



COURSES IN LITERARY TRANSLATION

GENERAL RECOMMENDATIONS

1. University courses:

Harmonisation and links to the world of translation practice

We recommend that:

- Diploma or degree courses in literary translation delivered by different universities cover a *broadly equivalent curriculum*. However, the development of common guidelines at European level should take into account the specificities of each country's *cultural context* and *publishing market*;
- Universities open up to the practice of translation and publishing practitioners, as well as to the legal aspects of the profession, with the introduction of *topic-oriented sessions* and *internships*.

2. The teaching body

We recommend the establishment of a *teaching model* including alongside teachers covering theoretical training in the basic disciplines:

- Professional translators delivering practical sessions: indeed, given the importance of know-how and creativity within the discipline, involving practitioners in the course is essential;
- publishing professionals who will acquaint students with the real conditions of their future participation in the labour market.

And lastly, the publication of literary translations should count as a research assessment criterion in a *teacher's curriculum vitae*: account should be taken of it as part of an academic's career.

3. The assessment of literary translations within education

We recommend that teachers are urged:

- to familiarise themselves with the existing specific assessment criteria for literary translation;
- to give positive value, in their assessment of students' work, to the role played by creativity and hence to writing skills.

4. European observatory

We recommend the establishment of a *European observatory* gathering information about existing courses in Europe. This would, via a website for example, allow easy access to regularly updated information.

5. The role of translation centres

It is essential to stress the importance of translation centres in enabling translators to immerse themselves in the culture of their source language, and engage in intercultural exchanges. These institutions (among others those grouped together in the European network RECIT) should be encouraged to offer more professional development courses as a complement to academic training.

6. Distance learning

Distance learning initiatives should be encouraged: this enables individuals who are disadvantaged whether for geographical or economic reasons to have access to a training in literary translation, and would help to enlarge the range of linguistic combinations.