

APTIS 2022: Translation and interpreting pedagogy in a post-pandemic world: new opportunities and challenges

4th annual conference, University of Leeds, 18-19 November 2022

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Blind spots in the training of translators

Post-editing, multimodality, accessibility, neural machine translation, digital technology in translation, etc.: the number of buzzwords in the academic and professional world of translation, in particular in the sphere of training/teaching, is never decreasing and the buzzwords themselves never stop circulating (otherwise they won't be buzzwords.)

My presentation won't introduce so-called new opportunities and new challenges in BA/MA programmes in translation. I will rather question the assumptions, the presuppositions and what is frequently left unsaid

- in the history of many curriculums, many syllabi
- in the use of technology during the training
- in the professionalisation aimed at in programmes in Translation and Interpreting, in associations of translators, and in different portals today
- in the behaviours of researchers in Translation Studies (TS), and indirectly in the social relevance of our contemporary research, while the volume of publications in TS has increased tremendously in the last two decades.

Can we say that TS and training programmes in translation have developed into a real "success story" in the last twenty years?