



# Подготовка социальных переводчиков в Испании и Нидерландах: дидактический аспект

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## Social translation in Spain and the Netherlands: didactic aspect

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### Аннотация

Изучение опыта Испании и Нидерландов в подготовке социальных переводчиков необходимо для усовершенствования подготовки отечественных переводчиков, работающих в данной области с парами языков испанский - русский и нидерландский – русский.

### Abstract

Studying the experience of teaching of social translators in Spain and the Netherlands will help to improve the education process of the translators in Russia in the field of Dutch-Russian and Spanish-Russian languages.

**Ключевые слова:** социальный перевод, учебные модули, навыки.

**Keywords:** social translation, teaching modules, skills.

### The problem of social translation

There is a concept of translation which is called "communal" or "social" translation in Russia, translation "en los servicios públicos" in Spain and "sociale talk" in the Netherlands. The increasing demand for interpreters working in the social sphere, confirms the importance of the topic. Many BANA countries, Sweden, Finland and others have successfully operating translation schools that work on a problem of social translation. It seems interesting to pay attention to Spain and the Netherlands, due to the fact that the experience of these countries is still not fully studied. Meanwhile, as the practice shows, the need for social interpreters for our citizens in Spain and the Netherlands, as well as for the Spaniards and the Dutch people in Russia, is growing.

The population picture in many Western countries, including the Netherlands and Spain, has changed. The flow of refugees from the Middle East and Africa has significantly increased,



along with the expanded range of problems that need to be solved urgently. Immigrants and refugees bring their culture and a variety of languages to European countries, limiting the possibility of cross-cultural communication. These immigrants mainly do not know the language and culture of their future country of residence, which creates difficulties of assimilation and complicates their communication in social areas such as in educational- and public institutions and hospitals.

Thus, we can conclude that the interest in teaching methodology of translation is constantly growing. Translators and teachers develop the theoretical aspects; and theory and practice complement each other constantly in the process of learning.

### **Social translation in Spain**

As the researchers of social translation rightly consider, European governments must not only provide the newcomers with all possible support but also ensure a decent life and integration into society.

The presence of professional translators in the ministry of internal affairs and the courts etc., helps to partially solve the problem, but the interpreters do not know all the languages and dialects of immigrants. These are the problems related to professional translation: 1) lack of education and knowledge of the professional ethics of translation; 2) insufficient number of translators in the offices of social institutions; 3) the absence of clear professional rules of behavior for interpreters; 4) non-professional and unqualified translations that incorrectly reflect the rights and responsibilities of the new citizens. Solving these problems is an urgent issue of social translation.

Many universities have Master programs designed for social interpreters. The training is conducted on the training modules: oral- and written- legal, administrative, and medical translations. The classes are taught by both Spanish and foreign lecturers, which increases the effectiveness. A lot of time is devoted to self-preparation for examinations and tests. Particular attention is paid to the training of interpreters working in the medical field. It is well known that the patient becomes most vulnerable at the hospital because he is experiencing pain and suffering. Most medical personnel forget that sometimes the patients can hardly speak the language or do not know the language of the country at all, which also complicates the work of the translator [Bischoff A., Leutan L.]. Therefore it is necessary to develop a specific strategy in order to avoid a possible conflict. We would like to note that the most unexpected situations can occur at all times and therefore it is necessary to constantly work on the selection of materials needed for the training.

### **Social translation in the Netherlands**

The interpreters working in the social sphere do not always have a permanent contract with the employer. Very often, they are freelancers, immigrants with Dutch level C1, who have higher education, but without professional translation training. The problem is that social interpreter courses in the Netherlands and Belgium (we are referring to the part of Belgium where Dutch is the official spoken language) are mainly for the Arabic, Russian and Chinese languages. However, we should not forget about the problem of dialects. An interesting fact is that according to statistics, 70% of interpreters working in



the social sphere are women [De Keyser R. ].

Translators in the social sector follow the four-month course taught in Dutch. The study involves developing the ability to take the differences in the culture of the Netherlands and the country of the language into account, as well as the ability to make an adequate translation. The course focuses on the improvement of the Dutch language. Degrees of Higher Education are issued in the following areas: English, Spanish, French, German and Italian languages.

The teaching modules include translation techniques, terminology, testing of the translation skills, role-playing exercises, training simultaneous interpretation and exercises to train your memory. At the end of the study, the student receives a certificate and his name is written in the register of interpreters and sworn translators (Register beëdigde tolken en vertalers).

The study showed that, despite more frequent use of informele gelegenheidstolken (unofficial interpreters), the preference is given to professional social interpreter because nonprofessionals often translate selectively. Qualified interpreters are impartial, professional and their language skills are higher than those of the informal interpreters [Roels B., Seghers M.].

The need for interpreters, who are able to work in stressful situations, is growing due to the increasing flow of refugees. In many cases, the translators themselves are refugees. That is why there are special courses in the Netherlands, set up to prepare them for interpreters working in the social sector - Tolk en Vertaal Centrum Nederland (Netherlands Translation Centre) [Meinders K.].

## **Education of social translators in Russia**

Analysis of Russian and foreign experience allows us to conclude that, in order to provide the most effective learning process for the students in Russian universities, it is necessary to make the choice of priorities, constituting a single concept of learning. When teaching translation, it is necessary to determine the skills and abilities that are essential to the translator.

In addition to grammar skills that are developed by a set of special exercises, it is necessary to develop the cognitive skills that are associated with the management of mental operations.

The skills of consecutive interpreting are divided into interpretive, cognitive, technical and generating skills. Cognitive skills are the skills related to the management of mental operations [Alikina E.V.]. Cognition is understood in a broad sense with six levels, including cultural: an awareness of how the information is given and its verbal clearance conform to cultural norms of native speakers. In our opinion, this requires the cooperation of Russian and foreign teachers to optimize the learning process of a social translator.

Foreign experience, both positive and negative, can be used in order to improve the training of Russian interpreters working in Spanish-Russian and Dutch-Russian areas of social translation.

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