionnaire confirm that translators at international organizations employ a wide range of skills and knowledge in their work. Together with those that might be expected to be ranked among the most important for all kinds of translation work (source-language and target-language knowledge and writing skills) are skills that might be more exclusively associated with translating at international organizations (such as adhering to in-house style and mining reference material for acceptable terminology and phrasing), as well as specialized knowledge (of the organization and of economics, politics, current affairs, etc.), analytical skills (understanding complex topics and mastering new ones), and editing skills, such as detecting inconsistencies in a text. Translators also need research, interpersonal and organization skills; they must be willing to work with technology and to work fast.

The shortcomings of new recruits
In general, new recruits are reported as mostly lacking writing skills (the ability to produce idiomatic, elegantly written translations that capture the nuances of the source text and to recast sentences) and analytical skills (the ability to work out obscure meanings and detect inconsistencies). Insufficient subject knowledge is also a common cause of error, as is the inability to maintain quality when working under pressure. Deficient research skills account for revision work at least sometimes. Computer skills seem to be the least lacking. The answers to the open-ended questions about new recruits revealed frustration among revisers with the lack of general knowledge, critical thinking and target-language (mother-tongue) writing skills.

The importance of analytical and research skills
The survey results suggest that certain analytical and research skills are at least as important for translators at international organizations as the fundamental components of translation competence, namely knowledge of the source language and target-language writing skills. Their relative importance depends, however, on the upstream and downstream quality-control procedures in place and the translators' responsibilities in the document production chain. A direct correlation was found between the need for the ability to detect inconsistencies and work out obscure passages and the frequency with which source texts are edited prior to translation, as well as between the need for research skills and the frequency with which reference materials are provided.

The implications for international organizations
The ideal candidate profiles for individual language services can be used as input for the design of recruitment tests and in-house training programmes. Organizations may wish to adjust their procedures accordingly.

The implications for future applicants and for training institutions
Greater awareness of the skills and knowledge required could help applicants prepare for recruitment tests, and the survey results suggest activities that training institutions could incorporate into their programmes to prepare students for work in international organizations.

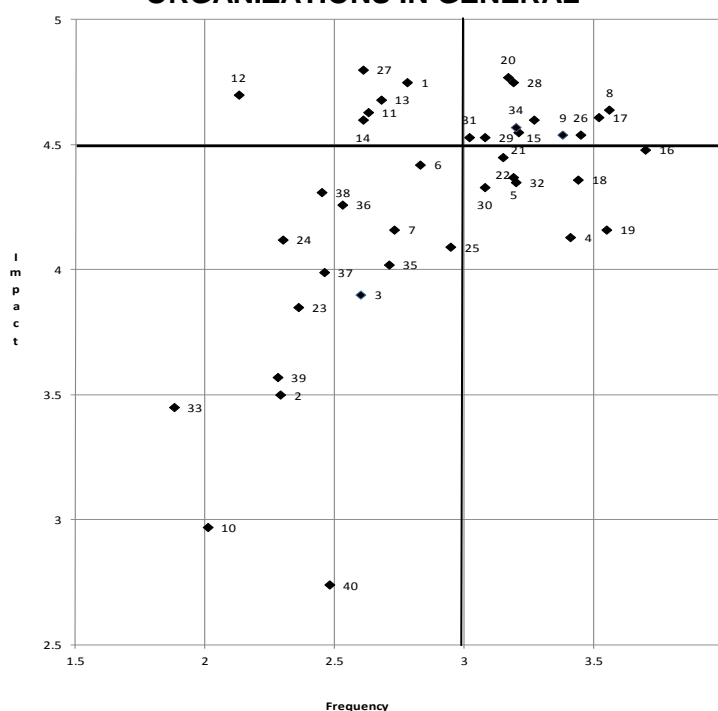**Other findings of the research**
The research into recruitment testing conducted in the second stage of the project included an experimental test trial in which 40 M.A. students participated, including 32 from MoU universities. In addition to identifying ways to improve the reliability and validity of recruitment testing, the findings revealed a considerable lack of awareness among the students of the standards sought by international organizations. Over 65% of students overrated their performance on one of the tests, and over 32% overrated their performance on both of the tests included in the trial, inasmuch as they rated their own performance as satisfactory when they had in fact failed. Interestingly, the students' teachers ranked them very differently than the professional revisers who graded the tests. Only one teacher at one institution predicted correctly which student in the group would score the highest mark. None of the teachers predicted accurately who would fare the worst. This suggests that, in addition to information on the skills and knowledge required, training institutions need more information on how organizations evaluate performance.

Anne Lafeber, PhD Program in Translation and Intercultural Studies, Universitat Rovira i Virgili, Tarragona, Spain
Presentation given at the Second Conference of MoU Universities, Mons, Belgium, 3-4 May 2012   Page 2

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The base list of skills and knowledge types presented for rating in the impact and recruits questionnaires

Since the survey was conducted with a view to obtaining input for text-based test design, the list focuses on text-production skills and does not include skills or traits that are not easily tested in written examinations, such as team work and interpersonal skills.

1. Knowledge of the source language (vocabulary, expressions, rhetorical devices)
2. Knowledge of the different varieties of the source language
3. Knowledge of the source-language culture(s) (history, geography, economic and political situation, customs, value-laden concepts, sensitive issues, etc.)
4. Knowledge of the subject (technical knowledge, e.g. of economics, international law, science, technology)
5. Knowledge of the organization and how it works
6. The ability to understand complex topics
7. The ability to master new subjects quickly (i.e. gain more than a layperson's knowledge)
8. The ability to work out the meaning of obscure passages in the source text
9. The ability to detect inconsistencies, contradictions, nonsense, unintended ambiguities, misleading headings, etc. in the source text
10. The ability to detect mathematical errors in the source text
11. An extensive vocabulary in the target language
12. Knowledge of spelling rules in the target language
13. Knowledge of the finer points of grammar of the target language
14. Knowledge of punctuation rules in the target language
15. The ability to produce idiomatic (natural-sounding) language in the target text
16. The ability to produce translations that flow smoothly even when the source text does not
17. The ability to select and combine words in the target language to capture the exact and detailed meanings (nuances) of the source text
18. The ability to recast sentences in the target language (to say the same thing in different ways)
19. The ability to produce an elegantly written target text regardless of how elegantly written the source text is
20. The ability to convey the source-text message clearly
21. The ability to convey the intended effect of the source text
22. The ability to achieve the appropriate tone and register in the target text
23. Knowledge of target-language varieties
24. Knowledge of target-language cultures (knowledge of history, geography, economic and political situation, customs, traditions, belief systems, value-laden concepts, sensitive issues, etc.)
25. The ability to tailor the language of the target text to the readers' needs
26. The ability to adhere to in-house style conventions
27. The ability to ensure the completeness of the target text (i.e. no unwarranted omissions)
28. The ability to ensure the coherence of the target text (e.g. consistent terminology use, no contradictions, logical connections of ideas)
29. The ability to track down sources of information to check facts
30. The ability to track down sources to obtain a better grasp of the thematic aspects of a text (understand the topic)
31. The ability to mine reference material for accepted phrasing and terminology (those used by the organization or in a specialized field)
32. The ability to judge the reliability of information sources
33. The ability to type accurately and fast
34. The ability to maintain quality even when translating under time pressure
35. The ability to justify translation decisions and explain translation problems posed by the source text (e.g. to authors, users or revisers)
36. The ability to follow complicated instructions about what needs to be done with a text (additions that need translating, parts that need relocating, patching together, revising against new versions, etc.)
37. The ability to make effective use of translation memory software
38. The ability to make effective use of electronic terminology tools
39. The ability to work with more than basic Word functions (formatting, macros, track changes, tables, autocorrect, etc.)
40. The ability to work with Excel documents and/or PowerPoint presentations.

THE IDEAL CANDIDATE PROFILE FOR TRANSLATION AT INTERNATIONAL ORGANIZATIONS IN GENERAL*

The Category A components (high-impact, high frequency):
- Work out obscure passages (8)
- Detect inconsistencies (9)
- Idiomaticity (15)
- Capture nuances of ST (17)
- Convey the ST message clearly (20)
- Convey intended effect (21)
- Adhere to in-house style conventions (26)
- Ensure the coherence of the TT (28)
- Track down sources to check facts (29)
- Mine reference material for phrasing (31)
- Maintain quality under time pressure (34)

Category B components (high-impact, low-frequency):
- Knowledge of the SL (1)
- An extensive TL vocabulary (11)
- Knowledge of TL spelling (12)
- Knowledge of TL grammar (13)
- Knowledge of TL punctuation (14)
- Ensure the completeness of the TT (27)

Category C components (low-impact, high-frequency)
- Subject knowledge (4)
- Knowledge of the organization (5)
- Produce translations that flow (16)
- Recast sentences in the TL (18)
- Write elegantly regardless of ST (19)
- Achieve the right tone and register (22)
- Track down sources to understand the topic (30)
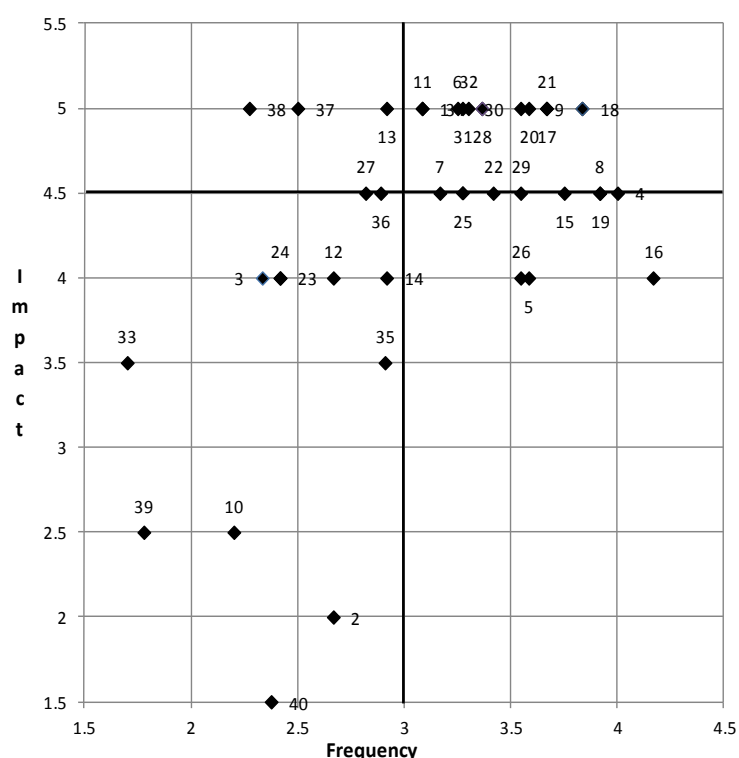- Judge the reliability of sources (32)

Category D components (low-impact, low-frequency)
- Knowledge of SL varieties (2)
- Knowledge of SL culture(s) (3)
- Understand complex topics (6)
- Master new subjects quickly (7)
- Detect mathematical errors in the ST (10)
- Knowledge of TL varieties (23)
- Knowledge of TL culture(s) (24)
- Tailor language to the readers' needs (25)
- Type accurately and fast (33)
- Explain translation decisions (35)
- Follow complicated instructions (36)
- Work with translation memory software (37)
- Work with electronic terminology tools (38)
- Handle more than basic Word functions (39)
- Work with Excel and/or PowerPoint (40)

Additional skills and knowledge reported by several respondents: General knowledge, awareness of current and world events; teamwork skill; ability to work with revisers (openness to feedback and ability to learn from it); critical-thinking skills (ability to "reason through" the translation, to "think beyond just choosing the right word"); organization and time management skills.

*Based on the responses of 163 translators and 157 revisers. For full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR ARABIC TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Recast sentences in the TL (18)
- Detect inconsistencies (9)
- Convey intended effect (21)
- Capture nuances of ST (17)
- Convey ST message clearly (20)
- Track down sources to understand the topic (30)
- Ensure the coherence of the TT (28)

- Mine reference material for phrasing (31)
- Judge the reliability of sources (32)
- Understand complex topics (6)
- SL knowledge (1)
- An extensive TL vocabulary (11)
- Maintain quality under time pressure (34)

Category B components (high-impact, low-frequency):
- Knowledge of TL grammar (13)
- Work with translation memory software (37)

- Work with electronic terminology tools (38)

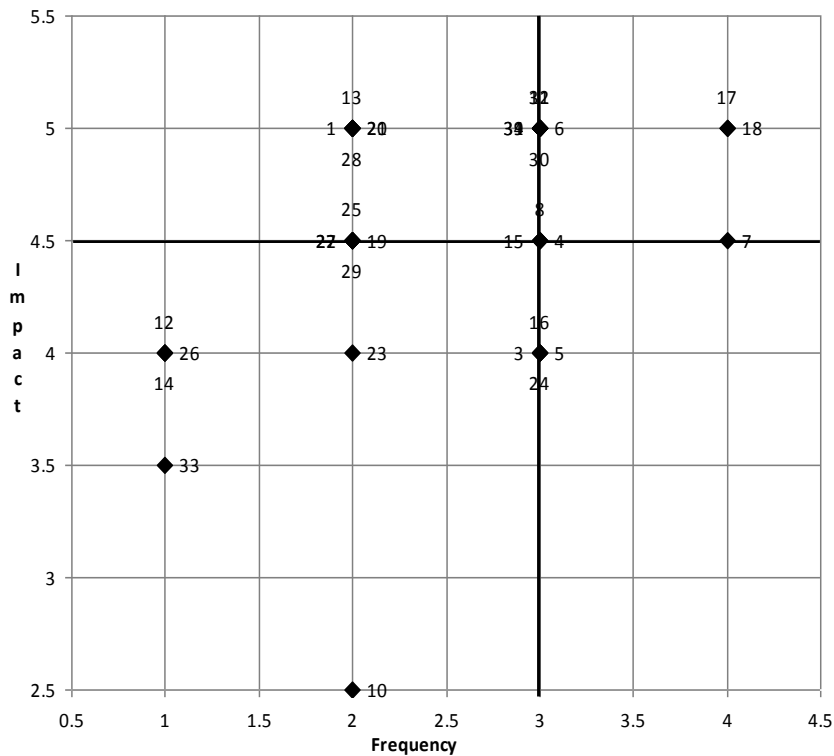**Category C components (low-impact, high-frequency)**
- Subject knowledge (4)
- Work out the meaning of obscure passages (8)
- Write elegantly regardless of ST (19)
- Produce translations that flow smoothly (16)
- Produce idiomatic translations (15)
- Track down sources to check facts (29)

- Achieve the right tone and register (22)
- Tailor language to the readers' needs (25)
- Master new subjects quickly (7)
- Adhere to in-house style conventions (26)
- Knowledge of the organization (5)

Category D components (low-impact, low-frequency)
- Ensure the completeness of the TT (27)
- Follow complicated instructions (36)
- Knowledge of TL punctuation (14)
- Knowledge of TL spelling (12)
- Knowledge of TL varieties (23)
- Knowledge of TL culture(s) (24)
- Knowledge of SL culture(s)
- Explain translation decisions and problems (35)

- Type accurately and fast (33)
- Detect mathematical errors in the ST (10)
- Handle more than basic Word functions (39)
- Knowledge of SL varieties (2)
- Work with Excel and/or PowerPoint (40)

*Based on the responses of 8 translators and 13 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR CHINESE TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Recast sentences (18)
- Capture nuances of the ST (17)

Category B components (high-impact, low-frequency):
- Judge the reliability of sources (32)
- Understand complex topics (6)
- Track down sources to understand the topic (30)
- Maintain quality under time pressure (34)
- Knowledge of the SL (1)
- Knowledge of TL grammar (13)
- Convey the ST message clearly (20)
- Ensure the coherence of the TT (28)
- Tailor language to the readers' needs (25)
- Ensure the completeness of the TT (27)
- Write elegantly regardless of ST (19)
- Track down sources to check facts (29)
- Convey the intended effect of the ST (21)

Category C components (low-impact, high-frequency)
- Master new subjects quickly (7)
- Subject knowledge (4)
- Work out the meaning of obscure passages (8)
- Produce idiomatic translations (15)
- Produce translations that flow smoothly (16)
- Knowledge of SL culture(s) (3)
- Knowledge of the organization (5)
- Knowledge of TL culture(s) (24)

Category D components (low-impact, low-frequency)
- Knowledge of TL spelling (12)
- Adhere to in-house style conventions (26)
- Knowledge of TL punctuation (14)
- Type accurately and fast (33)
- Detect mathematical errors in the ST (10)
- Knowledge of SL varieties (2)

Not rated, possibly not considered required: Explain translation decisions and problems (35), Follow complicated instructions (36), Work with translation memory software (37), Work with electronic terminology tools (38), Handle more than basic Word functions (39), Work with Excel and/or PowerPoint (40)

IDEAL CANDIDATE PROFILE FOR ENGLISH TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):

- Work out obscure passages (8)
- Produce translations that flow smoothly (16)
- Adhere to in-house style conventions (26)
- Capture nuances of ST (17)
- Detect inconsistencies (9)
- Convey ST message clearly (20)
- Produce idiomatic translations (15)

- Convey the intended effect of the ST (21)
- Ensure the coherence of the TT (28)
- Ensure the completeness of the TT (27)
- Recast sentences in the TL (18)
- Judge the reliability of sources (32)
- Achieve the right tone and register (22)
- Mine reference material for phrasing (31)

Category B components (high-impact, low-frequency):

- Knowledge of SL
- Knowledge of TL grammar (13)
- Knowledge of TL punctuation (14)

- An extensive TL vocabulary (11)
- Knowledge of TL spelling (12)

Category C components (low-impact, high-frequency)

- Write elegantly regardless of ST (19)
- Track down sources to check facts (29)
- Maintain quality under time pressure (34)
- Subject knowledge (4)

- Knowledge of the organization (5)
- Understand complex topics (6)
- Track down sources to understand the topic (30)

Category D components (low-impact, low-frequency)

- Explain translation decisions (35)
- Knowledge of SL culture(s) (3)
- Master new subjects quickly (7)
- Work with electronic terminology tools (38)
- Knowledge of TL culture(s) (24)
- Tailor language to the readers' needs (25)
- Knowledge of TL varieties (23)

- Follow complicated instructions (36)
- Handle more than basic Word functions (39)
- Knowledge of SL varieties (2)
- Type accurately and fast (33)
- Work with translation memory software (37)
- Detect mathematical errors in the ST (10)
- Work with Excel and/or PowerPoint (40)

*Based on the responses of 21 translators and 22 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR FRENCH TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Produce translations that flow (16)
- Capture nuances of ST (17)
- Convey the intended effect of the ST (21)
- Maintain quality under time pressure (34)
- Convey the ST message clearly (20)
- Achieve the right tone and register (22)

- Work out obscure passages (8)
- Detect inconsistencies (9)
- Mine reference material for phrasing (31)
- Judge the reliability of sources (32)
- Subject knowledge (4)

Category B components (high-impact, low-frequency):
- Knowledge of SL (1)
- Produce idiomatic translations (15)
- Track down sources to check facts (29)
- Ensure the completeness of the TT (27)

- Knowledge of TL punctuation (14)
- Knowledge of TL grammar (13)
- An extensive TL vocabulary (11)
- Knowledge of TL spelling (12)
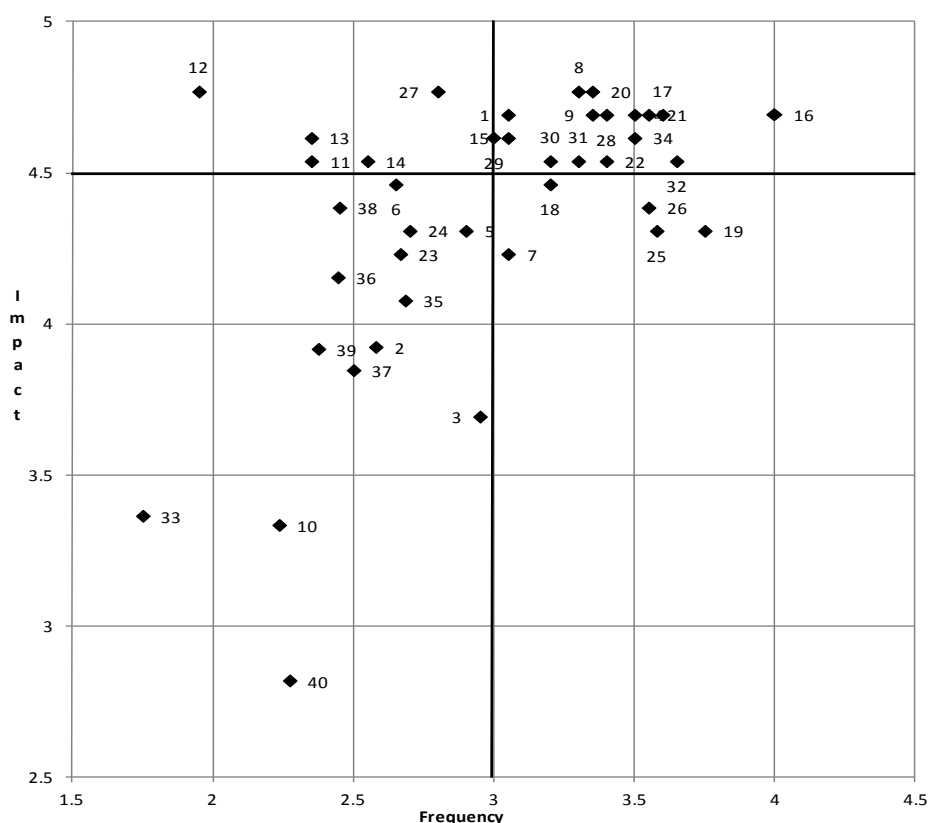
Category C components (low-impact, high-frequency)
- Write elegantly regardless of ST (19)
- Adhere to in-house style conventions (26)
- Tailor language to the readers' needs (25)

- Recast sentences in the TL (18)
- Master new subjects quickly (7)

Category D components (low-impact, low-frequency)
- Knowledge of the organization (5)
- Understand complex topics (6)
- Work with electronic terminology tools (38)
- Knowledge of TL varieties (23)
- Follow complicated instructions (36)
- Tailor language to the readers' needs (25)
- Handle more than basic Word functions (39)

- Knowledge of SL varieties (2)
- Work with translation memory software (37)
- Knowledge of SL culture(s) (3)
- Detect mathematical errors in the ST (10)
- Type accurately and fast (33)
- Work with Excel and/or PowerPoint (40)

*Based on the responses of 14 translators and 23 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR RUSSIAN TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Recast sentences in TL (18)
- Work out obscure passages (8)
- Adhere to in-house style conventions (26)
- Convey the intended effect of the ST (21)
- Achieve the right tone and register (22)
- Ensure the coherence of the TT (28)
- Capture nuances of ST (17)
- Produce idiomatic translations (15)
- Subject knowledge (4)
- Judge the reliability of sources (32)
- Convey the ST message clearly (20)
- Track down sources to check facts (29)
- Tailor language to the readers' needs (25)
- Maintain quality under time pressure (34)
- Mine reference material for phrasing (31)
- Understand complex topics (6)
- Track down sources to understand the topic (30)
- Master new subjects quickly (7)
- Mine reference material for phrasing (31)
- Knowledge of the organization (5)
- Knowledge of TL punctuation (14)

Category B components (high-impact, low-frequency):
- An extensive TL vocabulary (11)
- Knowledge of TL grammar (13)
- Knowledge of TL varieties (23)
- Follow complicated instructions (36)
- Ensure the completeness of the TT (27)
- Knowledge of SL (1)
- Knowledge of TL culture(s) (24)
- Knowledge of TL spelling (12)
- Knowledge of SL culture(s) (3)
- Work with translation memory software (37)
- Work with electronic terminology tools (38)

Category C components (low-impact, high-frequency)
- Detect inconsistencies, contradictions, etc. (9)
- Produce translations that flow smoothly (16)
- Write elegantly regardless of ST (19)

Category D components (low-impact, low-frequency)
- Knowledge of SL varieties (2)
- Handle more than basic Word functions (39)
- Detect mathematical errors in the ST (10)
- Work with Excel and/or PowerPoint (40)
- Type accurately and fast (33)

*Based on the responses of 10 translators and 14 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

IDEAL CANDIDATE PROFILE FOR SPANISH TRANSLATORS AT THE UN*

The Category A components (high-impact, high frequency):
- Adhere to in-house style conventions (26)
- Ensure the coherence of the TT (28)
- Ensure the completeness of the TT (27)
- Maintain quality under time pressure (34)
- Work out obscure passages (8)

Category B components (high-impact, low-frequency):
- Ensure the completeness of the TT (27)
- Understand complex topics (6)
- Knowledge of SL (1)
- Convey the ST message clearly (20)
- Follow complicated instructions (36)
- Knowledge of TL punctuation (14)
- Knowledge of TL spelling (12)

Category C components (low-impact, high-frequency)
- Detect inconsistencies, contradictions, etc. (9)
- Capture nuances of ST (17)
- Knowledge of the organization (5)
- Mine reference material for phrasing (31)
- Judge the reliability of sources (32)
- Convey the intended effect of the ST (21)
- Produce translations that flow smoothly (16)
- Achieve the right tone and register (22)
- Subject knowledge (4)
- Master new subjects quickly (7)
- Write elegantly regardless of ST (19)
- Handle more than basic Word functions (39)
- Work with translation memory software (37)
- Work with Excel and/or PowerPoint (40)

Category D components (low-impact, low-frequency)
- Recast sentences in the TL (18)
- Knowledge of TL grammar (13)
- Explain translation decisions (35)
- Knowledge of TL varieties (23)
- An extensive TL vocabulary (11)
- Work with electronic terminology tools (38)
- Knowledge of SL culture(s) (3)
- Tailor language to the readers' needs (25)
- Knowledge of TL culture(s) (24)
- Type accurately and fast (33)
- Knowledge of Sl varieties (2)
- Detect mathematical errors in the ST (10)

*Based on the responses of 14 translators and 10 revisers. For the full descriptions of the skills and knowledge types, see the list on page 2.

Nadine Riachi Haddad
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Workshop 2a: Training for the m arket: Bridging the gap between the classroom and the translator's desk.

Abstract:
Universities certainly do not a im at tra ining unemployed translators/interpreters, therefore they take into consideration the m arket and its needs. However, who follows and who leads? Should the market always dictate its need s to the uni versity, thus transforming it from an academ ic power into a servile employee? Should the unive rsity impose its program and take the risk of training unequipped translators a nd interpreters? Should the solu tion be a com promise between the two? Or can the training be flexible , diverse and adequate enough to graduate translators/interpreters who can adapt to m ost of the market needs? The latter change every now and then, according to the different wave/fashi on/science dominating the market ; having within the university a body that is in perm anent contact with the m arket like the "Service d'Interprétation et de Traduction" of ETIB, responsible for receiving the translation/interpretation job of fers and dis patching them to the alum ni, helps th e school/university always be awar e of the chan ges, and th us modifying its training program accordingly. It can add new courses (i.e. subtitling/dubbing, MT/CAT, webmastering, etc.) and it can even create n ew MA degrees ("Traducteur de Conférences / Conference Tran slator" and "Traducteur-Rédacteur / Translator-Writer") whenever the need on the market calls for changes. An evaluation of the program is a m ust, enabling the broadening of the skills needed in the translation field, as the translation's added-value is embodied in its diversity.

<u>Presentation</u>

We all know that universities do not aim at training unem ployed translators/interpreters, therefore they take into consideration the m arket and its needs when planning their curricula. They should *take into consideration* the market, but not tota lly *abideby* its ru les, otherwise the risk of m onopoles and single-colo red/monochromatic programs, with no com petition between translation schools, will rise. All schools will for m the sam e 'product', in the for m of a translator/interpreter specialized in a specific field, and when ever the needs change, that product will be unable to adapt to new situations.

Who should set the standards, in other words, who follows and who leads? W ho can determine what is best for the training ? If the m arket always dictates its need s to the university, it will transform it from an academ ic power into a se rvile employee. If th e university imposes its program without taking into account the m arket, it then takes th e risk of training unequipped/unfitted translators and interpr eters. The solutio n could be a com promise between the two, through a continuous dial ogue and through a body within the school that studies the market. Thus, the training can be flexible , diverse and adequate enough to graduate translators/interpreters who can adapt to m ost of the m arket needs. And that is the difference between an academic program and a short 'plug and play' program that some institutions offer.

The market needs change every now and then, a ccording to the different wave/fashion/science dominating the m arket ; having within the unive rsity instructors and staff members who are current or former practitioners in the field of interpretation and translation, in addition to a body that is in permanent contact with the market like the "Service d'Interprétation et de Traduction" of ETIB, responsible for receiv ing the translation/interpretation job offers and dispatching them to the alumni, helps the school/university always be aware of the changes, and thus modifying its training program accordingly.

It can add new courses; for exam ple, when the need on the m arket was for subtitling/dubbing because the m arket was flooded wi th series that were dubb ed into Arabic and broadcasted on TV;then camemachine translation (MT) and computer assisted translation (CAT) whe n technologies improved and were used by translators; another exam ple could be thewebmasteringcourse when the trans lator became in charge of more than ju st the m ere translation, etc. The school added the different courses accord ingly. Likewise, when som e courses were outdated, it cancelled them.

On a larger scale, it can even create n ew MA degrees (as "Traducte ur de Conférences / Conference Translator" and "Traducteur-Réd acteur / Translator-Writer") whenever the need on the market calls for changes, thanks to a good study of the m arket and coordination am ong the several partners. Fields of interest to the UN and other orga nizations and markets, subject-area expertise, seminars with visiting profe ssors, horizontal cooperation among MoU and non-

MoUuniversities can all help build a solid training program that should not only stress on conference interpretation and translation, but on other subjects as well.

In addition to that, a regular evaluation of the program is a must, enabling the broadening of the skills needed in the translation field, as the tr anslator's added-value is em bodied in his/her diversity. Finally, the school needs to feel and be free enough to cr eate, to evolve and to improve and not feel bound by a m old. It is true that schools should conf orm to a norm, but not all are cast in the same mold.

Bridging the Gap

A case study

Alison Graves EP DG INTE

Seminarium 2011 Why?

1. **Pass rate: 23.6%** (2011)

2. Bright candidates fail and are lost.

3. No compromise on standards

Who - selection

- 15 new graduates from partner universities

- Focus on EN, FR and DE

- Recommendation from our representatives at final exams and ongoing feedback

- Priority language profiles

How?

Trainers from universities – why?

- Bring in expertise

- Export our standards

- Raise awareness

The main reasons for failure...

1 - Lack of technique

2 - Stress

3 - Lack of general knowledge

3 - Lack of technique

Remedies

- Interpreting training – targeted exercises with expert trainers and in-house speakers
- Preparation for autonomous training: feedback and speechmaking workshops plus remote assessment

2 - Stress

Remedies

- Exposure to test situation: 4 mock tests – hear selection board evaluation

- Stress management workshop

- Visit of test premises

- Use of journals

3 – lack of general knowledge

Remedies

- Recommendations by trainers and coaches (= nagging!)

- Content of speeches

- Autonomy

- Speechwriting

Intensive but….

……time to digest!!!

➔ deliberate practice

Results

Accreditation tests – judged against peers:

- Sept 2011 – 10/15 = 67%
- Feb 2012 resit: 1 more = 73%

Benefits for all!!

Issues!

- Costs - high

- Selection - needs refining

- Resources - scarce

- Current budget situation

Clear benefits

- Network with and between trainers
- Network of young colleagues
- Greater understanding of testing process at all levels
- New approach to bridging the gap

- Computers facilitate translation in many ways (text processing, email, internet searches, online dictionaries and glossaries, etc.)

- This presentation focuses on tools designed specifically for translation.

- <u>CAT (Computer-assisted/computer-aided translation)</u>: A software tool that supports and facilitates the translation process

- <u>MT (Machine Translation)</u>: A software tool designed to translate texts autonomously
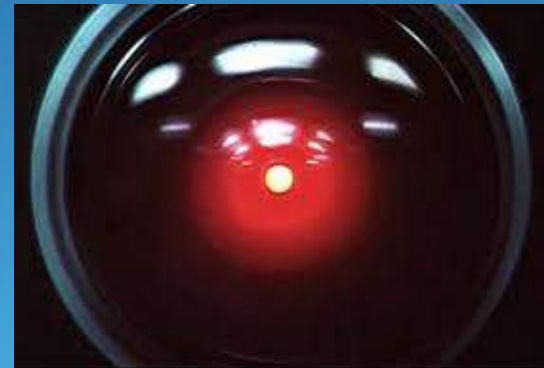
CAT

- Memorize bilingual pairs of segments (Translation Memory or TM)
- Search and match (recycle previously translated segments)
- Link to glossaries (TBs)
- Rudimentary quality checks
- Manage document flows
- Recent improvements (sub-segment matching, auto-suggest, link with MT)

MT

- <u>Rule based</u>: Semantic, morphological, and syntactic rules made explicit so that a machine can apply them)
- <u>Statistical</u>: Analyses large monolingual and bilingual corpora and develops models of matching words and expressions
- <u>Hybrid</u>: Uses both techniques.
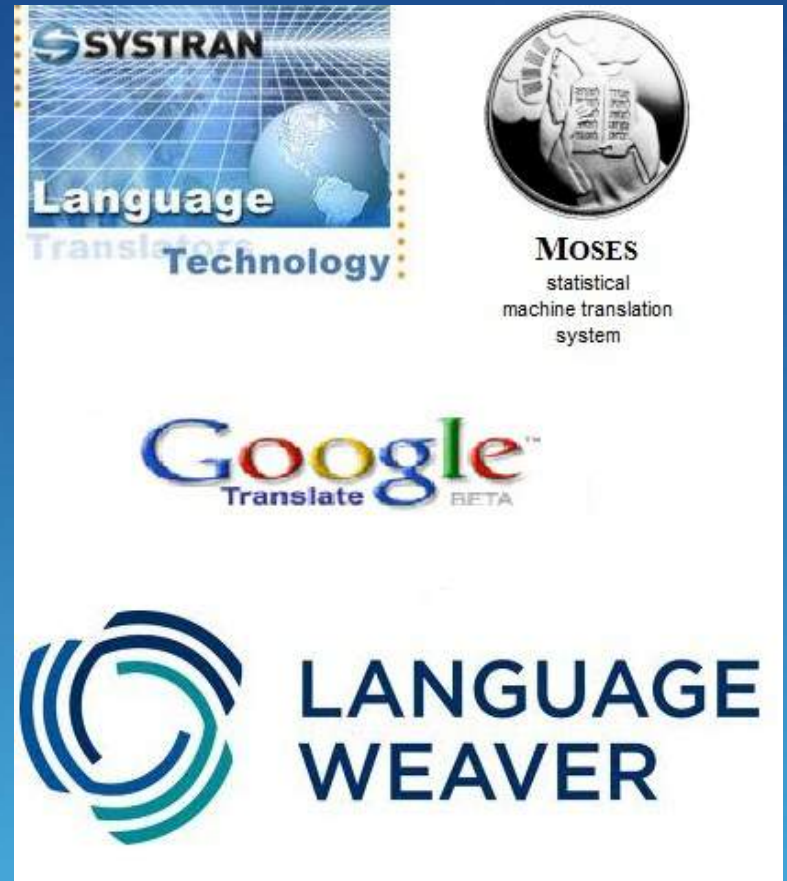
CAT vs. MT

	Advantages	Drawbacks
CAT	- Easy to set up - Flexible (accepts input from the translator) - Links to other tools - Produces human translations	- Slow - More labor intensive
MT	- Fast - Less labour intensive from the user's point of view - Can be used without a human translator	- Hard to set up - Less flexible - Can produce poor or even unintelligible translations - Can be used without a human translator

Human and MT: Comparison

	Original text	English	Arabic
Human	La Cigale, ayant chanté Tout l'été, Se trouva fort dépourvue Quand la bise fut venue : Pas un seul petit morceau De mouche ou de vermisseau	A Grasshopper gay Sang the summer away, And found herself poor By the winter's first roar. Of meat or of bread, Not a morsel she had!	قضى الصرَّار صيفا في الغناء ولم يُحضر طعاما أو شرابا إلى أن حل بالدنيا الشتاء فألفى وكره قفرا يبابا
Bing translator		The cicada, having sung Throughout the summer, Found very devoid When the Kiss was coming: Not a single piece Fly or vermisseau.	سيكادا، بعد سونغ طوال فصل الصيف، العثور على جداً مجردة عندما كان يأتي القبلة لا قطعة واحدة ذبابة أو فيرميسو
Google Translate		Cicada, having sung All summer, Found herself wanting When the north wind came Not a scrap Of fly or tiny worm	الزيز، بعد أن تغنى كل صيف، وجدت نفسها الرغبة عندما جاءت رياح الشمال ليس الخردة من ذبابة أو دودة صغيرة

Post editing

- Machine translation is far from perfect.

- <u>Post editing</u> is the painful situation in which a human translator is asked to improve a machine-translated text without trying to "make it perfect"

- Productivity is paramount.
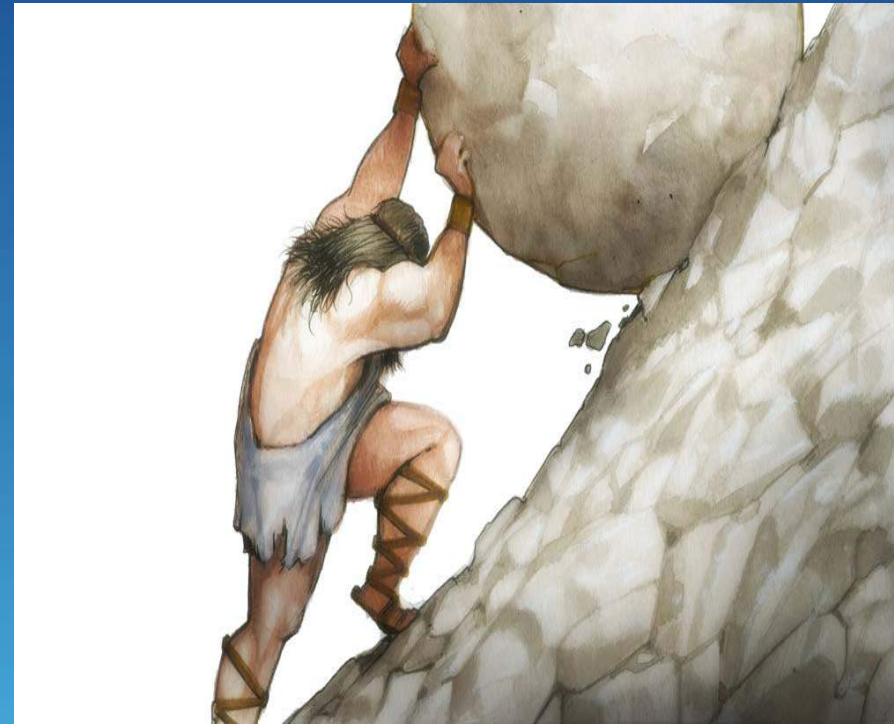
CAT/MT: Friend or foe?

- *CAT/MT* can make life easier (when fed with the right materials)
  - ✓ *Increased productivity*
  - ✓ *Increased accuracy and consistency*
  - ✓ *Easy sharing of resources*
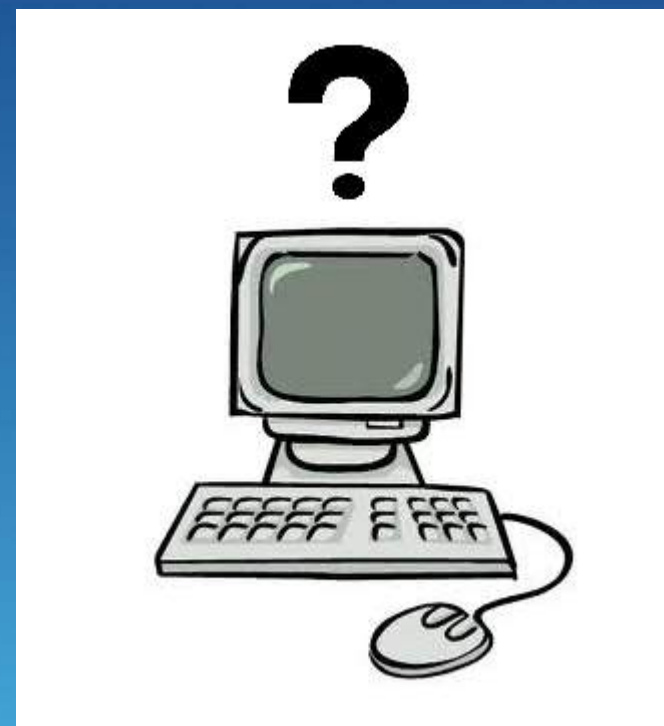
CAT/MT: Friend or foe?

- But they can also be a source of nuisance
  - ✓ *Force us to learn and adapt to rapid change*
  - ✓ *Force us to buy products or pay people to develop them*
  - ✓ *Threaten our jobs*
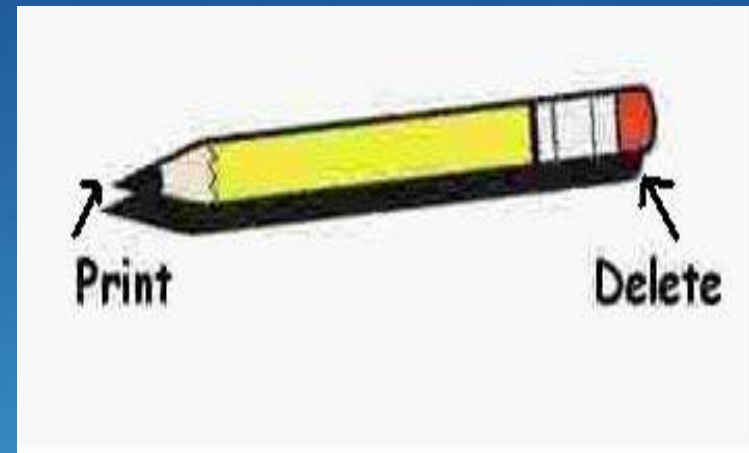
How should we react?

- Take it seriously:
  - ✓ *CAT/MT are here to stay*
  - ✓ *MT will occupy parts of the translation terrain*
  - ✓ *MT can threaten our jobs in certain sectors*

Translation Disclaimer

You are asking for www.cityofboston.gov web pages to be [translated into ano]ther language. As with any machine [translation, the con]version is not context-sensitive and may not [translate the text] to its intended meaning. Therefore, City of [Boston cannot gua]rantee the accuracy of the converted text. [We suggest tha]t if you experience difficulty, or doubt the [correctness of the tra]nslation, you contact the proper City of [Boston departmen]t for the information you seek. Please note [that some applicati]ons and or services may not work as [expected when tra]nslated.

Select Language
العربية
български
català
česky
Dansk
Deutsch
Ελληνικά
Español
suomi
Français
हिन्दी
hrvatski
Indonesia
Italiano
עברית
日本語
한국어
Lietuvių
latviešu

Select Language

[The City] also uses human translation on a case-by-[case basis, for exam]ple in case of materials from the Election [Department or the Of]fice of New Bostonians for some of its more [popular publicati]ons and uses machine translation for the rest [as the only] affordable and most practical way to [translate 3,000] or so web pages.

[Agree] | [Return to Homepage]

City of Boston website (Translation disclaimer)

How should we react?

- But don't panic:
  - ✓ *So far machines mostly recycle human translations*
  - ✓ *They play with symbols but do not have access to meaning*
  - ✓ *They may not rival good human translators anytime soon.*
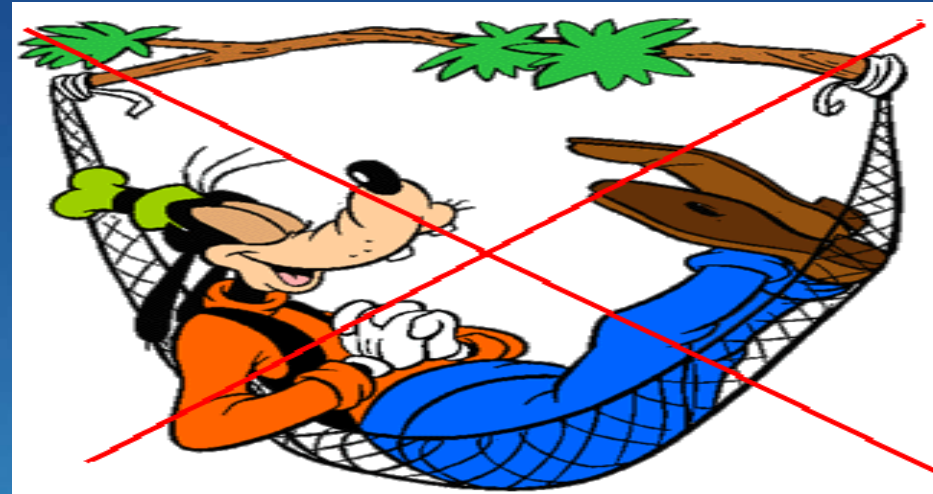
The solution

- Learn as much as we can about CAT/MT
- Try to have our say in design decisions
- Help outsiders understand what we do.

THANK YOU

New Technologies for Discourse Analysis as Tools for Translators and Interpreters in International Institutions

Content

1. Political discourse relies on translation.
2. Lexical Choice, Negotiation Discourse Analysis focus.
3. Translation as a multiple mediation.
4. Quantitative Content Analysis: « *Lexicométrie* »
5. Qualitative Content Analysis: « *Semantic technology* »
6. Universal Networking Language.

1. Discourse relies on translation

* Political discourse // Negotiation Discourse,

* Negotiation definition,

* Negotiation Discourse Analysis linked to translation,

* Cross-Linguistic approach in the International Institutions.

2. Translators and Lexical choices

* NDA: reflection of political concepts strategies.

* Relation to « meaning »,

* *The Hungarian Example… -> Mediated communication across languages and cultures.*

3. Mediated communication across languages and cultures

Hungarian Prime Minister Viktor Orban 2002 Debate

Eletter

Lebensraum

Living space for animal behaviour

Foundation

Room for manoeuvre
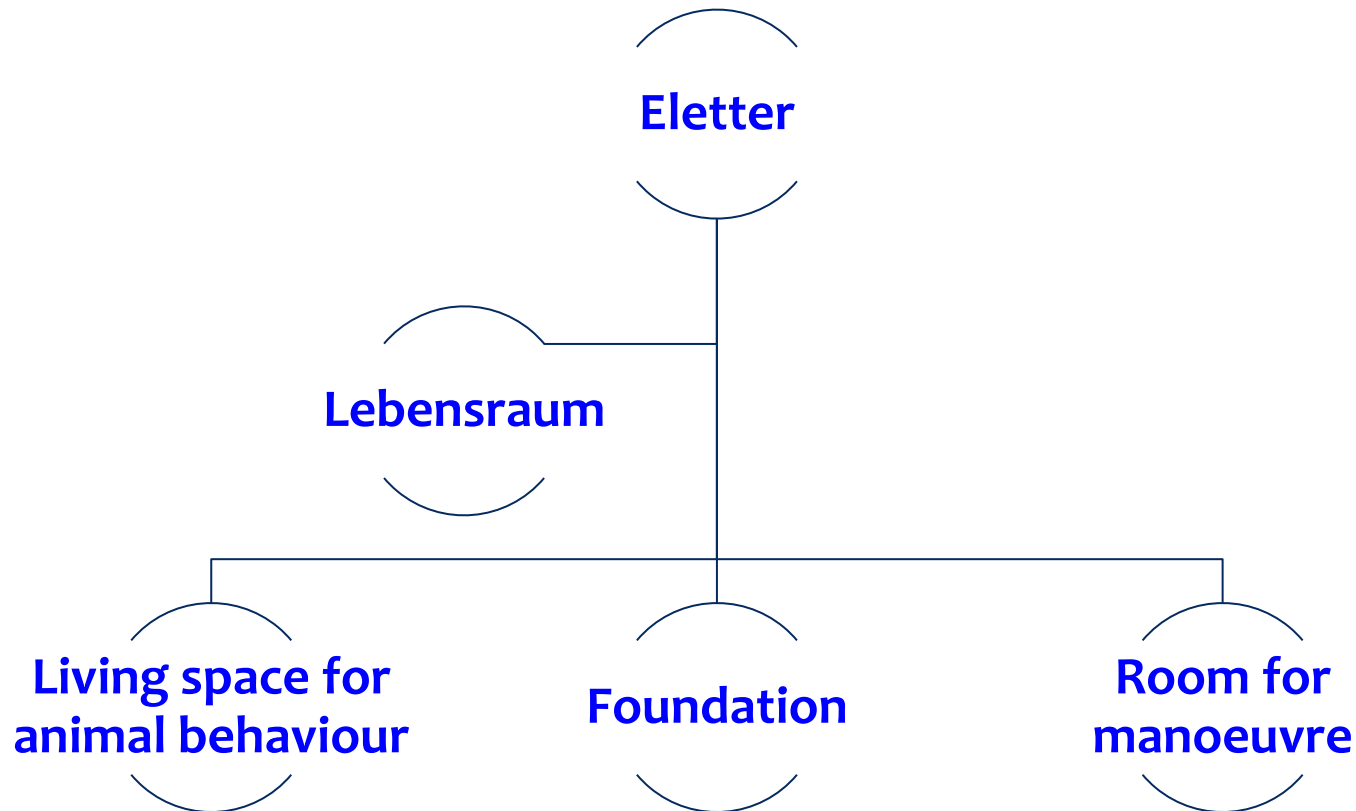
4. The Sustainable Developement concept, Quantitative Content Analysis (Lexico 3)

* Sommet Mondial de la Terre, Conférence de Stockholm, 5-16 juin 1972, U.N., un.org
* Charte Mondiale de la Nature, 1982, U.N., un.org
* Rapport Brundtland, Our Common Future, 1987, un.org
* Sommet Mondial de la Terre, Conférence de Rio de Janeiro, 3-14 juin 1992, U.N., un.org
* Agenda 21 (Action 21), 12 août 1992, U.N., un.org
* Protocol de Kyoto, Convention cadre des Nations Unies, 11 décembre 1997, un.org
* Sommet Mondial de la Terre, Conférence de Johannesburg, 27 août – 4 septembre 2002, U.N., un.org.

4. The Sustainable Developement concept, Quantitative Content Analysis (Lexico 3)

version anglaise du concept		version française du concept	
sustainable	79	soutenable	40
		durable	34
TOTAL	79		79

version anglaise du concept		version française du concept	
Sustainable development	63	développement durable	34
		développement soutenable	36
TOTAL	63		70

4. The Sustainable Developement concept, Quantitative Content Analysis (Lexico 3)

Axes graph (horizontal axis from -1.5 to beyond 0.5, vertical axis from -1.5 to 1.5) with scattered words:

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0.5

-1.

-1.5

our

Lexical Automatic Translation

5. Qualitative Content Analysis: « *Semantic technology* »

Content Analysis

Semantic Analysis is the Relationship between content units

"Content analysis is a research technique for making replicable and valid inferences from texts [broadly conceived] to the contexts of their use."

Krippendorff, 2004

- **Technique:** Systematic
  - Evidence based, transparency of procedure

- **Text:** Data is generated in communication process
  - Author, audience, intent, context matter

- **Inference:** Interpretative in nature, inference about social reality
  - Researcher, research question, theoretical constructs

5. Qualitative Content Analysis: « *Semantic technology* »

How to represent content?

❖ We need to create a logical view of the data, based on how we want to process it

❖ Natural language is very descriptive, but doesn't lend itself to efficient processing

❖ **Semantic networks** and **search trees** are promising techniques for representing knowledge

5. Qualitative Content Analysis: « *Semantic technology* »

❖ **"Paul is taller than Jack ."**

   ✓ <u>Non appropriate scheme :</u>
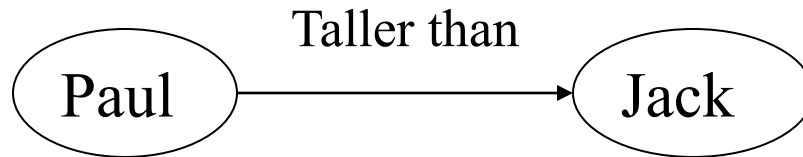
Paul —Taller than→ Jack

   ✓ <u>Appropriate scheme :</u>

Paul —height→ h_1
Jack —height→ h_2
h_1 —Greater than→ h_2
h_1 --value--> 180
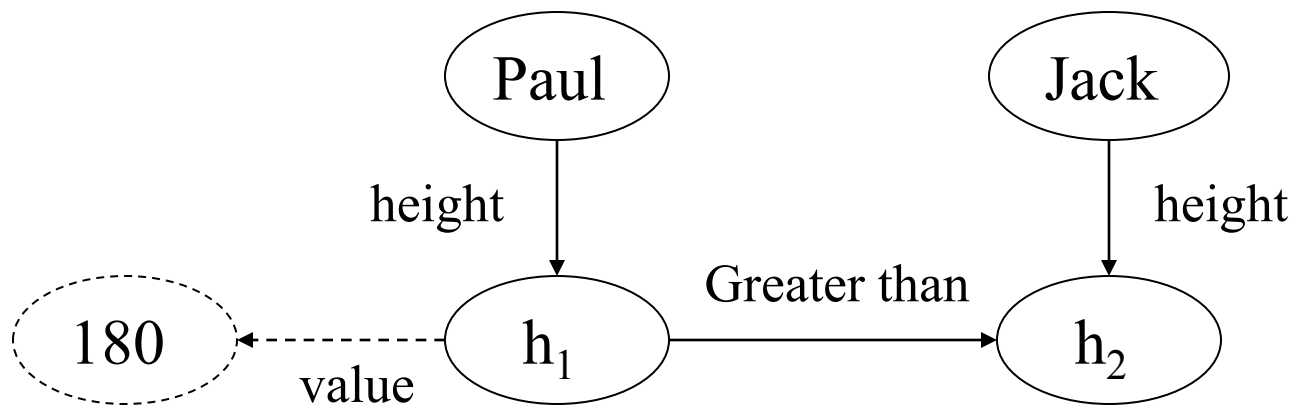
5. Qualitative Content Analysis: « *Semantic technology* »
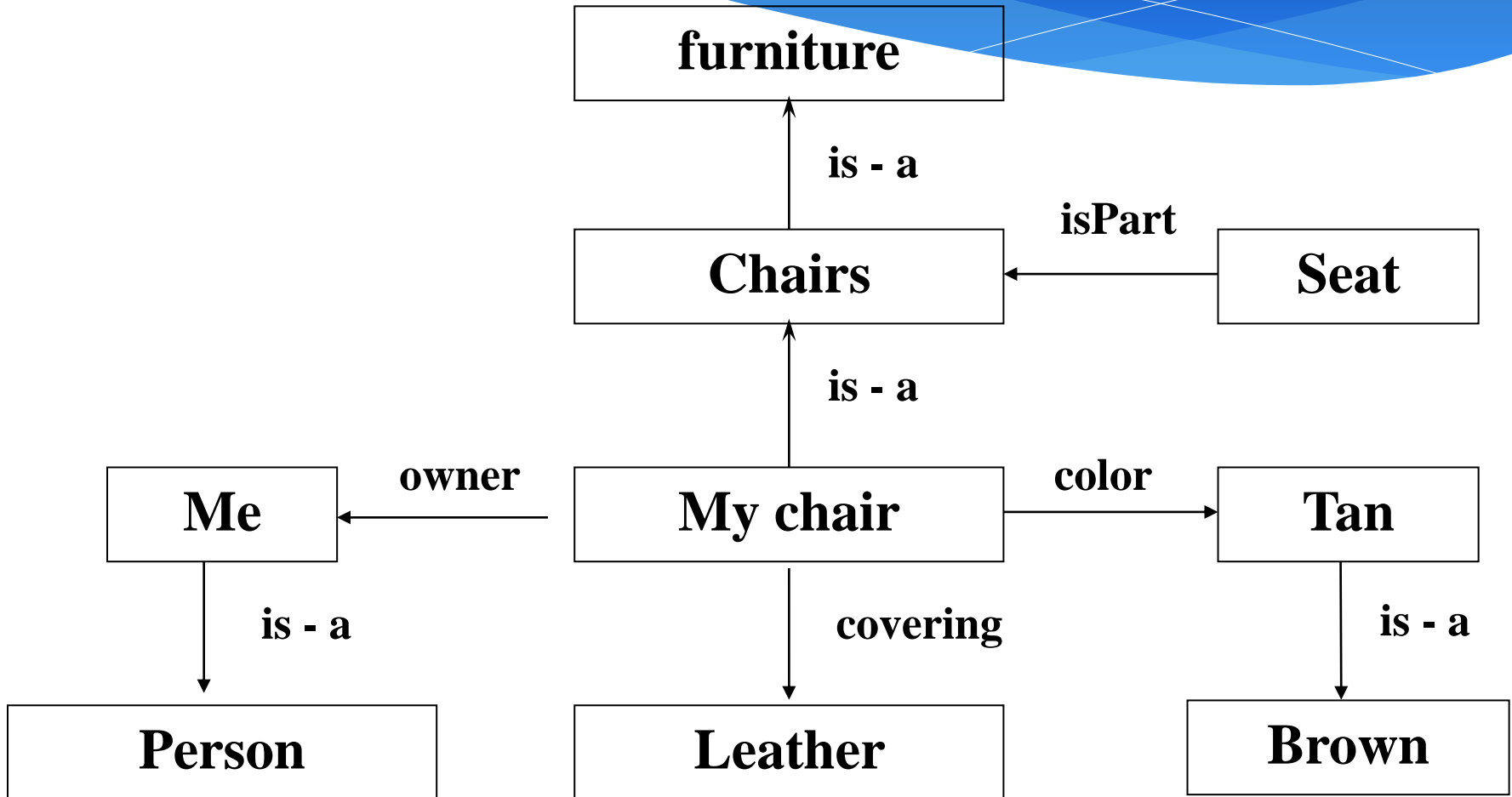
6. Universal Networking language

* 1996: 16 languages

* Requirements

« Los estudiantes tenemos que trabajar mucho »

6. Universal Networking language

A straightforward solution

- Aoj (must.@entry.@1-person, student.@pl)
- Obj (must.@entry.@1-person, work)
- Man (must.@entry.@1-person, much)

6. Universal Networking language

6. Universal Networking language

A better solution

* aoj(must.@entry, we) cnt(student, we)
* obj(must.@entry, work(icl>do))
* man(work(icl>do), much)⬚(= 'we being students must work much').

Digitized Negotiation Discourse General Process for translation

Step	Activities / Decision Points
Data Generation & Collection	Sampling, interviews, archived documents, web content, recordings of conversations & speeches, etc.
Data Storage & Organization	Digitalization (transcribing, OCR scans); Cleaning and Formatting, Unitization and Indexing (author, document, sentence, etc.)
Categorizing and Connecting	Category development (custom, standard); Dictionary development (custom, standard); Operational Definition of Associations
Coding and Aggregation	Sampling, Coding, Reliability/Validity, Aggregation of unit-level coding
Simplification and Presentation	Frequencies, Trends, Comparisons, Networks, Maps, MDS, Statistics, etc.

Thank You

H. SAFAR
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(C.E.R.M.)

AUDIOVISUAL TRANSLATION

Le Centre d'Etudes et de Recherches CERM
Faculté de Ttraduction et d'Interprétation FTi-Eii-ISL
UMONS

Laboratoire de recherche TIC/Ti: www.cermumons.be

AUDIOVISUAL TRANSLATION FRAMEWORK
A Typology (1)

O R A L   **W R I T T E N**

Speech to Speech (Machine interpretation)   **Machine translation (MT)**

Tele, Remote and Visio-interpreting, Tele/video Call   **Computer Aided Translation CAT**

Voice over, videoconference interpretation   **Subtitling for hard of hearing (Teletexte)**

Audiodescription   **Subtitling**

Dubbing (adaptation)   **Translation online/localization Web content. DVD…**

Simultaneous Interpreting (with laptop, Internet connection..)   **Respeaking (S→T: written interpretation)**
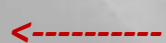
<---------- ‎   TRASPRETATION, … SCANLATION,   ----------- →

This Typology should be able to include all other new accepted activities related to AVT
(1) different from a Taxonomy which means that a hierarchy criteria exists.
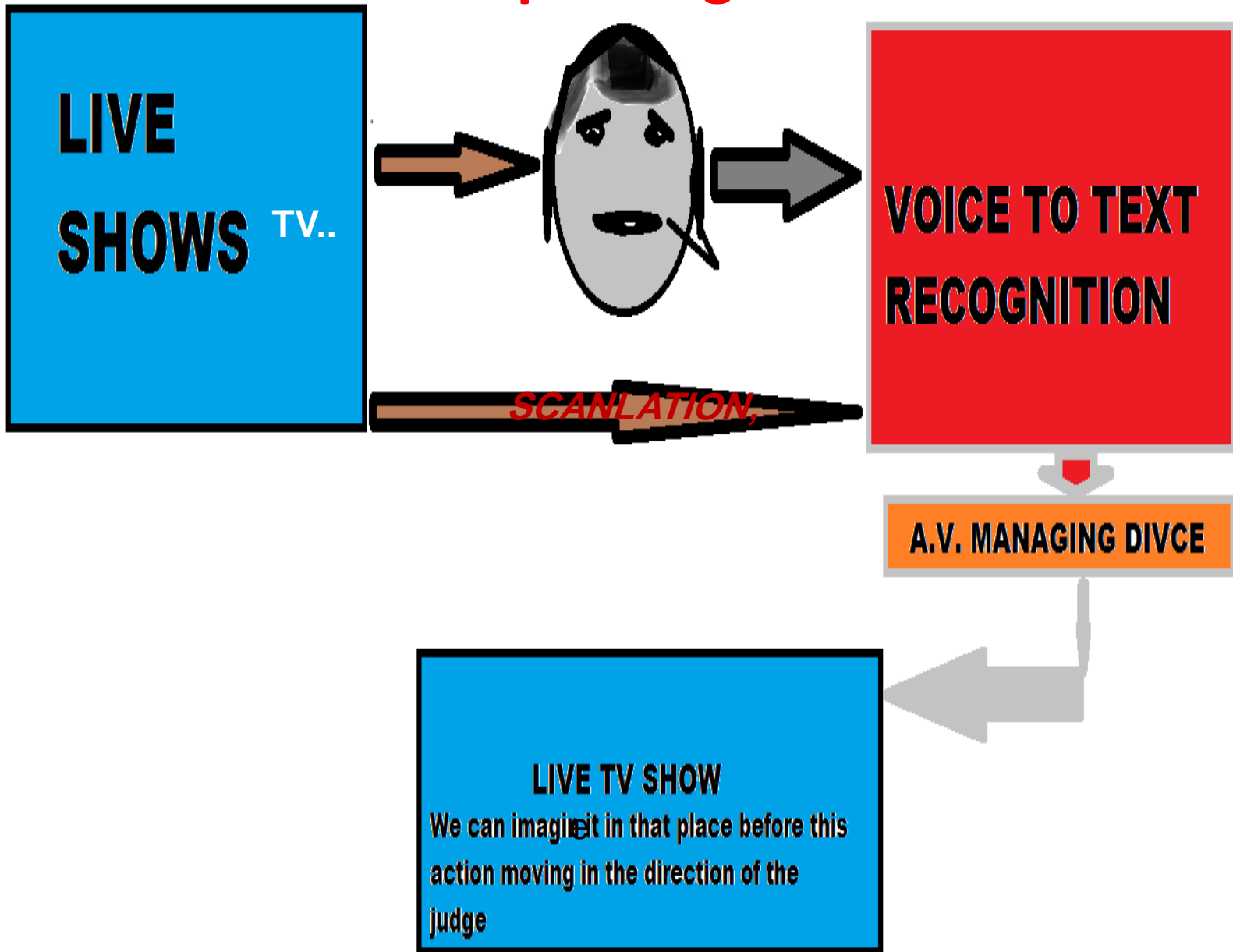
Interpretation

« **experience with interpreter training accumulated over decades** »
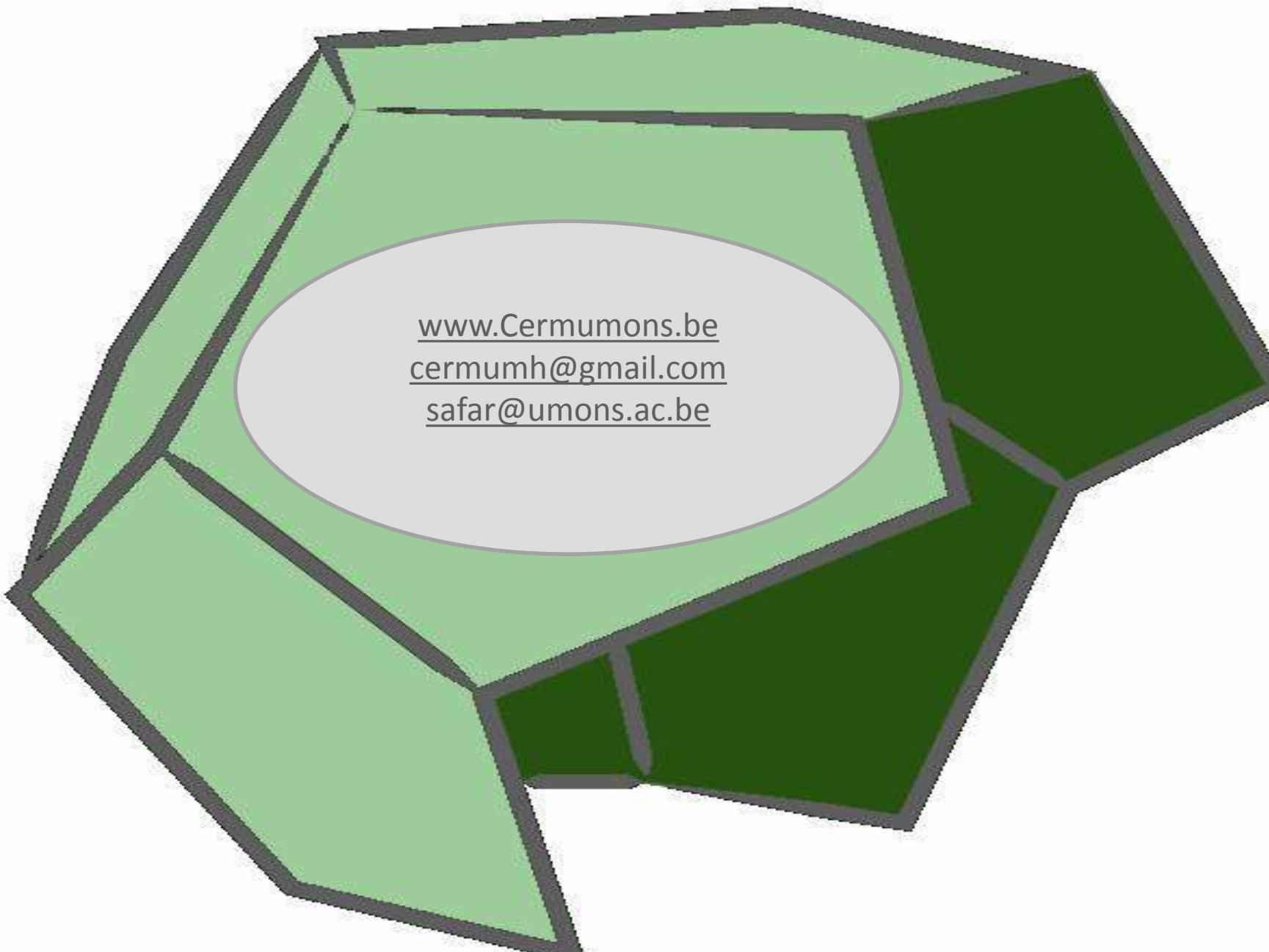
As new technologies made possible new interpretation techniques (e.g. video-conferencing with interpretation, remote interpreting..), universities have to adapt their teaching methods and to innovate without throwing out their experience with interpreter training accumulated over decades.

Second Conference of MoU Universities
Organized by the United Nations Department for General Assembly and
Conference Management and the University of Mons
(Belgium), 3 and 4 May 2012

universities should adapt their teaching methods and should innovate, based on ICT.

http://www.telemb.be/content/view/8364/166/

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Literary Translation vs. Institutional Translation: From literary to UN translation: the challenging transition

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Abstract

Are translating literature and translating for an international organization two radically different activities? Are they reconcilable and comparable? Do they make the same use of language tools and devices? Do translators comply with the same rules in a literary and an institutional setting? Do we perform the same task and pursue the same purpose when translating a novel, as opposed to a Security Council resolution or a UN report? Literature is generally perceived as the world of the mind, imagination and individual writing and non-literature as the world of reality, facts and events. My purpose in this paper is to contrast how translation is practiced and meaning is negotiated in each setting, based on the main distinctive features of literary and non-literary texts. I will present from a translational perspective features such as notionality, systemic coherence, standardized terminology, stereotypical structures, clichés and jargon, as well as style and connotational meaning. With illustrative examples drawn from my previous experience in the field of literary translation and my current experience as a UN translator, I will endeavour to draw out where the two translation activities stand in terms of translation concepts and issues such as creativity/conformity, homogeneity/heterogeneity, visibility/ invisibility, and more generally style, norms and constraints. I will attempt to shed light on similarities and differences between free-style vs. norm-oriented translation in order to determine whether they can at least meet in their quest for truth and their efforts to bridge the communication gap.

Faithfulness is not a method which results in an acceptable translation. It is the decision to believe that translation is possible, it is our engagement in isolating what is for us the deep sense of a text, and it is the goodwill that prods us to negotiate the best solution for every line. Among the synonyms of faithfulness the word exactitude does not exist. Instead there is loyalty, devotion, allegiance, piety.

Umberto Eco

Introduction

When I was asked to present a contrastive analysis of literary versus institutional translation in this workshop, I told myself that it was like comparing the incomparable. How was I going to find any common denominators between two contexts which are not quite alike though they both deal with the same activity? The very fact that I have spontaneously asked myself these questions was a sufficiently vital lead for me to start jotting down major striking similarities and differences and to ponder them.

I will use the singular form to refer to the literary translator and the plural form to refer to UN translators. The first one works individually and is recognized as such whereas the latter normally work collaboratively and their individual names are not mentioned on UN documents.

First, I think that a fundamental distinction must be made between literary and non-literary texts. I will rely on the clear distinction that Klaudia Gibova makes between these two types of texts[1]. According to the author, the most salient features of a non-literary text are **notionality**, **systemic coherence** and **standardized terminology**. The language of such texts is heavily oriented towards **stereotypical structures and language clichés**. Non-literary texts are mainly informative and operative and their main concern is the communication of plain facts and information.

For Gibova, the literary text is quite the opposite. It is a **highly valued writing** bearing an **aesthetic function** and an **artistic quality**. Being **highly polysemic**, one of its most difficult aspects for translators is **how to capture and render the style of the original composition**.

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[1]Gibova, Klaudia. *Procedures in the Non-Literary and Literary Text Compared (based on an analysis of an EU institutional-legal text and novel excerpt "The Shack" by William P. Young*, (PhD thesis), Presovska University, 2012.

Literary translation is about cultural transmission and negotiation of meaning. It is more concerned with the **connotational aspects** of an individual style as well as ideas, emotions, feelings and imagination. From a functional viewpoint, the non-literary text is meant to fulfill a pragmatic function, whereas the literary text is not intended for any specific purpose. Literary translation is more concerned with *how* to convey the original text, with digging from the innumerable expressive potentialities of a language the most appropriate stylistic devices to convey the intended effect.

Peter Newmark presents another enlightening contrast between these two types of translation. He recognizes that "literary and non-literary translation are two different professions, though one person may sometimes practise them both. They are complementary to each other and are noble, each seeking in the source text a valuable but different truth, the first allegorical and aesthetic, the second factual and traditionally functional."[2]

Notionality

Besides the aesthetic and fictional aspect of their prose, novels are often rooted in universal issues and ideas of concern for all humankind, i.e. Amin Maalouf's novels explore the theme of tolerance and identity, Yasmina Khadra's universe is haunted by violence in modern times, Malika Mokeddem's writings are concerned with women's liberation.

However, literary texts. being fictional allegorical works, products of individual imagination, heavily relying on subjective forms of expression, are different from UN documents which deal with major global issues and reflect world changes, and can be classified into six main categories[3]:

1) documents for or emanating from its principal organs or subsidiary bodies (reports, memoranda, notes, analyses studies and surveys, replies to questionnaires, and working documents such as draft resolutions and draft decisions, amendments);
2) official records (verbatim or summary records of meetings of the organs concerned);
3) Publications other than official records;

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[2]Newmark, Peter, "The Non-Literary in the Light the Literary Translation" in The Journal of Specialized Translation- Issue 1 – January 2004. http://www.jostrans.org/issue01/art_newmark.php

[3] Cao, Deborah et Zhao Xingmin, "Translation at the United Nations as Specialized Translation", *The Journal of Specialised Translation*, Issue 9 - 2008.

3

4) Journal of the UN;
5) Public information materials, including publications, brochures and pamphlets;
6) Non-symbol papers

Literary texts cannot fit into such categories for they are the unique products of an author's imagination. They mainly rely on fictionality and subjectivity. However, they are generally characterized by a thematic unity with various micro-contexts and narrative forms which are sometimes unexpected by the translator. For instance, in *Le premier Siècle après Béatrice* by Amine Maalouf, I found myself carrying out a thorough research about the *scarab beetle* because the main character was an entomologist and he frequently made references to the beetle and other insects.

The novel is a delineated universe which may hint to events and ideas and bring along many surprises to the translator in terms of intertextuality. He/she should weigh his/her decision within the framework of the micro- and macro-context, and know how to assess the extent to which the target micro-rewording will convey the intended effect and recreate the novel's overall theme and atmosphere. In *Mes Hommes* by Malika Mokeddem, the author divides her semi-autobiographic novel into 16 chapters, each devoted to a man who counted in her life. Each chapter also reveals, through small anecdotes, the author's ideas, emotions and rebellion. In *Origine*s by Amine Maalouf, the author decided to take the floor and to speak directly of his family saga. In Maalouf's *Le Périple de Baldassare*, the novel is a journal written by the main character on his long journey to find a strange book amidst the prophecies and predictions in relation with the fateful year 1666 and the end- of- the-world theme.

The literary translator is in fact juggling with many unexpected micro-contexts which will increment, layer after layer, to recreate effects, impressions, feelings, emotions for the target reader. Translation becomes, as Umberto Eco puts it, "a matter of negotiation between the translator, the reader and the original author, whose unique voice should remain in the text."[4]

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[4] Eco, Umberto. *Mouse or Rat? Translation as Negotiation*. London: Phoenix, 2003, p. 192

4

Systemic coherence and standard terminology

In institutional translation, the translation approach is ritualized, highly normative and subject to various rules and regulations. Initially, writing UN documents is not based on free style. It is more difficult than writing for the public at large because it does involve informing "the representatives of more than one hundred nations varying in language, culture, tradition and mode of thought… in a language that is acceptable to them all, often in a language which is foreign to many of them, sometimes in a language which is foreign to ourselves."[5]

Given this fact, not surprisingly, the word "creativity" is not used in Hindle's *Guide* but words like clarity, simplicity, accuracy, consistency and conciseness. Moreover, UN documents abundantly use jargon and are sometimes intentionally ambiguous. They are sometimes perceived as wordy and lengthy:

> Governments and other public authorities should promote open, transparent, balanced and science-based processes for developing labelling schemes and other mechanisms that fully reflect the impact of production and consumption, and work with the private sector to ensure that labelling, corporate reporting and advocacy are accurate, cost-effective and trustworthy so as to enable consumers to make informed choices, particularly in areas of high impact on human and natural systems, without creating barriers to trade

ينبغي للحكومات ولغيرها من السلطات العامة أن تشجع مباشرة عمليات تتسم بالانفتاح والشفافية والتوازن وتقوم على أساس علمي من أجل تطوير نظم وضع العلامات وغير ذلك من الآليات التي تراعي تماما أثر الإنتاج والاستهلاك، وأن تعمل مع القطاع الخاص لكفالة الدقة والفعالية من حيث التكلفة والموثوقية في وضع العلامات وفي عمليات الإبلاغ التي تقوم بها الشركات وفي أنشطة الدعوة، حتى يتسنى للمستهلكين اعتماد خيارات مستنيرة، ولا سيما في المجالات ذات الأثر العميق على النظم البشرية والطبيعية، دون أن تنشأ عن ذلك حواجز أمام التجارة.

Source : (A/66/700)

If writing for the UN requires guidelines, translating UN documents is obviously no less regulated, from the moment documents are generated and distributed to all translation services, then translated and revised and finally typed and circulated. There is a whole multi-staged chain from Documents Control to the Text Processing Unit and Publication.

UN translators form a large team of about 60 translators per translation service. Each usually works on a part of the document (which is normally an approximately 5-page excerpt from a much larger document or 1,650 words per work-day). They have to deal with tight schedules, to manage to grasp the overall meaning of the

---

[5] W.H. Hindle, *A Guide to Writing for the United Nations* (1984), p. 2

excerpt each one has to translate from a much larger document. In this regard, UN translators' daily work is very much oriented towards documentation in order to contextualize the excerpt they are translating. Translators have to work fast, to find the best approach to understand what they read, to get into the textual substance, and to submit a top quality job in due time. They often strive to look for the "previously translated" or the "previously referenced" not to break the long chain of institutional memory and long-established practices.

The main concern for them is to produce a translation which reflects the same degree of semantic coherence, terminological accuracy and syntactic regularity. To do so, UN translators go through a long process of training in order to "fit the mold"; they are provided with valuable search tools, notably terminological bases and official documentation in the six official languages, and also encouraged to carry out personal terminological research. In-house terminology is respected to save time and ensure consistency.

Terminological standardization is a pre-requisite in a large organization. Erratic, regional or personal terminology is usually avoided. We are far from Antoine Berman's "trial of the foreign" in which "the translating act inevitably becomes a manipulation of signifiers, where two languages enter into various forms of collision and somehow *couple*".[6]

Stereotypical structures, clichés and jargon

Translation at the UN is prescriptive and the United Nations Editorial Manual is unequivocal in this regard:

The United Nations Editorial Manual Online is intended to serve as an authoritative statement of the style to be followed in drafting, editing and reproducing United Nations documents, publications and other written material. Although based mainly on the practices and policies that have evolved at Headquarters, the present manual is meant to provide editorial guidance for all parts of the Secretariat. The directives set forth in the manual supersede all earlier guidelines on the subjects dealt with herein. For topics not yet addressed in the present manual, the *United Nations Editorial Manual* (…) remains the primary authority for United Nations editorial policy.

(http://69.94.137.26/editorialcontrol)

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[6] Berman Antoine, *L'Epreuve de l'Etranger (Translation and the Trials of the Forei*gn, translated by Lawrence Venuti), The Translation Studies' Reader, London: Routledge, 2000. p. 285.

In such a prescriptive context, UN translators' expressive margin of action is restricted beforehand by editorial guidelines and instructions. Their daily universe revolves around documents which are drafted according to long-standing editorial rules in which every detail is norm-oriented. What mostly matters is the instrumentality of the translation not its aesthetics. Translators are expected and advised to neutralize their personal style or preferences in order to conform their way of writing to the institutional style. In UN documents, the negotiation of meaning is less intense since the emotional aspect is not as powerful as in the literary text and even though every UN document is under close scrutiny by translators, it is kept at bay and will engage translators notionally rather than emotionally.

Over the years, UN translation has also developed its own thesaurus of specific turns of phrase, clichés, idioms and stereotypical structures. Every day, UN translators deal with innumerable terms and clichés which form the institutional jargon. Examples are: "lessons learnt", "results-based management", "cost-effectiveness", "decision-making processes", "service delivery", "good governance", " targeted measures", "streamlining", "mainstreaming", "alignment", "harmonization", "coherence", "consistency", "incorporation", "integration", "leveraging resources" "aid effectiveness", "inclusiveness", "stakeholders", "linkages", "synergies", "interconnections", "benchmarks", "humanitarian assistance"," gender sensitivity", gender equality", "in the event of", "in view of the fact that", " be conducive to", "with respect to", "including through", "has the honour to transmit herewith", " I would very much appreciate if the present letter and its annex could be circulated as a document of the Security Council", to name but a few.

Security Council resolutions are a good example of such a norm-oriented writing, both in form and content. According to the UN Editorial Manual, "United Nations resolutions are formal expressions of the opinion or will of United Nations organs. They generally, but not invariably, consist of two clearly defined parts: a preamble and an operative part. The preamble generally recites the considerations on the basis of which action is taken, an opinion expressed, or a directive given. The operative part states the opinion of the organ or the action to be taken."

(http://69.94.137.26/editorialcontrol/ed-guidelines/types_documents/res_dec_draft_edit.htm#Titles)

7

The same Editorial Manual provides precise instructions about the drafting and editing of resolutions and other formal decisions of United Nations

(a) The name of the organ at the beginning of the text;

Examples:

The General Assembly,

[*Believing*...]

The Security Council

[*Decides*...]

(b) The word or words at the beginning of each paragraph of the preamble expressive of the mood or the action, past or present, of the organ

Examples:

[*The General Assembly*,]

Believing ...

Convinced of...

Desirous of...

Expressing confidence ...

Noting with satisfaction ...

Taking note of...

Having examined ...

(c) The operative verb or phrase at the beginning of each paragraph of the operative part.

Examples:

[*The General Assembly*]

Decides to...

(http://69.94.137.26/editorialcontrol/ed-guidelines/types_documents/res_dec_draft_edit.htm#Order

Needless to say that literary translation does not obey such drastic rules. No publisher will provide the translator with a set of editorial guidelines or prescriptions. However, a literary translator is obviously expected to deliver a text which matches the original, does reproduce a full unabridged version of it, doesn't change the literary genre (for instance, a novel should be translated as a novel not as a poem or as a play and vice-versa).

Literary translation makes use of all available stylistic devices including idiosyncrasies which are major elements anchoring the text in recognizable language patterns by the target reader :

Beaucoup, d'ailleurs, préférent encore crever sur une terre lointaine plutôt que de revenir vaincus. (*Origines*, p. 176).

ويفضل الكثيرون منهم الموت في أرض نائية على العودة وهم يجرون أذيال الخيبة (أمين معلوف، بدايات، ترجمة : نهلة بيضون، ص. ١٦٧)

Pourquoi serais-je déçue? Nous sommes en bonne santé, et nous mangeons à notre faim! (*Origines*, p. 177).

ولماذا يخيب أملي؟ إننا بصحة وعافية، ونأكل خبزنا كفاف يومنا! (أمين معلوف، بدايات، ترجمة: أمين معلوف، ص. ١٦٨)

9

Allez, que Dieu vous garde, et vous fasse trouver ce que vous cherchez. (Le Périple de Baldassare, p. 230).

إمض برعاية الله واسأل عنايته أن تساعدك للعثور على ضالتك المنشودة. (أمين معلوف، رحلة بالداسار، ترجمة: نهلة بيضون، ص. ٢٠٨)

However, the real challenge is how to capture and render the style of the original composition. The main dilemma any literary translator faces is how to serve the reader and the author at the same time, while respecting the integrity of the original writing. Some scholars presented this issue as domesticating versus foreignising[7], or how to tame the ethnocentric pressure to produce translations which only seek the naturalness and fluency of expression instead of revealing the stylistic originality of the text.

For example, francophone authors generally fancy to couple French with their mother tongue. It is a writing technique which creates a deliberate exotism and reminds of their status at a crossroads between two cultures:

Soussène et lui se marieront quelques mois plus tard. Comme dans la fable, ils vivront à peu près heureux, quoique modestement, et ils auront beaucoup d'enfants… (Origines, p. 57)

وسوف يتزوج طنوس وسوسان بعد بضعة أشهر، ويعيشان، كما تقول الحكاية، في ثبات ونبات تقريباً، ولو بتواضع، وينجبان الصبيان والبنات... (أمين معلوف، بدايات، ترجمة: نهلة بيضون، ص. ٥٧).

"Le fou! Cet entêtement à ne jamais faire comme tout le monde!" (Origines, p. 236)

المجنون! يا لعناده الذي يجعله: خالف تعرف. (أمين معلوف، بدايات، ترجمة: نهلة بيضون، ص. ٢٢٣).

"A la lecture de ce passage, le sang de Botros s'est sûrement échauffé…"
(Origines, p. 369)

ولدى قراءة هذا المقطع من الرسالة، لا بد أن دماء بطرس فارت في عروقه (أمين معلوف، بدايات، ترجمة: نهلة بيضون، ص. ٣٥٥).

"Ne songe surtout pas à me blâmer pour ce que je vais faire. " (Le Rocher de Tanios, p. 95)

فقد أعذر من أنذر (أمين معلوف، صخرة طانيوس، ترجمة: نهلة بيضون، ص. ١٠٠)

"Que Dieu te donne la force de supporter ce malheur! " (Le Rocher de Tanios, p. 83)

الله يصبرك! (أمين معلوف، صخرة طانيوس، ترجمة: نهلة بيضون، ص. ٨٧).

"Mon épouse vous a donne le restant de son âge. " (Le Rocher de Tanios, p. 219)

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[7]Venuti, Lawrence*. The Translator's Invisibility. A History of Translation*. Routledge. London & New York, 1995, p. 20

<div dir="rtl">

لقد أعطيتكم زوجتي عمرها (أمين معلوف، صخرة طانيوس، ترجمة: نهلة بيضون، ص. ٨٦).

</div>

Comme dit le proverbe, qui vit longtemps verra beaucoup de merveilles (*Le Rocher de Tanios*, pp. 92-93).

<div dir="rtl">

كما يقول المثل، "عيش كتير بتشوف كتير" (أمين معلوف، صخرة طانيوس، ترجمة: نهلة بيضون، ص. ٩٨)

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The literary translator is expected to be attentive to the innovatory aspect of the text, to know how to devise the best way to reflect the author's individual style, the cultural and linguistic differences which make the text a singular original work. The main concern is how to deviate and to differ not how to conform and go with the stream. In *L'Attentat* by Yasmina Khadra, the innovative stylistic combinations devised by the author had to be negotiated with the same degree of innovation into Arabic:

La nuit se prépare à lever le camp tandis que l'aurore s'impatiente aux portes de la ville. A travers l'échancrure des buildings, on peut voir la zébrure purulente fissurant méthodiquement les basques de l'horizon. C'est une nuit terrassée qui bat en retraite, flouée et abasourdie, encombrée de rêves morts et d'incertitudes.

(Yasmina Khadra. *L'Attentat*. Paris: Julliard, 2005- Editions Livre de Poche: 2006, p. 39).

<div dir="rtl">

يتهيأ الليل ليطوي خيامه فيما يتململ الفجر عند أبواب المدينة. من خلال شق الأبنية، تتسنى رؤية الخدش المتقيح الذي يصدِّع بانتظام ذيول الأفق. إنه ليل مهزوم ينسحب، مخدوعاً ومذهولاً، مثقلاً بالأحلام الميتة والشكوك.

(ياسمينة خضرا. الصدمة. ترجمة: نهلة بيضون، الفارابي ــ سيديا، بيروت ــ الجزائر، ٢٠٠٧، ص. ٤٥).

</div>

La brise me rafraîchit. Je me ramasse autour de mes jambes, engonce le menton entre mes genoux et écoute les rumeurs de la mer. Lentement, mes yeux s'embrouillent, mes sanglots me rattrapent, se bousculent dans ma gorge et déclenchent une multitude de tremblements qui partent dans tous les sens à travers mon corps. Je prends alors ma figure à deux mains et, de gémissement en gémissement, je me mets a hurler comme un possédé dans le vacarme assourdissant des flots.

(Yasmina Khadra, idem, p. 56- 57).

<div dir="rtl">

تنعشني النسمة. أتكوَّم حول ساقي، أغرز ذقني بين ركبتي، وأصغي إلى لغط البحر. يغشى بصري ببطء، تلحق بي شهقات نحيبي، تتدافع في حلقي، وتولد لفيفاً في من الاختلاجات التي تسري في كل أنحاء بدني. فأحتضن وجهي بين راحتي، ومن أنين إلى آخر، أروح أعول كمن أصيب بمس وسط ضجيج الأمواج الذي يصم الآذان.

(ياسمينة خضرا، المرجع نفسه، ص. ٦٥ ــ ٦٦)

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Dawn preceded by a dream!

I could see clear signs of dawn. It was coming around a bend, as if being dug out of the tunneled darkness, and was emerging as a full-bodied daybreak out of the undecided hour. To it, there were intimations of mist, hollowed patches of foggy familiarity.

(Nuruddin Farah. *Secrets*. Penguin Books- London &New York, 1999, p, 127)

سبق الفجر حلم!

تمكنت من رؤية بشائر الفجر بوضوح. كان قادماً من وراء أكمة، كما لو كان خارجاً من ظلام نفق، وكان ينبثق كفجر كامل من ساعة مترددة. وكانت تشوبه بعض السحب الخفيفة، وتجويفات ضبابية مألوفة.

(نور الدين فارح. أسرار. ترجمة : خالد الجبيلي. منشورات دار الجمل – بيروت – بغداد ٢٠٠٧، ص. ١٦٠).

Translators' invisibility

Translators working for a large organization are not identifiable as individuals. Whereas literary translators sign their translations and are hence accountable for their translation decisions before the public at large, UN translators belong to a homogenous community. They don't sign their translations and the translator's individual output is not singled out. Whereas style is a prominent feature in a literary text, if not its *raison d'être*, style in a norm-oriented translation environment is strictly controlled. Once the translation leaves the translator's desk, it undergoes several corrections and improvements which are determined by the reviser and the final version will not look identical to the one which had been initially submitted. At the end of the long chain, the translated text is molded in the same mold and patterned on the previous one dealing with the same topic.

Translation at the UN is more about :

- ❖ productivity (quality and timely output);
- ❖ uniformity (reproducing the same text pattern);
- ❖ textual homogeneity (avoiding inconsistency);
- ❖ standardization (respecting in-house terminology).

This requires staying alert, keeping abreast of global issues and constant changes, questioning the tiniest detail, probing into footnotes, checking figures and numbers, dealing with erratic punctuation marks, unfamiliar proper names,

confusing acronyms and ambiguous structures. There is no doubt that it is a kind of activity which requires a great deal of self-discipline, concentration and abnegation. UN translators are aware that they are unsung heroes. They are a "profession of silent voices" , as one of my colleagues described them, who have accepted to leave their individual signature aside to become good communicators of the global issues which are the core of the international organization. The same colleague concludes:" At the end of a day's work when translators submit their copies, the may be exhausted, but at least they have the benefit of going home worry-free. Whatever project is outlined in the document and whatever tasks and responsibilities it entails, the follow-up is none of their business. The next day or the next week, members of a certain committee will read the text. If it is well written, they may not even know that it is a translation. They will debate the ideas, proposals and implications of the document. If none of them mentions the word "translator", that means a job well done. So good, in fact that the translator becomes invisible."[8]

Creativity : translation as a highly valued writing

The literary translator is much more master of his text, the only and final decision-maker whereas the UN approach to translation is subject to innumerable formal and semantic constraints that translators should assimilate and make their own for a smooth delivery of a final reliable output. The target readership of literary translations is broader and seeks functionality much less than sheer aesthetic pleasure. We seldom read a novel for functional purposes but for our own delight. A translated literary work enjoys perennity and the translator is considered as a co-author or a reproducing artist.

Creativity is at the core of literary translation. It is intrinsically related to finding the most adequate or equally innovative equivalence which matches the original's unique style. Is there any room for creativity in the work of the UN translator? Though UN documents have a certain degree of predictability, the translator should always be resourceful. However, creativity is not as it is traditionally represented, i.e. the muse visiting the translator. It is more pragmatically oriented and more likely to be assimilated to a problem-solving process when dealing with ST features. It is more a mastery of tips, tricks and know-how.

Though UN documents do convey a sense of *déjà vu* amidst dense notionality, impersonal style and political correctness, some may be singled out occasionally for both their semantic and stylistic dimensions, examples are Secretary-General's

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[8] Diallo, Ibrahima. *Translation: A much misinterpreted line of work*. DGACM News – April 2012 – p. 11.

speeches and statements or some other material of equal communicative importance. For instance, I had the opportunity to translate with two other fellow translators a document from French into Arabic, which contains the proceedings of the international symposium, held in Cotonou in 2010, and is entitled: *L'audace, l'unique défi pour une Afrique nouvelle*. It is a text I particularly cherish for it is elegantly marked with the solemn African poetics.

The following is an excerpt from the *Manifeste du Cinquanteraire* (A/65/704).

Manifeste du cinquantenaire

« *Et si nous voulons remonter, voyez comme s'impose à nous, le pied qui s'arcboute, le muscle qui se tend, les dents qui se serrent, la tête, oh! la tête, large et froide!*

C'est d'une remontée jamais vue que je parle, Messieurs, et malheur à celui dont le pied flanche! »

Cette sommation adressée à l'Afrique, en 1966, par Aimé Césaire dans l'éclat du « soleil des indépendances », résonne aujourd'hui avec une urgence singulière. Elle a la valeur d'un appel au sursaut dans un monde en profonde mutation, dont l'Afrique est un pôle crucial d'interrogations, mais aussi d'espérances.

1. Témoins d'hier et acteurs du présent, venus de tous les horizons d'Afrique et du monde, réunis à Cotonou, au Bénin, du 16 au 20 novembre 2010, nous retenons, au terme de la commémoration du cinquantenaire des indépendances, que l'**audace reste l'unique défi pour une Afrique nouvelle**.

2. Comme tous les peuples du monde, **nous venons, nous aussi, des profondeurs et des lointains** de l'histoire humaine.

3. **Nous avons connu la tragédie** de l'humiliation, puis celle de nos propres échecs. Mais nous avons aussi connu des triomphes de l'intelligence et des victoires sur nous-mêmes.

4. **Cinquante ans durant, notre mission aurait dû être de lutter pour l'émancipation** de la société vis-à-vis des pouvoirs, l'émancipation des hommes et des femmes et construire des relations humaines plus égalitaires. L'intelligentsia africaine n'a pas toujours été à ce rendez-vous.

5. Les luttes de libération ont enfanté, dans la douleur, l'Afrique d'aujourd'hui, et, en dépit des mille et une raisons que nous avons de nous plaindre de notre sort, nous reconnaissons que cette liberté, acquise les armes à la main ou sournoisement octroyée, a ouvert à tous de nouveaux horizons.

بيان الذكرى السنوية الخمسين

"ولو شئنا أن نرتقي من الحضيض، انظروا ماذا يتحتم علينا أن نفعل، انظروا إلى تشنج أقدامنا، وتقلص عضلاتنا، وصريف أسناننا، وجبهتنا، آه! لتلك الجبهة، العريضة والباردة! لا مثيل لذاك الصعود الذي أحدثكم عنه أيها السادة، والويل لمن تزل قدمه!"

يتردد اليوم بإلحاح متميز صدى هذا الإنذار الذي وجهه إيمي سيزير إلى أفريقيا عام ١٩٦٦ وسط ألق "شمس الاستقلالات". ويصبح بمثابة دعوة للصحوة في عالم يشهد تحولات جذرية، تعتبر أفريقيا من أبرز أقطاب تساؤلاته، إنما كذلك تطلعاته.

١ - نحن، شهود الأمس وصناع الحاضر، الوافدين من جميع أنحاء أفريقيا والعالم، المجتمعين في كوتونو، من ١٦ إلى ٢٠ تشرين الثاني/نوفمبر ٢٠١٠، نلاحظ، في ختام الاحتفالات بالذكرى السنوية الخمسين لنيل الاستقلال، أن **الإقدام يظل التحدي الوحيد أمام بناء أفريقيا جديدة.**

٢ - وعلى غرار جميع شعوب العالم، **أتينا بدورنا من غياهب تاريخ الإنسانية وتخومه النائية.**

٣ - **ولقد تجرعنا كأس الذل،** وعشنا مأساة إخفاقاتنا، إنما شهدنا كذلك انتصار الذكاء وتفوقنا على أنفسنا.

٤ - وطوال خمسين عاما، **كان يجدر بنا السعي للكفاح من أجل تحرر** المجتمع أمام السلطات، وانعتاق الرجال والنساء، وبناء أواصر إنسانية قائمة على المزيد من المساواة. ولكن النخبة المثقفة الأفريقية تخلفت أحيانا عن هذا الموعد.

٥ - **ولقد أبصرت أفريقيا المعاصرة النور من رحم حروب التحرير وسط آلام مخاض عسير،** وعلى الرغم من أن آلاف الأسباب تدعونا للتحسر على مصيرنا، فإننا نسلم بأن تلك الحرية التي انتزعناها بقوة السلاح أو التي أعطيت لنا خلسة قد شرعت أمام الجميع آفاقا جديدة.

UN translators' main concern is preserving the golden mean more than devising new turns, paying attention to the chain of signifiers more than showing stylistic inventiveness. UN documents compel the translators to a certain stylistic containment where one should constantly exercise self-control to refrain the interpretative process from unleashing unnecessary stylistic breakaways. They are always striving to control their stylistic impulses not to unveil the deliberate fuzziness and ambiguity, not to say too much or too little, and always trying to respect the thin line between under-or over-connotation. If literary translators are expected to display artful strategies, UN translators are rather encouraged to show a sort of creative restraint.

The literary translator does also struggle with the tedious task of rewording the original with more freedom but with a keen sense of responsibility. In literary texts, the translator has to deal with various shades and nuances which might unleash his language potentialities uncontrollably. However, there are limits to such creativity. The literary translator should make strategic decisions (as the choice of the corresponding speech level and of the language register in a novel for example) and detail decisions. Sometimes, when various translations of the same novel exist, they might reveal, when compared, the degree of creativity and liberty which each translator enjoyed.

There is always an increase in both denotative and connotative information, more colorful and elegant renditions, more explicitness in conveying facts which should have been implied, more embellishment too. This is due to the highly polysemic aspect of a literary text and the constant struggle to capture the style of the original

composition. Sometimes, literary translations read even better than the original in order to conform with the existing readers' taste or which are carried out according to a traditional vision of creative writing[9].

There is always a need for the translator to devise a strategy to respect the integrity of the original work for if a translation will sound better and more vivid than the original, one should ethically wonder about the dangers of manipulating the text in order to please the audience or to show one's skills instead of keeping up with the golden mean.

Style : a vital component in literary translation

Any literary translator would acknowledge that rewriting the original and confronting the tedious task of recreating the author's style is the major challenge. Rewriting means finding the appropriate strategy to communicate the text and sustain the stylistic momentum from the first to the last page of the novel, which is, in itself, a titanic project. I realized from my previous experience as a literary translator that style was about finding the appropriate idioms to make the translated expression recognizable for the target reader, and the unprecedented rewording which will save the original style from falling into the commonplace and the banal.

The major challenge is that of capturing the "problematic textual zones" according to Antoine Berman, those utterances in which the signifying essence of the work lies. What is at stake is how to find the right mixture which will capture the form and the meaning at once.

The following example is the introductory paragraph from Nabokov's *Lolita*. The author has achieved a major stylistic wonder, if I may say, by using consonantal alliteration:

1) *Lolita, light of my life, fire of my loins. My sin, my soul. Lo-lee-ta: the tip of the tongue taking a trip of three steps down the palate to tap, at three, on the teeth. Lo.Lee.Ta.*

She was Lo, plain Lo, in the morning, standing four feet ten in one sock. She was Lola in slacks. She was Dolly at school. She was Dolores on the dotted line. But in my arms she was always Lolita.

(Nabokov, Vladimir. *Lolita*. New York: Vintage International, second edition, 1997, p.9)

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[9]Knitlova, Dagmar*, On the Degree of Translators' Creativity*, Acta Universitatis Palackianae Olomucensis – Facultas Philosophica, Philosophica 73 – 2000.

Lolita, lumière de ma vie, feu de mes reins. Mon péché, mon âme. Lo-lii-ta : le bout de la langue fait trois petits pas le long du palais pour taper, à trois reprises, contre les dents. Lo. Lii. Ta. Le matin, elle était Lo, simplement Lo, avec son mètre quarante-six et son unique chaussette. Elle était Lola en pantalon. Elle était Dolly à l'école. Elle était Dolorès sur les pointillés. Mais dans mes bras, elle était toujours Lolita.

(Vladimir Nabokov. Lolita, traduit par Eric Kahane, Paris: Gallimard, 1959).

"لوليتا، يا نور حياتي، يا ناراً تضطرم في أحشائي، يا معصيتي، يا روحي. لو ــ لي ــ تا: طرف اللسان ينطلق في رحلة تتكون من ثلاث مراحل حتى يصل إلى الحلق، وفي المرحلة الثالثة، ينقر على الأسنان، وينبعث اسم : لو ــ لي ــ تا.

إنها "لو"، "لو" المتوسطة الجمال في الصباح، ذات القامة المنتصبة التي يبلغ طولها أربعة أقدام وعشر بوصات، وهي ترتدي فردة جورب واحدة. إنها "لولا" في سروالها الفضفاض. إنها دولي في المدرسة. إنها دلوريس فوق السطر ذي النقاط المتقطعة، أما بين ذراعي، فإنها ستظل لوليتا، دائماً وأبداً.

(فلاديمير نابوكوف. لوليتا. ترجمة: خالد الجبيلي. دار الجمل، بيروت، ٢٠١٢).

Another interesting and similar translation example I have personally had to deal with is the introductory chapter of *L'Attentat*, a novel by Yasmina Khadra. The author literally describes the detonation of a bomb and the alliterative effect that he manages to produce only with the power of sounds is amazing. I was so impressed by the words I was reading that I could almost hear the blast in my head and imagine the chaotic scene. It was a most significant "textual zone" that I had to handle with extreme care in order to voice the sounds to the reader:

Je ne me souviens pas d'avoir entendu de déflagration. Un sifflement, peut-être, comme le crissement d'un tissu que l'on déchire (…) Quelque chose a zébré le ciel et fulguré au milieu de la chaussée, semblable à un éclair; son onde de choc m'atteint de plein fouet, disloquant l'attroupement qui me retenait captif de sa frénésie. En une fraction de seconde, le ciel s'est effondré, et la rue, un moment engrossée de ferveur, s'est retrouvée sens dessus dessous (…). Une crue de poussière et de feu vient de me happer, me catapultant à travers mille projectiles. J'ai le vague sentiment de m'effilocher, de me dissoudre dans le souffle de l'explosion.

(Yasmina Khadra. *L'Attentat*. Paris: Julliard, 2005- Editions Livre de Poche: 2006, p. 1).

"لا أذكر أنني سمعت دوياً. ربما كان صفيراً، أشبه بصريف قماش يتمزق(...) ثمة جسم اخترق السماء ووهض وسط قارعة الطريق، مثل البرق. أصابني ارتداد الصدمة إصابة مباشرة، مفرقاً الجمع الذي أبقاني أسير هيجانه. في أقل من ثانية، انهارت السماء، وانقلب الشارع الذي كان منذ وهلة عامراً بالورع رأساً على عقب (...). اجتاحني سيل من الغبار واللهيب، وقذف بي من خلال ألف شظية. يعتريني إحساس ملتبس بأنني أتنسل وأذوب في لفح الانفجار...".

(ياسمينة خضرا. *الصدمة*. ترجمة: نهلة بيضون، الفارابي – سيديا، بيروت – الجزائر، ٢٠٠٧، ص.١).

For UN translators, this stylistic urge is constantly moderated as the major challenge is to seek the comforting feeling of producing a standard translation which will fit well in the mainstream, thus the risk of linearity and expressive platitude. Too many norms and constraints might in the long run attenuate the translator's creative reflexes.

 UN translators must strive to reach the goal of unifying their document's style and making it look like the established style. Some UN texts are doubtless more challenging at a stylistic level. However, they are not as frequent as those which are stylistically predictable. Not surprisingly UN translators are frequently capable of achieving full accuracy because their main concern is to convey plain facts and information.

Conclusion

Do literary translators and UN translators have anything in common? Not much at first glance. The former are present in the target text, they make choices which will have an everlasting impact on the reception of the source text in the target culture because literary translations are more perennial. They are, first and foremost, autonomous decision-makers, and their task is the more thrilling and rewarding since they enjoy much more freedom to see their choices give life to the foreign text. Yes, they are subject to errors and they might not be always inspired, they may omit details, be more or less creative, and they will certainly go beyond the text simply because they are constantly negotiating the meaning they want to capture, to polish and to shape. Yes, they will show sometimes audacity that would be considered by their fellow translators at the UN as mere heresy. Nevertheless, we may as well forgive their excess, acknowledge their hesitations, and pay tribute to their ingenuity for they are undoubtedly transporters of delight.

UN translators enjoy less freedom than their literary counterparts because they belong to a very ritualized and hierarchical environment and are not asked to be creative as much as they are asked to be reliable team players, to deliver quality and timely output, to be accurate and consistent, to make the message converge towards a common model while respecting certain norms and rules, to be able to deal with the reality of not being totally masters of their text and accept to remain invisible. They are after all an important community in the UN Secretariat, and the backbone of DGACM. They produce over the year a huge amount of translated documents in the six official languages, have to show resilience and adjust themselves to night shift requirements and other emergencies. They are aware that they are conveying very sensitive messages and this weighs ever more on their shoulders and the way they manipulate language tools and devices. No doubt UN translators are excellent communicators. However, they will seldom experience the thrilling sensation of juggling with words for the sheer pleasure of making out of them something more than plain facts, something rather artistic and aesthetic.

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Pros and Cons of Working as a Freelancer in China
The Interpreter's Market in China

Harry Ping Dai
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The near double digit annual economic growth rate of China of the past decade is both a consequence and cause of frequent exchanges between China and the rest world. An accompanying phenomenon has been the continuing increase of demand for language interpreters to the delight of the interpreters, the schools that train them and the education authorities that plan and distribute public resources. Within a short span of 10 years, interpreting, as both an academic and professional discipline, has gradually grasped the attention of the society and universities. For the greater society the career of a conference (esp. simultaneous) interpreter is labeled as a "golden-collar" job way above blue-collar and white-collar jobs. In a national push to professionalize the training of interpreters and translators, 159 Chinese universities were approved by the Ministry of Education to formally offer master level professional degrees in translation and about a third of these universities offer degrees both in translation and interpretation (Master in Translation and Interpreting, or MTI).

As the Chinese economy moves away from central planning and becomes increasingly market oriented, the government (through universities) no long guarantees providing a job to every college graduate as it used to do in the first 50 years of the People's Republic. The job prospect for college graduates in every discipline is a critical consideration when the college bound selects an academic discipline or professional field.

How robust does the market of interpreting in China appear for the current and future cohorts of interpreting graduates? Let us examine both the supply and demand sides of the picture.

Since the situation is evolving, I cannot afford to be precise and my figures will be impressionistic. I only cover interpreting and do not include translation. My analysis focuses only on Shanghai, the fastest growing market for professional interpreting. The best conference interpreters huddle in either Shanghai or Beijing, the other major interpreter's market in China. Let's assume that at present 50 Chinese universities are training interpreters at master level. At 20 per university, each year 1,000 new interpreters will enter the job market. In Shanghai where I reside, there are 11 AIIC members. My graduate school was established in 2003. Our first graduating class entered the job market in 2005. We have educated 70 students in our Conference Interpreting Diploma Program and 43 of them graduated with a certificate jointly signed by external examiners from European Commission and the United Nations. In today's Shanghai there are approximately 60-80 professionally trained qualified

conference interpreters. There are an equa l number of self-taught interpreters who have another job but moonlight as interpre ters. Over the past 5 years inte rpreters trained in universities f rom other cities including foreign countri es such as UK, the US and Australia found their way into the Shanghai interpreting m arket. Their qualities vary from very good to incom petent, based on the observation of our graduates and m yself. It would not be an exaggeration to say that between 100 and 200 interpreters are trying to m ake a living solely on interpreting in Shanghai. T wice of that number hold a regular job but moonlight on the freelance market.

What about the dem and? My impressionistic inform ation based on m y own observation, the experience of m y graduates and an es tablished local inte rpretation agency allows me to make the following estimate:

International conferences that need simultaneous interpreting am ount to approximately 3000 conference days. With a customary local manning strength of two interpreters per team, that means 6000 interpreter days a year which will sustain 120 interpreters (each working 50 days a year). However, only our n ewly minted interpreters work 50 days dur ing the first couple of years. When our graduates get some experience after working in the market for a couple of years, they are able to get 80+ days of contracts in a year . Some of our e arly graduates who have been in the market for more than 5 year are able to wo rk for as many as 120 days a year. In a city when most white collar workers are cont ent with an annual salary of 150,000 RMB, our seasoned graduates m ake 4 tim es of th e average of a white -collar profession, hence, the label "golden-collar" profession.

How would the rest of the interpreters survive? Over the past few years there has been an upsurge of international MBA programs that need interpreting for non-Chinese speaking faculty. Some multinational corporations hold periodic inte rnal training that features non-Chinese speaking motivational speakers or have board m eetings that include non-Chinese speaking board members.

On the whole, supply and de mand appear to be near equilibrium for the interpreting profession in Shanghai. With influx of new supply each year, demand will not be able to match the increased new supply . Two things will pro bably happen as a resu lt. Interpreters will not be able to comm and extra high price s (twice or th ree times of other professions such as accounting); incompetent interpreters will be weeded out.

Some of our seasoned graduate s are already complaining a bout the loss of contracts due to price competition by new interpreters. If one believes in competition, then only the best interpre ters with reason able pricing will win the m arket. If the f inancial returns are not attractive enough to entice all the bright young m inds into the profession, then the over -supply will correct itself in due course. Som e of the universities are already experiencing lack of applicants for their MTI programs.

Another unintended result is the attraction of a staff position with the international organization such as the United Nations. There were a few years in China not too long ago when the m ost successful freelance in terpreters were reluctant to take up staf f interpreter positions in the UN. W ith an annual income equivalent to a P-5 but with the living cost in Beijing or Shanghai bei ng only a quarter of that of Ne w York, Geneva or Vienna, their hesitation was we ll understood. However, they ultimately all took the U N job in part of being wary of the increased com petition from the new supply.

I'd like to conclude by m aking two suggestions. For the univ ersities that train future interpreters and translators, it is critical to understand this professional market. It will not be able to absorb an annual addition of 1,000 plus conference interpreters. However, with increased interactions between China and the rest of the world in every conceivable field, there will be s ufficient demand for in-house interpreting an d translation by small and medium-sized entities. They cannot af ford a staff interpreter who only interprets for conferences b ecause there m ight only be one or two conferences in a year for the com pany. They definitely need an in terpreter who ca n also translate company documents or schedule business meetings for the CEO of the company. University programs must adapt their training to includ e such relevant skills.

For the United Nation s, it is good to know that its nam e still resonates among the young Chinese, particularly among the young language professionals. While trying to be more efficient and "do more with less", it is important not to lose sight of the fact that high q uality conference s ervices depend on high quality interpreters and translators who need an enabling environm ent to grow and m ature. It is already a challenge to attract the best m inds to the la nguage profession of the UN. It is all the more important to maintain a nourishi ng working environm ent so that new interpreters go to the U N not jus t for the competitive salary but also f or what they love to do – interpreting for the UN conferences.

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COMMUNICATION, INTERPRETATION AND "ORAL TRANSLATION"

Contrastive Analysis of Freelancing vs. Working for a Large Organization
Sheila Shermet, English Booth, UN, NY

In an attempt to understand why even competent freelance interpreters sometimes fail the UN LCE, this presentation compared different types of interpretation to playing different types of music. In this analogy, trainers of interpreters must train in the basic skills of interpretation, much like a musician would, but then for some organizations it might behoove candidates to focus on a specific type of music, such as classical. Thus, technical meetings were likened to playing jazz music, and political meetings were compared to classical music.

In order to explain this approach, the presentation looked at different types of meetings encountered in the freelance market and at the United Nations in terms of meeting format, type of speakers, objectives of meetings as well as the resulting different "communications situations" and ensuing client expectations for interpretation. It also discussed how clients judge the effectiveness of interpretation services and evaluate its quality. In reviewing different types of meetings in the author's freelance experience and subsequent career at the UN in three duty stations (Vienna, Geneva, and New York), she concluded that there are basically two types of meetings.

The first type involves experts (who often know each other) in a given field who meet in a smaller room, maybe around a table to discuss a specific rather narrow topic, or who meet in a larger room in the context of a conference on a theme with new information or research being presented. In this category, we see much overlap between UN meetings and those of the private or government world. Examples from the private market range from manufacturers' associations, such as automobile makers discussing three point seat belts, wine makers discussing the oenology of Chardonnay, sports organizations, such as the FIFA, to science or medical conferences, such as doctors discussing vaccine preventable diseases. Examples at the UN include UNCITRAL meetings of lawyers to discuss specialized trade law issues in the areas of electronic commerce or maritime transport, human rights lawyers discussing cases of an individual's civil or political rights violations by a State party, such as the famous case of the Danish cartoon depictions of the Prophet Mohammed, or engineers at an ECE meeting discussing standards and norms for transportation of dangerous goods across Europe. Even bilateral meetings between prominent leaders or heads of state would fall in to this category due to how people speak, why they are speaking, and their expectations for the communication outcome and the interpretation.

Throughout this wide variety of meetings, there is a common thread. People well versed in a given subject come together to talk to each other for a specific reason. They usually speak extemporaneously, albeit using specialized terminology and complex reasoning, and they are working towards some kind of goal. The goal might be to work together to solve a problem, or draft a document, such as a model law, or to study a case. In the

instance of the specialized conference, it is possible that the speaker will present a paper and might even speak very quickly. Nevertheless, the goal is the same: they want to communicate an idea to their audience and hope for a reaction in the Q&A session afterward. In all of the meetings in this category, there is an expectation of give and take between speaker and interlocutor.

What are the expectations of interpretation in this first category of meetings and how does the client evaluate the quality of interpretation? Typically, clients believe the interpretation is good if it is easy to listen to all day, i.e. the voice quality is pleasant and delivery easy on the ears and the style of language native level and the content easy to understand without excessive mental gymnastics. In short, the message comes across and seeps in effortlessly. Does it make sense? Can they follow and are most of the proper terms used? Finally, is the meeting running smoothly? If the meeting breaks down, slows down a lot, or there is a lot of silence, the problem might lie with poor quality interpretation. Usually, the client is not qualified to compare the original with the interpretation in a detailed manner to evaluate accuracy and completeness. This first category of meeting type requires what the author terms "standard interpretation".

The second category is the meeting of diplomats. The author's experience is confined to the United Nations for this type, but one would assume that this type of meeting would also be encountered at large regional organizations such as the European Union. Examples of this type of meeting at the UN would include many of the meetings in New York, such as the Security Council, the General Assembly and all the GA committee meetings (Disarmament, Legal, Economic, etc) as well as some in other duty stations, such as the IAEA Board of Governors in Vienna, the Conference on Disarmament in Geneva, etc. Diplomats and politicians attend these meetings in representation of their countries. Diplomats usually speak several languages and some have several people in their delegations to assist them. They read out statements that were carefully crafted for each nuance of each adjective and they often do so very fast because they are not allotted much time given the fact that there are 192 member states and time is always an issue, even when not all members are present.

The objective of these meetings is quite different from those of the experts. Here, the client's purpose is usually to give a performance on the world stage, to highlight their countries position on a given issue. They are reading for the record and for how it will be reported in the press. They perform for each other, for public opinion at home and on the international scene. They are not usually expecting a dialogue, an immediate reaction from an interlocutor or a practical outcome in that particular meeting. Hence, the communication situation here is radically different from the first category of meeting. The way people speak is also different since they are reading an essentially written document. This is not an oral communication situation at all. It is not extemporaneous and there is little or no repetition.

 Indeed, written speeches usually have longer sentences, with complex syntax and grammar along with high density of information per sentence. Multiple descriptors and subordinate clauses are common and need to be accounted for in the interpretation.

Because they are reading, speakers can go very quickly and often are focused on the text rather than on the audience, thus curtailing any possibility of real oral communication in the classic sense. Moreover, despite rules, requests and demands for copies of speeches to be provided to interpreters ahead of time, all too often, this does not happen. In these carefully worded speeches, every utterance or adjective matters and like a written piece in translation and one has to assume that the author is in control of word choice. Moreover, there is no interpretation of "vouloir dire" or "speaker intent" here. In this regard, the exercise is more akin to translation, except that is done in an oral environment in real time.

What are the clients' expectations of interpretation in this type of meeting and how do they evaluate quality? One of the main differences with meetings of experts is that diplomats often monitor the interpretation. Either another member of the delegation is tasked to monitor, or, in the worst case scenario, because of its impact on technique, the speaker will attempt to talk and listen at the same time, pausing to listen to the interpreter's word choices and perhaps correct. This practice is particularly devastating to interpretation because the pacing of speech and interpretation is thrown off kilter – not to mention the psychological and performance consequences. Here the client's expectations more resemble those of a translation client in terms of accuracy, completeness, and word choice. They do not judge the quality of interpretation by whether or not communication is working seamlessly, but rather whether or not they hear the words they expect. The author has coined the term "oral translation" to describe interpretation in this second category of meeting.

The question arises: how do we bridge the gap between oral translation and standard interpretation in training interpreters and preparing them for work at organizations such as the UN and for exams which are culled primarily from the oral translation situation?

To answer this question, some of the basic elements of the theory of "standard interpretation" and training in this skill were then briefly outlined with a view to comparing it to the second type of meeting, communication situation and interpretation technique which the author calls "oral translation".

Due to time constraints and because the theory of training was not the purpose of this presentation, the author could not fully develop each of these ideas. They were simply introduced so that trainers of interpreters could reflect on how to adapt and apply these basic theories to "oral translation". One of the central tenets of this presentation is that training and practice make interpreters "experts" in rhetoric and speech which can give them a leg up when dealing with written speeches read out quickly with translation level client expectations, much like the classical musician practices pieces of music over and over for many hours a day. The first step however, is recognizing that there are in fact two types of interpretation situations that require slightly different approaches in terms of technique.

Most trainers are familiar with Daniel Gile's "effort model" of interpretation, whereby the interpreter's brain must carefully distribute its energy or efforts and achieve a perfect

balance between listening and speaking. Interpreters are called upon to split their attention- the figure commonly used for attention split when working from a solid B or C into an A language is that 70% of the effort goes into listening and 30% into speaking. At that level, the amount of energy used for speaking is really about monitoring one's output to make sure it is grammatically correct and makes sense. Most would agree that the interpreter is essentially on automatic pilot for the speaking and the bulk of energy is focused on "active listening".

This attention split can shift during a given performance depending on a number of factors, but generally speaking maintaining a good balance is key to good interpretation. For example, if they take too long to say something or think about how to say something too much, they will listen less and run the risk of making a mistake or omitting an idea. By the same token, if the passage is particularly difficult to understand because of complex reasoning or unfamiliar words, the balance of effort is tilted in the direction of listening more (maybe 80% or more) and the elegance or grammatical correctness of the output might suffer in that passage. Another example of the importance of attention split and the effort model is that the classic symptom of insufficient knowledge of the source language in beginner interpretation students is a breakdown of the mother tongue in interpretation due to the imbalance created in attention split and effort. The effort model and attention split are slightly different in the case of working from and A language into a B language but are still generally applicable from a training point of view.

The next major element of standard interpretation is "active listening". This is the primary focus of the classical training methods, which lay a foundation with consecutive classes first and then introduce simultaneous. Although a lot of language enhancement and exposure to subject matter content also gets accomplished during consecutive training as well, the primary goal is to teach students how to "actively" listen. This involves learning to analyze and process incoming information at two levels: what the author calls "macro" analysis and "micro" analysis.

The "macro" level refers to the overall line of reasoning or message in a speech, the purpose or bottom line. Where is this speaker going with this idea, how and why? The "micro" level refers to what is going on in this particular sentence that I am hearing now. The micro level broadly refers to the breakdown of incoming information into the blocks of notes on a consecutive pad. The lines between meaning units reflect how the interpreter has taken the sentence in the original and broken it down into units of meaning, independent of the grammar in the original sentence. The blocks of meaning units can then be reassembled in the interpretation in sentences of the interpreter's own creation, following the logic and grammar of the target language, while respecting the relationships between the ideas to uphold the overall line of reasoning. Who is doing what to whom, how and why – in *this* sentence? The same thinking and micro level analytical process is also applied in simultaneous interpretation, except that the interpreter is not jotting down the meaning units that have been broken down. There is no lag time between the analysis and the need to re-assemble the information into sentences. This is done immediately and on the fly while listening to the next meaning units. This

brings us to the last element of interpretation technique covered in this presentation for the purposes of comparing standard interpretation and oral translation: pacing.

Pacing simply refers to the distance between the speaker's words and the interpretation-how far back is the interpretation. Pacing impacts attention split, the balance between micro and macro analysis and distribution of efforts. Various analogies are typically used to describe pacing. One involves a person walking their small dog. The owner is the speaker and the dog represents the interpreter. Sometimes the owner is out for a leisurely walk with a friend. Here it is easy to keep up and maybe the dog needs to do little pirouettes and walk up and back in order to keep pace with the slow progress of the owner. At other times, the owner is rushing to the post office before it closes. Here, it is all the little dog can do with its short legs to run like mad to keep up.

If the interpreter is several meaning units or even a sentence behind, more pressure is exerted on the short term memory and the simultaneity is stretched – one is talking about a table while listening to a sentence about the chair. If one is closer in, one might be talking about the table legs while listening to a section on the table top. A balance must be struck between staying far enough behind to be able to listen to and process incoming meaning while staying close enough to not miss or forget anything at the micro level. Less experienced interpreters will frequently omit beginning or endings of sentences and this is often the result of being too far behind the speaker. It can also be the result of a lack of automaticity. To maintain a 70/30 attention split, the output needs to be quite automatic.

Working at the UN, the author frequently finds herself bouncing back and forth between the two types of interpretation situation; standard interpretation and oral translation. After working in a GA committee meeting for several weeks and using oral translation techniques, she might forget to switch gears when she returns to a meeting of experts and will find herself too close in and running into blind allies. It was this experience that led to her realization about standard interpretation vs. oral translation.

While the balance will constantly shift in the course of a single speech and from one speech to another, just as a driver shifts gears and drives faster or slower and leaves more or less space between cars depending on traffic and road conditions, generally speaking it can be said that in oral translation the interpreter's pacing is much closer.

Oral translation differs from standard interpretation primarily in the areas of pacing and the balance of macro and micro analysis. Due to the emphasis on word choice and translation type accuracy, most interpreters are only 1, maybe 2, meaning units behind the speaker. They will shift into emphasizing micro level analysis. The challenge here, and the author believes it separates the wheat from the chaff, is to maintain macro level analysis in the background, as a check for what is being said and to have alarm bells go off if the interpreter thinks they heard something odd or are saying something off.

The presentation suggested that in training interpreters to adapt the technique of standard interpretation to oral translation it is vital to have them practice the same piece many

times (5 to 15), much like the musician practices a piece by Chopin or Mozart repeatedly. In this way, the interpreter can develop comfort and automaticity with the language used in political and diplomatic situations. They can also practice the micro level parsing or cutting of the original sentences and re-assembly into target language sentences. This cutting technique was briefly illustrated using an excerpt from a UN speech and sight translation, and can be taught in this manner to interpreters who have not trained in consecutive. There are also exercises that can be done in training sessions to train the mind to keep the macro level analysis going in the background. However, discussion of the actual exercises that can be used to train interpreters in "oral translation" went beyond the scope of this panel presentation.

In conclusion, it was the author's hope and intent to reframe our thinking about how we interpret in different circumstances and how we can adapt the training of interpreters to take into account the recognition that in fact there are two basic types of interpretation required, at least in organizations such as the UN. Using what we already know about successfully training interpreters and this slightly altered way of viewing the issue, perhaps this presentation will stimulate new thought and discussion around the idea of bridging the gap between oral translation and standard interpretation. Since many of the speeches used in the UN LCE are culled from oral translation situations, such as meetings of the GA or the Security Council, and candidates do not have the text as often happens in real meetings, the author believes that this is one of the issues that must be tackled if we are to improve success rates on these exams.

ANNEX III
TERMS OF REFERENCE AND MEMBERS OF THE
EXECUTIVE COMMITTEE OF THE MOU NETWORK

<u>**TERMES DE REFERENCE**</u>

<u>**POUR LE COMITÉ EXÉCUTIF DU RÉSEAU MEMORANDUM D'ACCORD**</u>

1.   Le Comité exécutif du Réseau mémorandum d'accord (en abrégé Com-Ex) est l'organe central de coordination du Réseau. Il est composé de six représentants des institutions de formation qui ont signé des mémorandums d'accord avec le Département de l'Assemblée générale et la gestion des conférences, DGACM (un représentant pour chacune des langues officielles de l'Organisation des Nations Unies), et d'un représentant du Département.

2.   Les membres du Com-Ex sont nommés par le Secrétaire général adjoint chargé du DGACM à tour de rôle, sur la base d'une consultation élargie avec toutes les universités du Réseau. Le mandat des membres du premier comité est de deux ans. Trois des membres sont remplacés tous les deux ans à partir de 2013.

3.   Le Secrétaire général adjoint chargé de l'Assemblée générale et la gestion des conférences est le président permanent du Com-Ex. Le Coordonateur de la formation et la sensibilisation au sein du DGACM en est d'office le Secrétaire. Il administre le Portail Web des carrières linguistiques, qui est le principal outil de communication et d'échange d'informations du Réseau.

4.   Les principales fonctions du Com-Ex sont celles de plaque tournante reliant tous les membres du Réseau et les institutions intéressées qui ne font pas officiellement partie de celui-ci, d'assurer la circulation de l'information et d'élaborer des stratégies et des plans de travail visant à (1) améliorer la formation des cadres spécialistes en langues; (2) établir les normes de certification des interprètes et traducteurs de conférence; (3) faciliter la planification de la relève dans les services linguistiques à travers le système des Nations Unies; (4) améliorer les chances des diplômés de trouver un emploi convenable. Ces objectifs sont ci-dessous désignés «les quatre objectifs».

5.   Le Com-Ex est chargé de ce qui suit:

- Élaborer son plan de travail, assurer le suivi de la mise en œuvre des activités prévues dans le plan afin de rendre compte aux membres du Réseau de leurs résultats et de leur impact ;
- Maintenir à jour une liste des contacts de tous les membres du Réseau;
- Établir des contacts réguliers avec les membres du Réseau et assurer la cohérence et les synergies entre les programmes et activités mis en œuvre pour atteindre les quatre objectifs ;
- Assurer la liaison avec les organisations membres IAMLADP pour évaluer les besoins dans les services linguistiques des organisations internationales, établir

des priorités et élaborer un programme de travail commun avec les universités ayant signé le mémorandum d'accord et avec le Groupe de contact universitaire (UCG) du IAMLADP, afin de rendre les carrières linguistiques dans les organisations internationales plus attrayante pour les meilleurs candidats ;

- Tenir les membres du Réseau informés de tous les plans de travail, activités, événements et documents liés à la réalisation des quatre objectifs;
- Conseiller les membres du Réseau à propos des questions liées à la réalisation des quatre objectifs ;
- Coordonner les réunions, conférences et autres événements liés à la réalisation des quatre objectifs, qui se tiendront dans l'avenir ;
- Commander des projets de recherche, selon les besoins, visant à comprendre les tendances et les bonnes pratiques dans le domaine de la formation des cadres spécialistes en langues, en analyse les résultats et recommander les actions nécessaires ;
- Créer un effet multiplicateur, permettant aux membres du réseau d'étendre leur action en dehors du Réseau et d'établir des relations de collaboration avec d'autres institutions intéressées ;
- Préparer des guides et autres documents qui facilitent la diffusion des bonnes pratiques qui existent à l'intérieur et à l'extérieur du réseau.

6.   Afin de mener à bien ses tâches de coordination, le Com-Ex organisera des réunions périodiques par vidéoconférence, dont la fréquence et les autres modalités sont à déterminer de commun accord entre ses membres. Il préparera un rapport annuel sur ses activités, qui sera soumis aux membres du Réseau.

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MEMBERS OF THE MOU-EXE-COM (September 2011)

LANNGUAGE	UNIVERSITY	MEMBER
Arabic	Saint Joseph	**Dr. Nadine Riachi Haddad**, Assistant Director nadine.riachi@usj.edu.lb
Chinese	Shanghai	**Dr. Mingjiong Chai**, Dean of Graduate Institute of Interpretation and Translation chai@shisu.edu.cn chaimingjiong@gmail.com
English	Monterey	**Dr. Renee Jourdenais**, Dean, Graduate School of Translation, Interpretation, and Language Education rjourden@miis.edu
French	Mons	**Dr. Alain Piette**, Dean, Faculty of Translation and Interpretation alain.piette@umons.ac.be
Russian	Herzen	**Dr. Gennady A. Bordovsky**, President in charge of Public relations postmaster@herzen.spb.ru
Spanish	Salamanca	**Dr. Jesus Torres del Rey**, Vicedean of the Faculty of Translation and Documentation vd.traduccion@usal.es

ANNEX III
TERMS OF REFERENCE AND MEMBERS OF THE
EXECUTIVE COMMITTEE OF THE MOU NETWORK

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ANNEX IV
OPENING AND CLOSING RESMARKS

Opening remarks by Dr. Shaaban M. Shaaban

- [Dear Dr. Calogero Conti, Rector of the University of Mons]
- Dear Dr. Alain Piette, Dean of the Faculty of Translation and Interpretation;
- Dear members of the UMons organizing team;
- Dear members of the MoU Executive Committee;
- Honorable Representatives of MoU universities;
- Dear partners from the European Parliament and the European Commission;
- Dear members of the IAMLADP Executive Committee and Representatives of Agencies of the United Nations System;
- Dear Participants in the Mons Conference of MoU universities
- Ladies and gentlemen

Let me start by thanking the University of Mons for hosting the second conference of MoU universities. On behalf of all the participants, I would like express my gratitude to the UMons team for their hospitality and welcoming reception.

It is a very fortunate coincidence that the University of Mons is celebrating this year the 50th anniversary of its Faculty of Translation and Interpretation. Congratulations to FTI-EII and its staff for 50 years of dedication - with outstanding results - to the training of language professionals, and all our wishes of continued success.

The University of Mons was the twelfth academic institution to join the MoU network, which it did in March 2010. It has since been one of our most active partners within the MoU framework and UMons students have participated regularly in the DGACM language internship programme. As a result of this partnership, two former UMons interpretation students are now working for the United Nations Secretariat as regular staff members. Another former Mons student is working on a short term contract.

Last year, most of you attended the first MoU conference, hosted by the University of Salamanca. That conference allowed us to identify the main issues that needed to be

addressed in order to advance the training of language professionals and prepare them to enter the workforce, specifically by competing for employment opportunities offered by international organizations, including the United Nations. We also agreed on a set of strategies and actions to help us effectively address those issues.

The second conference will be an opportunity to review our collaborative effort during the past year and to continue to focus our energies on achieving our agreed goals.

I can already announce that, through consultations that took place in late 2011, we have designated the six members of the MoU Executive Committee, who will oversee its first mandate. I hope that during the second part of this gathering, we be will be able define together the role and tasks of the Executive Committee, and chart a course for its first year of activity.

The over-arching theme of the second MoU conference is "Toward an agreed inventory of skills for translators and interpreters". Its agenda includes a number of topics that cover the training and work of language professionals, including ways to address gaps in language A; creating a bridge between training and employment; technological aspects of language work and other related topics.

I invite you to examine these issues with a pragmatic eye, keeping in mind that, beyond the theoretical analysis, which is the first step in any sound and fact-based process, the ultimate expected outcome of the conference is to find practical solutions to the real life problem of bridging the gap between academic training and the exigencies of the workplace, and to produce a set of workable recommendations that we can take home to our various constituencies and turn into concrete actions.

I am very confident that this conference, which brings together the best and brightest of language professionals from both academia and international organizations, remains the most appropriate venue to find solutions to the issues we are facing and to illuminate the way forward.

Thank you.

Ladies and Gentlemen,

On behalf of the University of Mons, I am delighted to welcome you here in Mons for this **second Conference of** all universities that are signatories of memorandums of understanding with the United Nations.

The first conference was hosted last year by the University of Salamanca in Spain.

We are honored that the University of Mons has been chosen to host this second conference of the network. It is indeed an honor for our university to host representatives of several of the best universities for conference translators and interpreters.

One of the main purposes of this conference is to share information between participating universities of the network, invited institutions, representatives of the United Nations Department for Conference Management as well as observers who represent other universities and organizations.

It is well known that organizations that employ language professionals are all suffering, to various degrees, a shortage in qualified conference interpreters and translators. Creating a network of trainers and potential employers of conference translators and interpreters is a step in the right direction. It represents for participating universities a real opportunity to enhance their training, to compare and improve their teaching methods, tools and curricula.

Some words now about our university. UMONS is one of the 10 Belgian universities. It has seven Faculties that deliver bachelor's, master's and doctoral degrees. It was founded in 1837 and is thus about the same age as Belgium.

The School of International Interpreters was integrated into our university four years ago. It became our faculty of translation and interpretation. It celebrates this year its fiftieth anniversary. This conference is therefore an important event in the celebration of this anniversary.

The buildings of the University of Mons are spread throughout the historical centre of Mons, which is the true campus of the university. I hope that you will enjoy your stay in Mons, which is a charming small town which deserves to be seen. There are about one hundred thousand residents with a strong education community with about fifteen thousand students within the town area. Allow me to mention that Mons will be in 2015 the European capital of culture. The transversal theme of this event which will take place in 3 years is "Mons, where technology meets culture". This theme reflects the ambition of the city to form a link between its historical and cultural past and its modern development as a centre for the digital technologies and arts.

Ladies and gentlemen,

Finally, I would like to thank the members of the organization committee for their active attitude in planning the conference.

I also would like to thank all of you, for participating in the conference, with a special thanks to those that have travelled so far to Belgium from around the world. Participants are indeed coming from twenty countries of Europe, Asia, Africa, South and North America.

Special thanks also to the representatives of the United Nations, and in particular to Dr. **Shaaban, Shaaban Muhammad**, Under-Secretary-General for General Assembly and Conference Management

Allow me now to conclude my speech by wishing you a fruitful and successful conference

Thank you very much for your attention.

Prof. Dr. Calogero Conti

Rector

Monsieur le Secrétaire-général adjoint,
Monsieur le Recteur,
Dear Colleagues,
Dear Students,
Dear Friends,

It gives me great pleasure to welcome you to the University of Mons for the 2nd MoU Conference and I wish to thank you all for your active presence and support. This important event marks the kick off of the celebrations for the 50th anniversary of the foundation of our faculty in the year 1962-1963. Incidentally, we have the privilege today of welcoming among us one of the founding fathers of our school, Prof. Raymond Renard.

Before giving you some practical details about the organization, I would like to thank all those who have participated in the said organization. The list is extremely long, so it will be impossible to mention everybody: this has been truly a collective effort, involving the teaching staff of several faculties of the University, their secretarial staff, the IT and audio-visual departments of the University, the logistics department, as well as many students. I would like to thank particularly M. Ibrahima Diallo, my UN counterpart in the organization, for his constant availability and excellent advice in all circumstances.

Students and colleagues will be around all day long to help you find your way around on the campus: the staff are wearing the official badge of the conference and the students are wearing a blue tee-shirt as well as the official badge indicating also the languages that they speak. In your UMONS bag, you will find some useful information about the city and the region of Mons, as well as a city and campus plan. Don't hesitate to ask if you need more help or information.

Our programme of the next two days is rather heavy, so please excuse us in advance if we sometimes press you for time. This inaugural session, will be followed by a plenary session in this very room. After the coffee break, there will be three parallel sessions, in this room again and in another building as well. The students will guide you on the campus. Lunch is at 12.15 in the salle polyvalente of the School of Interpreters building. At the end of the afternoon, there will be a bus departing at 6pm to the Hôtel Mercure, where dinner will be served at 7.30.

Finally, I would like to express all our gratitude to Dr. Shaaban for his unfailing support to this MoU programme in general and to our University in particular: Dr. Shaaban, please accept this modest token of our deep appreciation.

Closing remarks by Dr. Shaaban M. Shaaban

- [Dear Dr. Calogero Conti, Rector of the University of Mons]
- Dear Dr. Alain Piette, Dean of the Faculty of Translation and Interpretation;
- Dear members of the UMons organizing team;
- Dear members of the MoU Executive Committee;
- Honorable Representatives of MoU universities;
- Dear partners from the European Parliament and the European Commission;
- Dear members of the IAMLADP Executive Committee and Representatives of Agencies of the United Nations System;
- Dear Participants in the Mons Conference of MoU universities
- Ladies and gentlemen

At the end of two days of hard and fruitful work, I would like to thank all of you for answering our call despite your busy schedules, and for your active participation and valuable inputs in all the sessions of the conference.

Special thanks are due to the University of Mons and its dynamic team for hosting the conference, for its generous hospitality and for the excellent facilities it has put at our disposal to allow us to have a successful dialogue.

My thanks also to all those who worked behind the scenes here in Mons and around the world to support the MoU conference, whose names you will not necessary find on the list of attendees, but whose contributions are no less worthy of recognition.

The annual MoU gathering and the work we have done to make the MoU network a reality, have now become institutionalized. Our partnership is increasingly becoming an integral part of the work of our respective institutions and we must all commit to carrying it forward.

During the past five years, it took a great deal of good will and perseverance to bring people and institutions together from across geographical distances and institutional barriers, to work together for a common goal. When we put forth in 2007 the idea of reaching out to training institutions, and working with them to enhance the training of language professionals and prepare them for the demanding but extremely rewarding work of international organizations, it seemed like an excessively ambitious project, especially considering the fact that neither the United Nations, nor its partner universities had much in the way of additional human or financial resources available to be invested in the proposed project. But thanks to the dedication of actors on both sides, the Outreach to Universities Programme is now a reality. I strongly believe that in the context of dwindling resources and tight budgets everywhere, our network can be cited as an example of doing more with less and harnessing the power of good will to accomplish goals that would otherwise require a much greater amount of resources. I know we have not yet accomplished all our goals in this endeavour, but I believe we have built a solid foundation.

Going back to the beginnings of the project, it is important to remember the sets of challenges that lead to its inception and the three pillars on which it was founded. These are:

- Identifying strategies to continually enhance academic training programmes for language professionals in order to bring them closer to the practical needs of international organizations;
- Ensuring better visibility for careers in the language services of the international organizations, in order to attract motivated trainees and guide them toward those careers;
- Improving the chances of success of newly graduated language professionals in UN competitive language examinations (LCEs) and other recruitment tests organized by international organizations, through a better understanding of the requirements of such employers and an alignment of academic training with the practical needs of employers.

We believe that these three pillars should be maintained and reinforced.

For our part, DGACM is committed to the success and perennity of this project and, as the programme continues to grow and mature, the Department intends to continue to play the strategic and central coordinating role in its future development.

Dear participants, ladies and gentlemen,

As we get ready to go back to our respective homes and workplaces, I would hope that we will all take back with us something from this gathering, which will allow us to renew our ambitions and mobilize our forces in pursuit of the goal of creating a bridge between the academic world and the world of international organizations, through which fresh talent can cross the gap between these two worlds and join the community of language professionals working in the service of the international community.

I also would like to pay tribute to the students of the Faculty of Translation and Interpretation, who throughout have facilitated our conference, as well as to the sound and video technicians who have ably kept this conference going in this room as well as online.

I would be remiss if I did not have a special mention of Professor Hayssam Safar and Mrs. Najwa Safar, who have been instrumental in communicating with me in New York for the success of the 2nd MoU Conference. I call for a round of applause for Professor and Mrs. Safar. A word of thanks also to Professor Alain Piette, Dean of the Faculty of Translation and Interpretation, who played a pivotal role in the success of the 2nd MoU Conference.

I would also like to thank Mr. Ibrahima Diallo, Training and Outreach Coordinating Officer, whose efforts have contributed to the success of this conference.

I thank you again for your precious contributions, and wish a safe trip home to those of you who are leaving Mons.

ANNEX V
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