

PETRA-E



Erasmus+

Petra-e?

- About Petra-e
- What do we expect from EFNIL as a dissemination partner?

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What is Petra-e?

- An Erasmus+ supported literary translation project.
- Initiated by the Nederlandse Taalunie and seven European partners.
- EFNIL + Recit are 'dissemination' partners of Petra-e

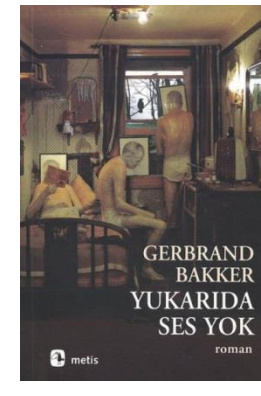
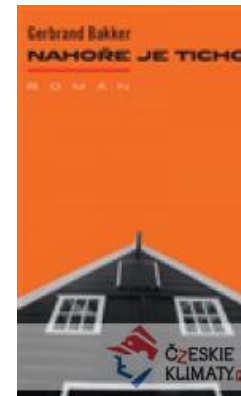
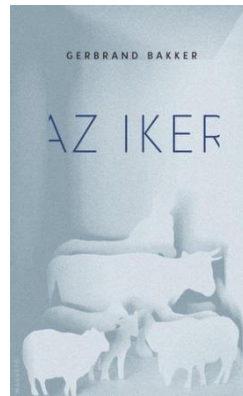
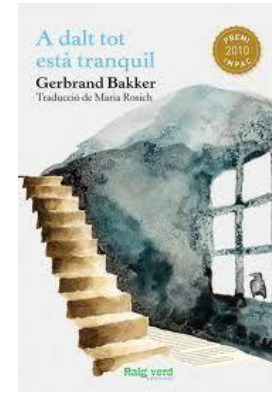
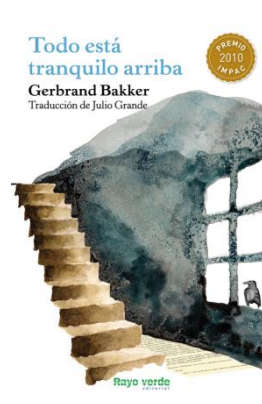
Aims

- Short term: to develop a Framework of Reference for Literary Translation: identification of skills and knowledge and steps towards proficiency (level 1 to 5).
- Longer term: to enable stronger collaboration in the field of education and training of literary translators in Europe.

Framework Literary Translation

Levels (5)	LT1 beginner	LT2 intermediate	LT3 advanced	LT4 professional	LT5 expert
Competencies (8)	Descriptors	Descriptors	Descriptors	Descriptors	Descriptors
<p>1. Transfer Competence The translating competence consists of the knowledge, the skills and the attitude needed to translate texts into the main language at a required level. It comprises the ability to recognize problems of textual understanding and text production and the ability to solve these problems in an appropriate way, and to account for the final result.</p>	<p>understanding of source texts identification of translation problems familiarity with translation strategies</p> <p>application of translation strategies production target texts justification of translations</p> <p>comparison of translations</p> <p>translation approach</p> <p>literary creativity</p>	<p>can understand source texts can identify translation problems knows several translation strategies</p> <p>can produce a target text</p> <p>can recognize differences between translations</p>	<p>can understand literary source texts can identify literary translation problems can see (the implications of) translation strategies can adopt (several) translation strategies appropriately can produce a literary target text can justify individual choices and decisions can interpret differences between translations of the same text</p> <p>can distinguish between different translation approaches [EXAMPLE NEEDED]</p>	<p>can understand literary source texts in a detailed way [EXAMPLE NEEDED] can solve literary translation problems in several ways</p> <p>can apply (several) strategies in an intended way able to produce literary target texts that meet publication standards can justify her/his translations as a whole</p> <p>can evaluate differences between translations</p> <p>able to exercise translation criticism</p> <p>can outline her/his own translation approach</p> <p>develops ability to find solutions and make choices beyond learned procedures and methods</p>	<p>can reflect on her/his own approach in a preface or a commentary to a translation [changed & made green]</p> <p>can adopt a translation approach [EXAMPLE NEEDED] can find solutions and make choices beyond learned procedures and methods</p> <p>optimal creative ability</p>
<p>2. Language Competence Linguistic competence refers to the grammatical, stylistic and pragmatic mastering of the source language and the target language especially on the domains of reading and writing.</p>	<p>source language competence</p> <p>target language competence</p>	<p>CEF B2 for reading</p> <p>CEF C1 for reading and writing</p> <p>can recognize (features of) literary language</p>	<p>CEF C1 for reading</p> <p>CEF C2 for reading and writing</p> <p>can apply literary styles</p>	<p>can master several types of literary style appropriately</p> <p>can adopt an appropriate literary style</p>	
<p>3. Textual competence Textual competence consists of the knowledge of literary genres and styles and the ability to apply this knowledge in the analysis of source texts and the production of target texts.</p>	<p>ability to analyze texts familiarity with literary genres</p> <p>familiarity with the stylistic features of a source text application of literary techniques production of target texts with stylistic features editorial skills</p>	<p>can analyze source texts knows genre tradition of the target literature</p>	<p>can analyze literary source texts knows genre tradition of the source literature</p> <p>can recognize stylistic features of source texts can respond to specific challenges creatively</p> <p>can produce a target text in a certain style can revise own texts</p>	<p>can make translation-relevant analyses of literary texts</p> <p>can handle specific genres</p> <p>can evaluate different stylistic features can apply literary techniques</p> <p>can find solutions and make choices creatively can revise texts up to publication standards</p>	<p>specializes in at least one specific genre</p> <p>can apply complex literary techniques</p> <p>can produce target texts in different styles can edit texts up to publication standards</p>

Gerbrand Bakker *Boven is het stil*



Boven is het stil translations

- Bo is dit stil 2013, Afrikaans
- (Boven is het stil) 2012, Arabisch
- A dalt tot està tranquil 2012, Catalaans
- [(Boven is het stil)] 2012, Chinees
- Ovenpå er der stille 2008, Deens
- Oben ist es still 2008, Duits
- The twin 2008, Engels
- Isä muuttaa yläkertaan 2012, Fins
- Là-haut, tout est calme 2009, Frans
- [(Boven is het stil)], Georgisch
- [Lema'ala sjaket] 2011, Hebreeuws
- Az iker 2013, Hongaars
- C'è silenzio lassù 2009, Italiaans
- [(Boven is het stil)] 2011, Koreaans
- Gore je tiho 2013, Kroatisch
- Ovenpå er det stille 2009, Noors
- (Boven is het stil), Pools
- (Boven is het stil), Servisch
- Todo está tranquilo arriba 2012, Spaans
- Nahoře je ticho 2013, Tsjechisch
- Yukarida ses yok 2011, Turks

Ik heb vader naar boven gedaan. Nadat ik hem in een stoel had gezet, heb ik het bed uit elkaar gehaald.

I've put father upstairs. I had to park him on a chair first to take the bed apart.

Ho messo mio padre di sopra. Dopo averlo sistemato su una sedia, ho smontato il letto.

He llevado a padre arriba. Tras sentarle en la silla, desmonté la cama.

Ich habe Vater nach oben geschafft. Nachdem ich ihn auf einen Stuhl gesetzt hatte, habe ich das Bett zerlegt.

He pujat el pare a dalt. Primer l'he assegut en una cadira i he desmuntat el llit.

'Ik wil Sinterklaas vieren,' zegt hij.

'Sinterklaas?' Er is in dit huis sinds de dood van moeder geen Sinterklaas meer gevierd. 'Waarom?'

'Dat is gezellig.'

'En hoe stel je dat dan voor?'

'Nou,' zegt hij, 'gewoon.'

'I want to celebrate St Nicholas' he says.

'St. Nicholas?' There haven't been any St. Nicholas celebrations in this house since Mother died. 'What for?'

'It's nice.'

'And how do you imagine it?'

'You know, he says, 'the usual.'

"Voglio festeggiare San Nicola*",dice.

"San Nicola?" E dalla morte della mama che non si festeggia piu San Nicola in questa casa.

"E perché?"

"Perché e bello."

"Ah si ? e come te lo imagini?"

"Be' come sempre."

-Quiero celebrar San Nicolas – me dice.

-? San Nicolas? - Desde la muerte de madre en esta casa ya non se volvio a celebrar ningun San Nicolas -.?Por que?

-Es divertido.

- ? Y como te imaginas la celebracion?

-Bueno – dice -, pues normal.

'Gezellig'



- Enguany vull celebrar sant Nicolau – diu
- Sant Nicolau? –en aquesta casa no s’ha celebrat el dia de sant Nicolau des que va morir la mare-. Per que ?
- Es una festa tan maca.
- I com vols que ho fem ?
- Doncs com sempre.

‘Ich mochte Nikolaus feiern,’ sagt er. ‘Nikolaus?’ ‘In diesem Haus ist seit Mutters Tod nicht mehr Nikolaus gefeiert worden.’ ‘Warum?’

‘Das ist gemütlich.’

‘Und wie stellst du dir das for?’

‘Na ja,’ sagt er ‘wie üblich’



Why a framework for literary translation?

- The Framework can help translators identify their position and educational needs.
- It can help to validate informally acquired knowledge and skills.
- Agreement on the skills and competencies and different levels of literary translation enables collaboration between training institutions.
- Stronger collaboration will improve the quality of education.

Quality

Improves quality because it allows schools and universities

- To identify competencies currently lacking and enable collaboration to develop solutions.
- To make training available for every possible language combination on a European level.
- To develop better instruments, using digital media and new didactic concepts.

How?

- 4 Project Group conferences: Utrecht, Misano, Budapest and Leuven with translators, trainers and other stakeholders.
- Different draft versions of the Framework.
- Application of our own programs and courses.
- Presentations at conferences and meetings.
- Publication (in at least 4 EU languages) print and digital.
- Webpage and social media groups.
- 'Help desk'.
- Complete an existing list of translation programs.

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	translation approach literary creativity		can distinguish between different translation approaches [EXAMPLE NEEDED]	can outline her/his own translation approach develops ability to find solutions and make choices beyond learned procedures and methods	can adopt a translation approach [EXAMPLE NEEDED] can find solutions and make choices beyond learned procedures and methods
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Petra > Petra-e

“Plateforme Européenne pour la traduction littéraire”



Recommendations Petra

- 1) “To create open structures to enable **universities** and higher education establishments to **collaborate** with **non-academic** organizations and associations (...)”.
- 2) “To start a discussion on promising long-term structures for the education and training of literary translators at a European level. This involves the **exchange and cooperation between academic and non-academic institutions** on the contents of training (...)”
- 3) “A working group should work out a proposal (...). One of the items on the agenda could be the development of a **learning pathway** (Reference Framework) for Literary translators with a distinct sequence of **steps from beginners to professional translators** (..)



How can you help us?

- By distributing the Framework and its introduction (digital and in print)
 - to relevant organisations in your country yourself *or*
 - by sharing mail and e-mail addresses with us.
- By helping to find us opportunities to present or launch of the Framework (conferences, summer schools).
- By sharing our initiative in general with relevant people and organisations.
- By linking to our website <http://petraeducation.eu/about-petra-e/>.
- By helping with correcting and updating the list of translation programs (only some EFNIL members): Finland, Czech Republic, Croatia, Turkey, Slovakia and Slovenia.

Relevant target groups: universities and schools teaching translation, translators organisations, publishers organisations, policymakers(...).

When and how?

When?

- List with programs and schools: ASAP.
- suggestions for presentations, launches: always
- Website: January 2016
- Addresses for distribution: by February 2016
- Distribution: May or June 2016 (how many copies?)

How?

- Petra-e@taalunie.org and Kwaterman@taalunie.org
- +31-6-40973745
- Requests and reminders via secretariat of EFNIL?

Thank you

