
РЕЦЕНЗІЇ, ОГЛЯДИ, ПОВІДОМЛЕННЯ**NAVIGATING TRANSLATION AND INTERPRING TRAINING:
A SPANISH PERSPECTIVE****ПІДГОТОВКА ПЕРЕКЛАДАЧІВ ТА ТЛУМАЧІВ:
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It is truly an honor to be with you today at the opening of the International Conference of Linguists, Educators, and Translators.

In this dynamic forum, we come together to explore the multifaceted world of language studies, terminology, translation, and teaching, each of us serving as navigators charting a course through the vast ocean of research and dissemination. Personally, I find the theme of this conference (Navigating Linguistics) very appropriate since the concept of navigation takes on profound significance in the realm of linguistics and translation. Consider for a moment the intricate web of linguistic systems, where languages intersect, diverge, and evolve, shaping the way we communicate and understand the world around us. Just as a navigator relies on navigational tools to chart their course, linguists and translators rely on robust methodological frameworks to guide their practice (*Catelli et al 1998; Palomero 2002*). Having sailed through many conceptual seas, having stopped at a few ports of research, I dropped my scholarly anchor in the harbor of methodology.

Transitioning from teacher-centered explanatory teaching to interactive student-centered learning was a hallmark of the second part of the XX (*López et al., 2017*) century, while student empowerment has emerged as one of the main themes of the new millennium. In the end, this shows that giving students the ability to make decisions about their own education would allow them to exercise their own creative freedom, discover their own voice in the polyphony of a cooperative environment, and exercise their process of empowerment. A student who is empowered is the primary stakeholder in the future of the international community. As such, to obtain a competitive edge in the professional training market, higher education institutions must include courses that are both beneficial and engaging in order to meet the demands of their students. and equip them to enter their careers with success.

With this end in mind, as a Professor of the Department of the Theory and Practice of Translation of Taras Shevchenko National University of Kyiv I developed many courses that greatly increased the spectrum of students enrolled. One of them dealt with project management for translation. This is an example of an interdisciplinary combination of Translation Theory, Project Management, and Information Technologies that adds skills related to effective time management,

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Представлено виступ професорки Автономного університету Барселони Алли Широкової-Манно на міжнародній конференції в Чернівецькому національному університеті імені Юрія Федьковича, 16-17 травня 2024 року.

multitasking, teamwork, team leadership, and logical project management to the skill set of inexperienced translators.

Not only did students internalize the core principles of project management with its cycle, approaches, tools and potential pitfalls but also managed to make their contribution into the realm of translated literature, which could be illustrated by their Ukrainian translations of the New York Times bestsellers – Dave Barry’s “Complete Guide to Guys”, Erma Bombeck’s “All I Know About Animal Behavior I learned in Loehmann's Dressing Room”, Mitch Albom’s “Tuesdays with Morrie”, and the English translation of the book of philosophical essays “Charunky Doli” (“Meshes of Fate”) by Vakhtang Kebuladze.

My current port of teaching and research is the Autonomous University of Barcelona (the UAB). The UAB is a relatively young, public and groundbreaking university. It is internationally renowned for its quality and innovation in research. The UAB continues to rank first among universities in Spain for the second consecutive year in the QS World University Rankings 2024, and reaches position 149 globally. This places the UAB in the top 10% of the world's universities.

The UAB department of Translation and Interpreting (which I am proud to represent now) was the first of its kind in Spain, and one of the first in all of Europe (1972).

It offers the largest scope of language options in Spain: English, French, German, Italian, Portuguese, Romanian, Russian, Arab, Chinese, Japanese, Korean, Modern Greek, Catalan, and Spanish. I do hope that soon Ukrainian will be one of the most opted choices.

It has signed exchange agreements with over 200 universities in more than 30 countries.

One of its most popular programs is the university master's degree in Audiovisual Translation, which was the first academic program to offer audiovisual translation and accessibility in Spain, and one of the first in all of Europe.

It provides training both in well-established areas of audiovisual translation (dubbing, subtitling, voice-overs) and accessibility (for those who are visually impaired, audio description; for those who are hard of hearing, subtitling, and speech recognition for subtitling), and in newer areas (translation of video games, respeaking), which offers students a diversity of professional career options. The students have a choice of the language they want to translate into (Spanish or Catalan) and the mode of studying (face to face or online).

The master's program in conference interpreting, which was also the first to be given in the nation, is another noteworthy initiative. It gives students regular, face-to-face exposure to the realities of the workplace in addition to allowing them to progressively gain practical professional skills within an academic environment.

Students are provided with teaching assistance, sporadic online classes, and a study visit to Brussels that includes an interpreting internship, thanks to the support of the Office of Language Interpretation (OIL) of the Spanish Ministry of Foreign Affairs and the Common Conference Interpreting Services of the European Commission.

The department possesses unique equipment in Europe: three completely digitalized interpreting halls with 53 simultaneous interpreting cabins that let students practice using multimedia materials and other types of help in real-life scenarios.

The majority of lecturers are practicing conference interpreters who are recognized by the major European organizations and members of the International Association of Conference Interpreters.

Graduates of the program can find employment as civil servants after passing all required exams in public and international organizations, including the UN, the European Parliament, the European Commission and Council, the Court of Justice, the Ministry of Foreign Affairs, the Ministry of the Interior, the Parliament of Catalonia, and others.

And probably the leader is the master's degree in Tradumatics: Translation Technologies has been an internationally renowned program since its first edition in 2001 and is a member of the European Master's in Translation network.

The program provides students with comprehensive training that enables them to :

- Manage multilingual projects.
- Master the technologies most used in the translation industry.
- Translate digital products.
- Localize video games, websites, apps, and software.
- Discover the challenges of localization engineering.
- Benefit from machine translation and post-editing options.
- Design and manage graphic files.
- Manage all types of translatable formats.
- Supervise the quality of translation projects.
- Successfully apply the keys to digital marketing

Over 90% of our alumni are currently employed in the language services sector, with specific profiles such as these:

- Multilingual language project management.
- Freelance translator.
- In-house translator.
- Localization engineer and IT manager.
- Head of machine translation systems.
- Post-editing of computer-assisted translations.
- Quality proofreader.
- Technical verifier (CAT tool tester).
- Layout editor (DTP).

From what I can tell, In Spain, and in UAB in particular, the approach to translator training is characterized by its practical orientation (20% theory, and 80% practice), grounded in hands-on experience and real-world application. Consider, for example, the Introduction to Translation from English into Spanish course that I've been teaching since the beginning of this year. Here, students are immersed in the practice of translation from the outset, tasked with translating a wide range of texts, from literary works to technical documents, each with its own unique linguistic challenges. Much attention is paid to the similarities and differences between English and Spanish.

The curriculum is designed to be holistic, covering a wide range of competencies essential for successful translation practice. Mastering methodological principles governing translation, doing lexical and morphosyntactic analysis of STs and TTs help students to understand the dynamic nature of translation equivalence (*Guix et al 2003; Orozco 2012*). Through a combination of exercises, translation tasks, and projects, students learn to navigate the challenges of translation, honing their ability to solve a wide range of translation problems and utilize documentation and technological resources effectively. For example, students may be tasked with using online translation memory tools to assist in the translation process, or with conducting research to verify the accuracy of terminology. From the student's perspective, the professor is always one of "us", and not the other, The instructor's is to facilitate group work and to provide a constructive feedback, and if necessary assist in conflict or crisis management.

The spill-over benefit of the course is its focus on enhancing translation majors' professional pride which is achieved by cultivating in them a sense of belonging to the global community of translators. In class, we discuss the potential for joining different translators' associations, attending translation conferences, applying for international grants and exchange programs, as well as the student's personal contribution to the advancement of the field. We also cover important topics such as the translator's professional ethics, empowerment, and active engagement in shaping a sustainable future. As part of their homework, the students are required to interview professional translators and interpreters to get information about their experience in project management, the difficulties they

have faced, their emotional and financial burdens, and their level of satisfaction. The findings are subsequently presented and discussed during class.

All this practical knowledge helps students be competitive as soon as they enter the labor market.

Additionally, in order for educators to remain competitive, we must include courses in our curricula that will broaden the scope of academic experiences available to students and professional competence through the "decompartmentalization" of education in an interdisciplinary setting, emphasizing outcomes-based learning, collaborative professional realism, and student empowerment. Universities are expected to meet the needs of their graduates by developing in them professional perspectives and intellectual capacities appropriate for the role of a translator in the increasingly precarious environment. This will allow the graduates to locate their individual practice within the larger context of a team, local community, and global community as empowered individuals.

In closing, I extend my heartfelt thanks to the organizers of this conference for providing us with this invaluable opportunity to come together and exchange ideas. Let us seize this opportunity to learn from one another, to challenge our assumptions, and to chart a course towards a brighter future for the field of translation and linguistics.

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