Translation Studies Symposium

Training Postgraduate Students for the Translation Profession: Didactic Implications and Research Opportunities

Organised by Dr. Vanessa Enríquez Raído for the Centre for Translation Studies and Interpreting, with the support of the Faculty of Arts

Friday, 16 of March 2012, 10 a.m. to 5:30 p.m.
Conference Centre Lecture Theatre,
School of Engineering, 22 Symonds Street, Auckland

(No Registration Fee)
# Programme

<table>
<thead>
<tr>
<th>Time</th>
<th>Speaker</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00</td>
<td><strong>Professor Christine Arkinstall</strong>, Head of School, European Languages and Literatures</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td><strong>Dr. Vanessa Enríquez Raído</strong>, Centre for Translation Studies and Interpreting, SELL</td>
<td>Overview of symposium</td>
</tr>
<tr>
<td>10:30</td>
<td>A/P Maria González Davies</td>
<td>Towards Situated Translation Training: Bridging Academic and Professional Approaches</td>
</tr>
<tr>
<td>11:30</td>
<td></td>
<td><strong>Coffee Break</strong></td>
</tr>
<tr>
<td>12:00</td>
<td><strong>Dr. Wendy-Llyn Zaza</strong></td>
<td>The First Step in Medical Translator/Interpreter Training: “Diagnosing” Medical Terminology</td>
</tr>
<tr>
<td>12:40</td>
<td><strong>Dr. Ineke Crezee</strong></td>
<td>Teaching Health Translation in the Plurilingual Classroom</td>
</tr>
<tr>
<td>1:20</td>
<td></td>
<td><strong>Lunch Break</strong></td>
</tr>
<tr>
<td>3:00</td>
<td><strong>A/P Frank Austermühl</strong></td>
<td>Developing Terminological and Corpus Competence among Specialized Translators</td>
</tr>
<tr>
<td>3:40</td>
<td><strong>Dr. Deborah Walker</strong></td>
<td>Teaching Audio-Visual Translation</td>
</tr>
<tr>
<td>4:20</td>
<td><strong>David Atkinson</strong></td>
<td>Freelance Translator Success and Psychological Skill</td>
</tr>
<tr>
<td>5:00</td>
<td></td>
<td><strong>Concluding Remarks</strong></td>
</tr>
</tbody>
</table>
Abstracts and Biographical Information

**Associate Professor Maria González Davies**

*Towards Situated Translation Training: Bridging Academic and Professional Approaches*

Translation Training has become a discipline in its own right in the last decade. Issues related to Education and Psychology Studies have thrown light on different approaches and good practices to improve the training of future translators, from transmissionist to transformational perspectives. The “read and translate” directive implemented in teacher- and text-centred classes has given way to approaches that are student-centred and interactive, revolving around task-based learning, project work, professional issues, case studies, problem-solving, use of ICT and so on. This talk will address these issues and will start by briefly describing the situation of Translation Training in Spain where different factors led to the emergence of 17 undergraduate T/I programmes as well as many postgraduate and doctoral programmes following changes in university education policies in 1992-93. We will then go on to explore issues related to translation competence and their relevance in translation training and, finally, explore how these can be applied to translation training environments in realistic and relevant ways with examples of work carried out by translation trainees.

**Maria González Davies** is an Associate Professor at the Faculty of Education at the University Ramon Llull in Barcelona, Spain. She is the author of the highly influential *Multiple Voices in the Translation Classroom. Activities, Tasks and Projects*, published by John Benjamins in 2004, and co-author (with Vincent Montalt) of *Medical Translation Step by Step. Learning by Drafting*, published by St. Jerome in 2004. In addition, she has published numerous book chapters and journal articles on foreign language acquisition, IT in teaching contexts, and translator training.

**Dr. Wendy-Llyn Zaza**

*The First Step in Medical Translator/Interpreter Training: “Diagnosing” Medical Terminology*

Any text may contain a variety of linguistic and cultural challenges for students of interpretation and translation. In the case of medical texts, the major difficulty posed is with specialised terminology, which is often foreign to students even in their native languages. Translator/interpreter training should therefore involve an initial analysis of medical terminology taking place before anything to do with the actual process of translating/interpreting. The first phase is thus centred on “diagnosing” medical terminology in English, the *lingua franca* of the class in the University of Auckland setting. If in
Medicine “diagnosis”, which stems from the Greek for discerning or distinguishing, is the process of identifying a medical condition by its signs and symptoms and through diagnostic procedures, the process of “diagnosing” medical terminology involves discerning the component parts of words—prefixes, roots and suffixes—and distinguishing the branch of medicine, or context. After an introduction to general medical lexis, students also study the basic anatomy, function, diseases and diagnostic and treatment procedures for different body systems. This approach ensures students a thorough understanding of and confidence in correctly using the specialised terminology found in the specific areas studied, knowledge which is transferrable to their first languages and, more importantly, a solid foundation for approaching practically any other branch of medicine in the future.

Dr. Wendy-Llyn Zaza is a Senior Lecturer at the University of Auckland’s Spanish Department. She teaches a practical translation course (Spanish) and medical terminology (within Community Interpreting and Contextual Studies), and has supervised Translation dissertations and projects. She is also a NAATI-qualified practising translator and has conducted research on translation theory.

Dr. Ineke Crezee

Teaching Health Translation in the Plurilingual Classroom

Translation has traditionally been taught in classrooms including students working with the same language pair. At our university a different approach has developed in response to the demand for translators in up to 200 different community languages. This paper will outline specific didactic approaches to helping students in a plurilingual classroom develop professional competence as future health translators. These approaches are underpinned by various didactic and psychological perspectives, especially including those outlined by Gonzalez Davies (2004, 12-13), with assisted learner autonomy an important concept. Health translation is an area which involves a good knowledge of the healthcare system, relevant terminology, health conditions as well as investigations and treatment options. The healthcare area is an extensive one and it would seem a nigh impossible task to prepare students for any health related assignment they might encounter in their professional lives. The chosen approach allows students to not only become familiar with the basic building blocks of healthcare terminology, but also to learn about the main organ systems of the body, with associated healthcare conditions, symptoms, investigations and treatment options. Translation assignments are chosen to coincide with the topic taught in class. During health translation tutorials students discuss their translation log sheets, their initial and subsequent drafts and any feedback received from same-language ‘proofreaders’. Translation log sheets are intended to help student translators
formulate their awareness of any text or context related problems, including any potential issues related to culture-specific items and target audience or client expectations.

Dr. Ineke Crezee is a Senior Lecturer at Auckland University of Technology. She was born and educated in the Netherlands where she studied Translation Studies under the late James Holmes at the University of Amsterdam Institute of Literary Translation (IVV). She put her varied background to good use as a health interpreter and translator, most recently of the Dutch translation of the Nursing Outcomes Classification, published in 2011. Since arriving in New Zealand in 1989 she has been involved in teaching health interpreting and translation and in setting up undergraduate degree and graduate diploma programmes. Her 1998 book for health interpreters is still popular with interpreters in New Zealand, Australia and other English speaking countries. Ineke is the current National Secretary of the New Zealand Society of Translators and Interpreters.

Associate Professor Frank Austermühl

Developing Terminological and Corpus Competence among Specialized Translators

“Übersetzen ist die Verwendung des Verstandenen,” wrote the late Hans Vermeer in 1984. Seen within the context of Vermeer’s Skopos theory, translation thus becomes a dual process of understanding (first and foremost of the source text) and applying this understanding in the production of a target text.

In this paper, I intend to discuss the essence of Vermeer’s quote against the background of specialized translation and interpreting. In particular, I will be focusing on the two main aspects of translation highlighted in the quote, the cognitive dimension of understanding, of translation as information processing on the one hand and the pragmatic dimension of the purposeful application of that information in the transfer and production phases of the translation process on the other hand.

At the heart of my paper lies the development of a theoretical model for the information processing and information application processes in specialized multilingual communication and the implementation of said model in the university training of future translators and interpreters. Given its central place in specialized communication, the main focus of the discussion will be on terminology in general and, following Teresa Cabré’s “theory of doors,” on the cognitive and pragmatic dimensions of terminological units in particular. The ultimate goal here is to combine terminological (i.e. concept-oriented) approaches with textographical (i.e. corpus-driven) ones, so as to show, first, how terminological units can be organized in mono- and multilingual knowledge structures and, second, how, based on a digital corpus search, these units can be
implemented into the norm-guided production of the target text. With regard to the latter, the word combinations, in particular collocations, that terms enter into in real-life texts will be of particular importance.

**Frank Austermühl** is an Associate Professor at the University of Auckland, where he is the director of the Centre for Translation Studies and Interpreting. His main research interests include the link between translation, localization, and globalization, translation technology (especially terminology management) as well as political linguistics and political discourse. Frank has a PhD in Applied Linguistics and Translation Studies from the University of Heidelberg, Germany. He taught at the Universities of Heidelberg and Mainz in Germany. Frank's publications include *Electronic Tools for Translators* (2001) and *Übersetzen im Infomationszeitalter* (2001) as well numerous articles in the field of translation technology, localization, terminology management and translation studies. A former Fulbright fellow at the Library of Congress in Washington, D.C., and the University of Virginia in Charlottesville, VA., he also recently completed a book on intertextuality and identity in U.S. presidential discourse.

**Dr. Deborah Walker**

**Teaching Audio-Visual Translation**

This talk will outline my personal experience (over five years) of teaching audio-visual translation (subtitling) to graduate students of French and Translation Studies at the University of Auckland. I will address the main "issues", procedures, pedagogical approaches and learning outcomes of the course.

**Dr. Deborah Walker** is a Senior Lecturer at the University of Auckland, where she is the in Head of the French Department. Her research interests are French cinema, translation, second-language teaching and learning, multi-media materials development, post-colonial and feminist theories, and evolutionary theory. Some of her most recent publications are *French and American Noir: Dark Crossings* (co-authored with Alistair Rolls), published by Palgrave MacMillan in 2009, and "Equality as Reciprocity: Kieslowski's Cinema Lesson for the New Europe", a book chapter in Mayes’ (ed.) *Knowledge, Identities and Governance: Challenges for the EU*, published by Edward Mellen in 2008.
David Atkinson

Freelance Translator Success and Psychological Skill

David’s presentation is an investigation of freelance translators from the perspective of both Translation Studies and Industrial/Organisational (I/O) Psychology. His research aim was to further understand the working lives of freelance translators, and secondly to understand how his theory of psychological skill relates to freelancers’ success in their work (both in objective and subjective terms). Psychological skill is made up of evaluations of participant self-efficacy, locus of control, and attributions of both negative and positive events. He suggests that psychological skill is an important link in the model of the relationship between job ability and motivation, job constraints, and subsequent job performance in translation. The whole project was nested within further work in the field of translator competence, combined with aspects of I/O Psychology. He found that various key measures of professional success (e.g. income, job satisfaction, number of jobs per week) were positively correlated with key components of psychological skill. He was also able to utilize ordinal regression models, containing a combination of work-related and psychological skill variables, to predict both translators’ income and job satisfaction. Descriptive statistics and interview data revealed much of interest about translators’ work profiles. This project’s value is in terms of both description of translation as a career and as an industry, and in terms of possible training and education for both new and future translators. Using methodology from I/O Psychology also contributes an understanding of translator competence, complementing and building on existing competence models.

David Atkinson recently submitted his PhD in Translation Studies at the University of Auckland, where he has also been teaching editing and Translation Studies for several years. He originally studied a BA in Psychology at Victoria University in Wellington, but became interested in Translation Studies after completing that, and after studying Spanish. This brought him to the University of Auckland, where he studied at the Centre for Translation Studies and Interpreting from 2007 to 2011. In that time, he has also done freelance translation and editing, and published two articles based on his research.