

## Memorandum

Joint University and Industry Committee - Bundesverband der Dolmetscher und Übersetzer E. V. BDÜ

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[See table of contents](#)

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## IN MEMORIAM IRÈNE VACHON-SPILKA

Notre revue a perdu le 12 mai 1987, à la suite d'une défaillance cardiaque, Madame Irène Vachon-Spilka.

Notre collègue était une des plus anciennes et une des plus fidèles collaboratrices de la revue. En effet, elle assurait depuis 1966 la direction de la rubrique *Bibliographie et Comptes rendus*.

META vient de perdre une collaboratrice de plus de vingt ans qui lui avait, avec une conscience professionnelle et un soin méticuleux, assuré sans relâche cette responsabilité indispensable. Irène Vachon-Spilka prenait toutes ses tâches à cœur. Elle s'était intéressée depuis toujours aux problèmes de linguistique appliquée et notamment aux questions de traduction, et elle savait avec intelligence et passion défendre ses idées comme en font foi ses articles publiés dans META et dans d'autres revues. Nous aimerions rappeler ici ses articles dans META, vol. 6, vol. 7, vol. 11, vol. 13, vol. 20, vol. 21, vol. 24, et souligner tout particulièrement les bibliographies de tous les volumes.

Toujours ardente, toujours disponible pour aider, toujours prête pour discuter et ouvrir de nouveaux horizons, toujours active, Irène Vachon-Spilka savait donner une perspective personnelle à l'enseignement et aux recherches universitaires. Sa mort prématurée prive la revue d'une fidèle collaboratrice et de très nombreux traducteurs et linguistes d'une amie précieuse.

Qu'on nous permette de lui dédier ce numéro.

LE DIRECTEUR

# MEMORANDUM JOINT UNIVERSITY AND INDUSTRY COMMITTEE BUNDESVERBAND DER DOLMETSCHER UND ÜBERSETZER E.V. (BDÜ)

TRANSLATION BY HANS-JÜRGEN STELLBRINK

## PROFESSIONAL TRAINING AND THE PROFESSION

*"Professional Training and the Profession" was the theme of two conventions organized by BDÜ, the West German translators' and interpreters' association, in Wiesbaden in 1970 and in Cologne in 1983 to analyze the multi-faceted issue of translator and interpreter education and the realities of the profession. Discussions focussed on whether the education of young translators and interpreters is geared to these realities or whether the gearing between education and the profession is inadequate.*

To answer this question, BDÜ, in response to a unanimous resolution adopted at the convention in Cologne, decided to set up a joint committee mainly to create a permanent platform for examining matters relating to translator and interpreter education, including continuing training as well as to the needs of the profession. The joint committee comprises members of the profession from industry, government agencies and other sectors as well as the leading translator and interpreter training institutions in the Federal Republic of Germany. Members were appointed to the committee by the President of BDÜ as experts on account of their personal professional qualifications.

In a series of ten meetings, the Joint University and Industry Committee drew up this agreed Memorandum which was submitted to the President of BDÜ on 4 September 1986. The competent bodies of BDÜ will review the conclusions and the recommendations of this Memorandum and will take appropriate action.

Bundesverband der Dolmetscher und Übersetzer e.V. (BDÜ) wishes to take this opportunity to thank all members of the Joint University and Industry Committee for their dedicated commitment. By donating so many hours of their time to this work without remuneration, they have substantially furthered the interests of the profession.

HANS THOMAS SCHWARZ, PRESIDENT, BDÜ

## 1. TERMS OF REFERENCE AND OBJECTIVES

Following the BDÜ Convention on Professional Training and the Profession held in Cologne on 19 November 1983, a committee was set up under the auspices of Bundesverband der Dolmetscher und Übersetzer e.V. (BDÜ), the West German translators' and interpreters' association, comprising members of the profession from industry, government agencies and other interested sectors as well as the leading translator and interpreter training institutions in the Federal Republic of Germany. The members were appointed to the Committee as experts. The creation of the Committee by the Na-

tional Board of BDÜ was promoted by the Schwerte Group of BDÜ speaking for employed translators and interpreters.

Under its terms of reference, the Joint Committee's main task was to consider whether the professional orientation of translator and interpreter education is inadequate, as is claimed by the profession, and to propose a policy for the development of translator and interpreter training so that undergraduate translators and interpreters will, by the time they graduate, have acquired the professional competence they need for reasonably rapid entry into professional work in translation and interpretation-oriented posts of today and tomorrow.

The Joint University and Industry Committee wishes, through action taken in the field of translator and interpreter education, to

- ◆ enhance the qualifications of graduate translators and interpreters, translating and interpreting professionals, as well as academic staff who train translators and interpreters,
- ◆ create a clear distinction between properly qualified translators and interpreters and less qualified persons,
- ◆ secure for translators and interpreters a status in keeping with the responsibilities of the profession,
- ◆ improve the opportunities for translators and interpreters on the labor market, and
- ◆ make a contribution towards satisfying the need for better understanding by more effective international and intercultural communication.

With these objectives in mind, the Joint University and Industry Committee has agreed upon the recommendations for translator and interpreter degree courses set out in this Memorandum to meet the challenge confronting the profession during the remaining years of this century and beyond.

In the view of the Joint Committee,

- ◆ shortcomings in main language, foreign language, specialty, cultural and translation or interpretation training identified by the profession when recruiting graduates must be remedied by the action recommended in this Memorandum,
- ◆ university education must be so designed that graduate translators and interpreters will enjoy better opportunities on the labor market,
- ◆ university education must prepare students to assume responsibility and to act responsibly in their professional lives,
- ◆ it is necessary to stand up and to adapt to the new challenges to the profession, including the challenges of technological progress,
- ◆ undergraduates must, during their university education, be taught to develop professional competence qualifying them for careers beyond conventional translation and interpretation,
- ◆ continuing training for translators and interpreters must be promoted and programs must be drawn up for future-oriented professional development, and
- ◆ continuing training of persons engaged in translator and interpreter education must be specified, improved and promoted so that it is more oriented to the needs of the profession.

The Joint University and Industry Committee realizes that the implementation of the recommendations set out in this Memorandum will necessitate a re-definition of priorities in university degree courses and that the profession must make a greater contribution towards enhancing translator and interpreter education.

## 2. THE PROFESSION

By the time they complete their undergraduate education, translators and interpreters must be qualified to produce texts performing their functions in the target language for international and intercultural communication.

Depending on the circumstances, this work done by a translator or an interpreter may, for instance, involve the

- ◆ transfer of a text from a source language to a target language retaining the content and the style of the original text wherever possible,
- ◆ transfer of a text into a text with a function other than that of the original text,
- ◆ revision of an original text or a translation in its linguistic and other aspects,
- ◆ analysis or abstracting of a text or the production of notes on a text for a given purpose, or
- ◆ independent production of a text for a specific purpose.

To carry out this work, translators and interpreters must realize that every text is integrated into a continuum of action with a history and a future and is destined to perform a function in this continuum.

Translators and interpreters must be able to adapt exemplary knowledge to a given situation and must have learnt the methodology required to broaden their linguistic and cultural knowledge.

Translators and interpreters must also have the ability to acquire thorough general and cultural knowledge in their working languages and to carry out the research required to understand and to produce texts. Further, they must be familiar with all conventional and advanced tools relevant to translation and interpretation, respectively.

## 3. UNDERGRADUATE EDUCATION

### 3.1 Objectives

It must be the objective of undergraduate translator and interpreter education to develop the competence, skills and abilities needed for professional work as described in Section 2 above.

The professional knowledge required by translators and interpreters must first be taught in the main language of the undergraduate (mother tongue or language used instead of the mother tongue). During this training, the student must realize that a text is always set against a non-verbalized background (e.g. laws, rules and regulations, layout or illustrations).

This competence must then be extended to the foreign languages and cultures. The process of extension will call for a lengthy period of education abroad.

Students must acquire, reinforce and maintain the abilities and skills described in Section 2 above by attending appropriate courses, reading appropriate literature and carrying out their own research, and must, above all, learn how to learn.

Undergraduate courses must be designed so that they will continuously be adapted to changing labor market conditions and must, for instance, create opportunities for graduate translators and interpreters to work in fields outside conventional translation and interpretation.

For this purpose, courses must be more widely differentiated than in the past. In addition to standard procedures for acquiring the academic degree of a doctor or a professor, universities must offer graduate courses for translators and interpreters teaching the knowledge needed for lecturing, research or another specialized activity, for instance in linguistic research.

Further, courses giving an independent weight to the specialty (cf. Section 3.2.4) should be created.

Each undergraduate translator and interpreter course must have a minimum length of eight semesters divided into units separated by examinations. The course must include an educational stay of not less than four months in the region of each foreign language prior to the commencement of the second unit of the course and a translation or interpretation-related internship (placement) during the second unit (cf. Section 6 : "Support by the Profession").

Test conditions must be realistic (e.g. authorized use of card indexes, dictionaries and other tools, as well as use of real texts for translators, or use of texts for interpreters spoken by mother-tongue speakers who can be seen by candidates).

All translator and interpreter training must reflect the conditions of work in the profession, incorporate continuous input by professionals (e.g. in classes) and be provided by persons who have had professional experience and who will enrol regularly for adequate extension education.

Universities, in close cooperation with the profession, must also organize continuing training programmes for the translating and interpreting profession.

### 3.2 The Undergraduate Course

This Section describes action considered necessary by the Joint University and Industry Committee in order to align the education and training of undergraduate translators and interpreters to the needs of the profession.

#### 3.2.1 *Main Language Skills*

The inadequacy of students' competence in the use of their main language (mother tongue or language used instead of the mother tongue) is a universal problem, although it is of greater relevance in translator and interpreter degree courses than in most other degree courses. The main language skills required include the ability to master and correctly use the main language with a view to style, subject-matter and recipient in the appropriate cultural environment as well as the ability to discuss language (metalinguistic competence).

High-school graduates must possess good main language skills before they are admitted to an undergraduate translator or interpreter course. These skills must be extended during the course to include skills relevant to translating and interpreting by appropriate classes covering the following subjects :

- ◆ Text analysis
- ◆ Text abstracting
- ◆ Text production
- ◆ Revision of deficient texts
- ◆ Text pre-editing and post-editing for computer-assisted translation and other work
- ◆ Speaking (rhetoric and other aspects)

#### *Recommendation*

The Joint University and Industry Committee proposes the following action to ensure adequate main language skills :

- ◆ Examination of main language skills as part of a qualifying test prior to admission to a translator or interpreter degree course.
- ◆ Integration of classes designed to widen and to extend main language skills into translator and interpreter courses.

- ◆ Strict evaluation of main language skills in all written and oral tests.

### 3.2.2 *Foreign Language Skills*

The foreign language skills of graduate translators and interpreters must match the main language skills described in Section 3.2.1, irrespective of whether or not the foreign languages concerned were taught at high school.

#### *Recommendations*

The Joint University and Industry Committee proposes the following action to ensure adequate foreign language skills :

- ◆ Examination of foreign language skills as part of a qualifying test before admission to a translator or interpreter degree course.
- ◆ Organization of propedeutic language courses for all languages not taught at high school.
- ◆ Organization of classes designed to broaden foreign language skills (teaching, for instance, conventions for different types of texts) by a comparative approach based on extended main language skills.
- ◆ Educational stay of each student for a period of at least four months in the region of each foreign language during the first unit of the degree course.

### 3.2.3 *General and Cultural Knowledge*

The work of a translator or an interpreter must be founded upon broad-based general knowledge and a deep knowledge of the cultures in which the main language and the foreign languages are rooted. This knowledge, which is a *sine qua non* for any intercultural communication professional, must be acquired and tested during undergraduate translator and interpreter courses. It includes exemplary knowledge of cultures using the languages studied as *lingua franca*.

The subjects of general and cultural knowledge classes should be weighted in keeping with their relevance to the profession. At present the following priorities would appear to be appropriate :

- ◆ political and general institutions (e.g. political structures, administration, the educational system, religions, the media) ;
- ◆ economic and commercial structures (e.g. economic systems, foreign trade, the tax system, corporate structures) ;
- ◆ legal structures (e.g. legal system, law of contracts) ;
- ◆ engineering (e.g. standardization, units of measurement) ;
- ◆ fine arts (e.g. literature, performing and pictorial arts).

#### *Recommendations*

Regarding general and cultural knowledge, the Joint University and Industry Committee recommends the following action :

- ◆ Organization of compulsory comparative general and cultural knowledge classes with subject priorities weighted by their relevance to the profession.
- ◆ Organization of lectures, seminars and short courses by lecturers and speakers representing institutions and organizations involved in intercultural relations such as chambers of trade and commerce, Carl-Duisberg-Gesellschaft, Eastern Europe, Asia and Africa institutes, ministries and embassies.

### 3.2.4 *Specialties*

Professional translation and interpretation presupposes in-depth subject-matter knowledge. Appropriate subject-matter expertise must therefore be acquired by undergraduate translators and interpreters during their studies.

Furthermore, experience has shown that demand is high for translators and interpreters with in-depth knowledge of non-linguistic disciplines. However, the depth to which this knowledge is needed varies in different parts of the labor market (translation and interpretation professions *versus* other professions requiring major foreign language skills).

### *Recommendations*

In view of these labor market conditions, the Joint University and Industry Committee recommends the creation of two alternative courses of studies as follows :

- ◆ One course of studies should feature two foreign languages and a specialty taught in keeping with modern professional translation requirements. In the specialty class, students should learn how to research, evaluate and critically examine a subject-matter. The specialty must be taught by subject-area specialists. The specialty training must be integrated with specialty translation classes. Specialty knowledge must be tested. Any failure of this examination must result in a failure of the final examinations as a whole.
- ◆ A second course of studies should combine translation or interpretation and a non-linguistic discipline. The translation and interpretation part of the course should comprise one foreign language as well as specialty translation. The non-linguistic discipline (e.g. mechanical engineering, electrical engineering, chemistry or law) should rank as a minor subject and should not necessarily be integrated with specialty translations. The reason for its inclusion in the courses is to show translation and interpretation students approaches and methodologies used in other disciplines, thereby stimulating system and problem-oriented thinking in addition to a primarily text-related analytical approach.

Institutions of higher education offering undergraduate translator and interpreter courses should agree on what subjects are incorporated in their translator and interpreter courses as specialties and/or independent minor subjects in the light of local conditions and the human resources available for teaching these subjects.

### 3.2.5 *Theory of Translation and Interpretation and Languages for Special Purposes*

For efficient translation and interpretation work, translators and interpreters must be familiar with and know how to apply the strategies needed for professional translation and interpreting. This background must be provided by translation- or interpretation-oriented theory which bridges the gap between theory and practice.

- The theory of translation and interpretation includes, but is not confined to,
- ◆ the development of methods of translation and interpretation-oriented text analysis,
  - ◆ psycholinguistic and sociolinguistic models for text comprehension and text production in a translation and interpretation environment,
  - ◆ studies into courses of action specific to translation and interpretation,
  - ◆ translation- and interpretation-oriented LSP research, and
  - ◆ work on the man/machine interface in machine translation and computer-assisted translation.

Students should investigate the potential and limits as well as the freedoms and constraints of translation and interpretation and should acquire the knowledge needed to



solve problems by rational approaches. A cognitive and analytical, rather than intuitive, approach to the text to be translated or interpreted is vital, since it is impossible during the undergraduate course to anticipate all transfer situations which a professional translator or interpreter will subsequently encounter. The professional must therefore be able to generalize exemplary knowledge acquired during the degree course on the basis of model transfer situations, to draw from this knowledge conclusions for a given text, a given type of text and a given transfer situation, and to justify the conclusions drawn.

### *Recommendations*

The Joint University and Industry Committee agreed upon the following recommendations for the theory of translation and interpretation :

- ◆ Translator and interpreter degree courses must incorporate classes covering the theory of translation and interpretation. These classes must focus on theoretical, descriptive and user-oriented aspects.
- ◆ Theoretical classes must introduce different translation and interpretation models and methods as well as different views on translation and interpretation, mainly from the standpoint of their practical implications for the translation and interpretation profession.
- ◆ Classes on the theory of translation and interpretation must not become independent exercises isolated from the rest of the translation or interpretation course, but be integrated with the remainder of the curriculum. It is vital to ensure that the theory is applied to exercises in translation and interpretation.
- ◆ Knowledge of the theory of translation and interpretation must be tested.
- ◆ Classes on the theory of translation and interpretation must be designed in such a way that they will lay the foundations for postgraduate courses.

### *3.2.6 Terminology*

Institutions of higher education training translators and interpreters must familiarize students with terminological and lexicographical methodology. For this purpose, a class must be devoted to the principles of terminology (in addition to the LSP studies covered by Section 3.2.5 above). The terminology class should mainly cover systems of concepts, coining designations for concepts, terminology standardization and terminology utilization on the basis of appropriate standards (such as DIN and ISO) for terminological work. Students should learn the techniques used by terminologists in their work and should be taught how to carry out their own independent terminological work and research. They should learn how to apply methodology to the critical use of dictionaries and glossaries and the professional solution of translation- or interpretation-related problems. Where possible this knowledge should be backed up by practical exercises, which should be organized jointly by the translator and interpreter training institutions and the profession. All terminological work at institutions of higher education training translators and interpreters should reflect the findings and the recommendations of the West German Terminology Convention operating under the auspices of BDÜ.

### *Recommendations*

The Joint University and Industry Committee recommends a compulsory class on terminography and the application of terminology in the profession.

### 3.2.7 *Translation Classes*

Every translator graduating from any institution of higher education must be able to translate texts or revise translations or target language texts in such a manner that the text produced will perform the functions for which it is intended. The translator must realize that differences between original language and target language cultures must be taken into account if adequate communication is to be achieved. For this reason, every translator must know the conventions that apply to each type of text.

#### *Recommendations*

For translation classes, the Joint University and Industry Committee has agreed upon the following recommendations :

- ◆ Translation classes organized for the practice of translation between any two languages must present students with a wide variety of different types of typical texts. Students must be taught how to handle differences between the text conventions, styles and cultures in the two languages.
- ◆ Translation classes must cover as wide a variety of text types as possible. The types of text presented in translation classes must include official announcements, operating instructions, maintenance manuals, papers for oral presentation, papers for publication in scientific or engineering journals, specifications, standards, contracts, patents, advertising texts, calls for tenders, bids, annual reports and others.
- ◆ Students must practice the skill of rapid familiarization with unfamiliar subject areas. For this reason, translation classes must address a wide range of different subjects.
- ◆ In translation classes, students must learn that, apart from the written texts, objects described, drawings and illustrations are essential for translation.
- ◆ Students must also develop the ability to produce translations of acceptable quality under pressure of time.
- ◆ Students must, during translation classes, practice using dictating machines and other tools used in professional translation work.
- ◆ Where possible, translation classes should be accompanied by demonstrations such as technical visits or the operation of equipment described in the text to be translated.

### 3.2.8 *Interpretation Classes*

Interpretation classes must reflect the practical implications of the recommendations made for translation classes (cf. Section 3.2.7), taking into account the conditions encountered by professional interpreters and the skills which professional interpreters have to develop.

### 3.2.9 *Tools of the Translator and the Interpreter*

Institutions of higher education training translators and interpreters must teach undergraduates professional working methods and techniques and familiarize students with the tools of their trade. A special class should be arranged for their systematic introduction to these methods and tools.

This class must cover the use of monolingual and multilingual glossaries, dictionaries and encyclopedias as well as the systematic analysis of relevant specialized literature. Students must learn the methods of translation-related research, literature research and data bank research. It is also important for students to acquaint themselves with the potential of word processors (cf. Section 2).

***Recommendation***

The Joint University and Industry Committee recommends that the curriculum of the first units of translation and interpretation degree courses incorporate a special class devoted to the use of translation- and interpretation tools as well as to translation and interpretation-related research.

***3.2.10 Data Processing for Translators and Interpreters***

Modern translator and interpreter training must address advanced technology employed by the profession, such as word processors, text editing systems, term banks, factual data banks, translator work stations, computer-assisted translation systems and machine translation systems. The curriculum of a future-oriented degree course for translators and interpreters must cover such equipment.

***Recommendations***

The Joint University and Industry Committee recommends the inclusion of the following in the curricula of translators and interpreters degree courses :

- ◆ Teaching of the principles of data processing for translators and interpreters, covering the basic features of microcomputers, the use of word processing and text editing systems, the use of main frame, minicomputer, and microcomputer data banks, the main features of computer-assisted translation and machine-translation systems, as well as the input of terminology into the vocabulary data bases of MT systems.
- ◆ Presentation of the use of word processing and text editing systems for translation work as well as introduction to multifunctional translator work stations.
- ◆ Presentation of computer-assisted translation systems (the conditions under which they may be used, functions, limitations).
- ◆ Exercises in the fields of word processing, data bank search, as well as the preediting and postediting of texts for or after computer-assisted translation or machine translation.

***3.2.11 Interpreting for Translators and Translating for Interpreters***

Professional translators are often employed for liaison interpreting. Similarly, interpreters often have to do translation work.

***Recommendations***

The Joint University and Industry Committee recommends the following action :

- ◆ Classes should be organized so that translators will learn and practice the techniques of liaison interpreting (length of speech to be interpreted not to exceed 3 minutes).
- ◆ Technical or other specialized translation classes should be organized for interpreters.

Liaison interpreting by translators and technical or other specialized translation by interpreters must be tested.

***3.3 Degrees and Titles***

The Joint University and Industry Committee considers that an eight-semester course at a university or an equivalent institution of higher education is, in principle, necessary for the acquisition of the competence and skills defined in this Memorandum.

Existing courses for translator and interpreter training and existing translator and interpreter examinations must be subjected to a critical review in the light of this Memorandum.

#### 4. RESEARCH

Institutions of higher education training translators and interpreters are not only responsible for the education of undergraduate translators and interpreters, but also for research. Research may be sponsored by industry or the profession and may, for instance, investigate natural language processing or terminological issues.

Institutions of higher education training translators and interpreters must have appropriate resources for research and those teaching or lecturing at such institutions must be granted sufficient time for research.

#### 5. CONTINUING TRAINING

Continuing training is vital to both the teaching profession and the translating and interpreting profession. Continuing training must pursue the following objectives :

- ◆ Professional translators and interpreters must be given the opportunity to widen their knowledge of languages, theoretical issues associated with translation and interpretation, non-translation or non-interpretation disciplines and of new tools and equipment for the profession. Furthermore, continuing training must offer to professionals an opportunity to enhance their with the objective of better international communication and to extend their professionalism to other technical, scientific, economic, commercial and political fields.
- ◆ Continuing training should also facilitate contacts between persons teaching or lecturing at institutions of higher education training translators and interpreters and the translating and interpreting profession, creating the basis for a continuous adjustment of the methods of professional training and the curricula of translator and interpreter training courses to the professional environment.

The institutions of higher education training translators and interpreters should make available the facilities and the resources needed for continuing translator and interpreter training. Continuing training should provide professional translators and interpreters with an opportunity to update the knowledge they have acquired during their studies and to familiarize themselves with new technologies and their terminologies, new equipment for translators and interpreters and new working methods, as well as new literature on translating and interpreting. The profession and the training institutions will jointly establish the demand for continuing training and develop continuing training projects. To this end, they propose to set up a joint organization which will ensure that appropriate action will be taken.

Persons teaching or lecturing at translator and interpreter training institutions must, by the same token, attend professional conventions and conferences as well as continuing education courses. The funds needed for this purpose must be made available by the ministries or other organizations operating translator and interpreter training institutions.

#### 6. SUPPORT BY THE PROFESSION

Through close contact with universities and institutions of higher education, the profession must contribute towards the continuous adaptation of training methods and the curricula for translator and interpreter training courses to the realities of professional work.

To this end, the profession must provide support to the institutions of higher education training translators and interpreters. This support should, in particular, include the following action by the profession.

- ◆ Each year, professionals will present papers on typical working conditions as well as problems facing the profession at institutions of higher education training translators and interpreters. These papers will, among other things, survey working languages and language directions for translation and interpretation, types of texts and subject areas encountered, working methods, terminology work, the use of equipment and tools, responsibilities beyond direct translation and interpretation, as well as status issues.

- ◆ The profession will provide support to institutions of higher education training translators and interpreters by supplying information, texts and other material for classes (e.g. equipment, technical or other specialized texts, glossaries, brochures and panels) and by arranging technical visits.

- ◆ The profession will provide opportunities for internships. As with other disciplines, these internships will give students an insight into professional work. Each internship should be for a duration of at least six weeks and where possible last twelve weeks. For recognition as part of a degree course, the internship must be adequately organized and structured and appropriate supervision must be provided. Internees will be employed under appropriate contracts and receive certificates on completion of their internships. Where applicable they will also be paid the standard remuneration for internees.

- ◆ The profession will also provide support to students writing their final papers, particularly when such papers include terminologies. To this end, the profession will notify the institutions of higher education training translators and interpreters of subject areas in which new terminologies are needed and support can be provided. These subject areas will be made known by translator and interpreter training institutions to their graduating students. The appropriate bodies of the institutions of higher education will be responsible for allocating subjects and approving the titles of final papers as well as for academic support and for marking the final papers. The profession will support graduating students by facilitating access to sources, for example, providing literature or access to libraries or, where appropriate, manufacturing plants or corporate departments, and will also verify the correctness of the non-terminological part of the final paper, if so requested by an institution of higher education. The professional organization which has provided such support will receive a copy of the final paper on completion for in-house use. Any other use, such as the commercial exploitation of the terminology or its inclusion in an external term bank, will be subject to written approval by the author of the final paper and his or her institution of higher education.

- ◆ The profession will also support institutions of higher education training translators and interpreters by supplying teaching staff for classes, for instance under one semester contracts (unpaid where necessary). Professionals employed for this work must possess appropriate teaching and professional qualifications and skills.

Details of the employment, including the subjects of the class, must be agreed, between the institution of higher education and the professional concerned. The participation by the profession in teaching at institutions of higher education training translators and interpreters (practical exercises, seminars, workshops, etc.) will mainly be in the following areas :

- ◆ Main language skills
- ◆ General and cultural knowledge
- ◆ Specialties

- ◆ Tools of the translator and the interpreter (machine-readable [where applicable] terminologies, technical and other literature and dictionaries will also be provided by the profession)
- ◆ Translation and interpretation classes (to help create realistic working conditions)
- ◆ Data processing

The profession may also award research contracts to institutions of higher education (cf. Section 4).

To facilitate cooperation between institutions of higher education training translators and interpreters and the profession, the profession will set up a liaison office to coordinate and implement the activities described above. The administration of the liaison office will be the responsibility of the profession.

Support by the profession to institutions of higher education training translators and interpreters will, in principle, be provided at no cost to institutions of higher education.

#### 7. MEDIUM-RANGE AND LONG-RANGE PROSPECTS

The need for qualified and responsible language experts is growing. However, in spite of the continual increase in international communication, the number of posts for conventional translators and interpreters is declining.

It is important to realize, though, that the term "translator" is an inadequate reflection of the working environment. Translators and interpreters work in an environment of (usually) specialized communication between different (linguistic) cultures where interests are often in conflict. To satisfy real needs, translators and interpreters must be specialists in subject-related international communication. These needs must be met by undergraduate education which teaches both practical skills and the theoretical grounding for these skills.

It is the objective of theoretical work to expand and critically review knowledge, whereas practical work calls for the application of existing knowledge to a specific situation. The two are different sides of the same coin. In academic translator and interpreter training, students must be familiarized with the history and the structures of their discipline as well as ongoing research. They must acquire the relevant knowledge and methodologies and must learn how to apply this knowledge independently, critically and creatively.

Institutions of higher education which take their orientation from these principles must engage actively in professional research. The institutions of higher education training translators and interpreters and the West German states as well as industry and government agencies must therefore together strengthen and improve organizational structures, courses and human resources for translator and interpreter training.

#### *Recommendations*

The Joint University and Industry Committee has agreed on the following recommendations for the medium-term and the long-term development of translator and interpreter training :

- ◆ Courses must be created and developed which satisfy both the needs of the translating and interpreting profession as well as the need for higher qualifications among staff engaged in translating and interpreting training and research. The structures and curricula of existing degree courses must be reviewed in the light of the recommendations set out in this Memorandum.

In addition, however, novel courses should be developed to combine translation or interpreting with a second discipline, thereby giving graduates a recognized dual

qualification. (The need for such a novel course is justified not only by the great demands made on the linguistic and non-linguistic competence of translators and interpreters. In fact, as international communication continues to grow, professions requiring this dual qualification are evolving. Spokesmen for major companies, foreign consultants and foreign correspondents for the media are some examples.) This combined course could follow the example of existing courses with two major subjects. It should comprise translation or interpretation and an appropriate second discipline such as physics, chemistry, biology, medicine, law, business studies, mechanical engineering or computer engineering. Practical translation or interpretation exercises integrated in such a course should create a connection between the two disciplines and relate them to each other.

♦ The language skills of students admitted to degree courses for translators and interpreters (see Section 3.2.2) must be advanced enough to ensure that sufficient time can be devoted to professional training backed by adequate professional theory in an eight-semester course. Progress must not be delayed by language learning, although the course must naturally develop certain language skills specific to translators and interpreters. It is also important to note that translation classes attended by sixty to one hundred students — a frequent situation under current conditions — will not transfer professional skills to students. Admission criteria and human resources at institutions of higher education must be redefined on the basis that a maximum of twenty students will attend practical exercises. All courses must be geared to the realities of the profession. This reorientation implies translation and text editing exercises under realistic conditions, as well as practical classes in which students are shown how to use word processing, data bank and computerized translation equipment. Since all practical work at an institution of higher education will nonetheless retain its demonstration character, it will be essential to introduce internships to give students experience of professional conditions, opportunities and problems, and enable them to relate this experience to their courses (cf. Section 6).

♦ Four-semester postgraduate courses should be introduced to further the education of the young academic staff needed as lecturers in institutions of higher education and for research. Such postgraduate courses, which should be interdisciplinary, would have to be adjusted to the potential offered by conditions at each institution of higher education. They should cover, for instance, the didactics of translation, psycholinguistic aspects of translation and interpretation, and international communication for special purposes, as well as computer-assisted translation, machine translation, knowledge engineering, expert systems and all areas of natural language processing.

♦ In addition to (although not necessarily integrated with) postgraduate courses, procedures and resources for granting the academic degrees of a doctor and a professor must be developed at all institutions of higher education training translators and interpreters.

♦ Present-day teaching and research resources at institutions of higher education training translators and interpreters are inadequate. They do not have the human resources needed to create the flexibility needed for adaptation to new developments. In the current phase of recession in universities and other institutions of higher education, the development and implementation of novel concepts is therefore hampered or even prevented altogether by an inadequacy of resources mainly due to a minimalist view of translator and interpreter training, the assumption being that translation and interpretation or its teaching calls for hardly any skills but the command of two or three languages. This view is a complete misunderstanding of translation and interpretation and fails to do justice to the profession and to professional training. One striking deficiency is the

very limited and sporadic nature of translation- and interpretation-related research, which is necessary to create the theoretical foundations of degree courses. An essential reason for this deficiency is the shortage of human resources. It must be a priority to create posts for academic staff with a commitment to research in addition to their teaching and lecturing duties. The substantial research backlog can only be managed and reduced — to the benefit of both translator and interpreter training and the profession — if an appropriate infrastructure is created, integrating training and research.

♦ The present unsatisfactory situation can be remedied only if the financial and human resource implications are recognized and appropriate action is taken. Institutions of higher education, state ministries, industry and government services are called upon to develop the concepts and furnish the financial resources needed for future-oriented professional translator and interpreter training and to take appropriate action in support of a gradual improvement of conditions.

#### 8. FURTHER ACTION

The Joint University and Industry Committee proposes that the Board of BDÜ should commission the Committee to further the implementation of the recommendations summarized in this Memorandum and to coordinate the necessary cooperation between universities and industry.

Further action breaks down into four phases of activity, which should partly be simultaneous.

1. A publicity campaign should be launched and consistently followed up so that the recommendations set forth in this Memorandum will be made known and a discussion on the recommendations of this Memorandum will be opened by the BDÜ organization (for instance, through the Schwerte group) and the profession in general as well as the institutions of higher education training translators and interpreters and state ministries. The Joint University and Industry Committee is willing to draft appropriate documents on the basis of this Memorandum.

2. Recommended measures not necessitating any change in existing curricula and examination regulations should be reviewed by translator and interpreter training institutions without delay and should then be implemented by institutions with the support of the profession.

3. Long-term measures implying changes to courses and examination regulations must also be introduced on the basis of the new concepts. The Joint University and Industry Committee will endeavour to bring about agreement between institutions of higher education concerning the course of action. The development and introduction of graduate courses should be agreed upon by the institutions of higher education.

4. The Joint University and Industry Committee considers that it would be useful to draft professional profiles for translators and interpreters as well as academic staff teaching or lecturing at institutions of higher education training translators and interpreters. It proposes that a new professional profile for translators and interpreters be incorporated in the series of pamphlets on professions published by the West German Labor Department as well as in the publications of the International Labor Office.

The Joint University and Industry Committee is willing to act as a consultant for the implementation of its recommendations.

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