**CETRA 2016
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As the recipient of the EST Summer School Scholarship 2016, I attended the 28th CETRA Research Summer School in Translation Studies that convened in Antwerp between 22 August-2 September. Instead of introducing CETRA, the oldest and possibly the most prestigious international summer school in the field of translation and interpreting studies, I’d like to start by extending my gratitude to this year’s staff chaired by Jeremy Munday for creating a unique atmosphere that carried the spirit of the 40-year Leuven tradition which has been essential to the training of countless translation and interpreting students and scholars, including myself and my classmates. Thus, given the indisputable importance of the University of Leuven and its former and current members in the history of translation studies, my two-week sojourn in Antwerp was not only professionally exceptional but also emotionally charged.

Quite similar to previous conventions, this year’s CETRA offered a highly diverse environment with the participation of 25 doctoral students and 18 professors from a total of 4 continents, 18 countries, and 24 universities. This diversity was further enhanced by a wide array of research fields and methodologies in translation and interpreting studies from audiovisual translation, translation historiography, and literary translation to sociology of translation and cognitive approaches to translation and interpreting.

The curriculum was organized along, but not restricted to, four main categories all of which supplemented each other in terms of the pedagogical tools they provided. Firstly, four public lectures by the CETRA chair, Jeremy Munday, charted a four-partite framework allowing us to trace the linguistic fingerprints of the translator/interpreter via a) linguistic oriented discourse analysis in translation, b) application of evaluation and appraisal theories to the analysis of translator’s stance, c) study of style, voice, and ideology in translation from a linguistic perspective, and d) analysis of literary translator drafts and correspondences based on his own work in the literary archives of the University of Leeds and Princeton University. In hindsight, I can say that Professor Munday’s linguistic-oriented lecture series functioned as quite an intensive and multifaceted graduate-level course on critical discourse analysis which, essentially, lies at the heart of all PhD projects presented by the participants.

The second component of the program was a series of seminars given by the CETRA staff. A total of seven seminars were delivered through two weeks by Daniel Gile (“What do we really do when we do a PhD? Research Traditions and Research Types”), Franz Pöchhacker (“Research Interpreting: Methodological Approaches”), Lieven D’hulst (“Historical Translation Research”), Sara Ramos Pinto (“Audiovisual Translation: What Can We Learn from It?”), Arnt Lykke Jakobson (“Translation Process Research Methodology”), Dilek Dizdar (“Translation as a Cultural Technique”), and Christina Schäffner (“Institutional Translation”). Each seminar addressed at length a well-defined topic in research training in translation and interpreting studies and indeed extended beyond the topic in question during the discussion part and even in personal communication with the speaker. Regardless of the direct relevance of seminar topics to my own research, I highly benefited from the methodological and theoretical profundity and diversity of these seminars.

Tutorials with the staff members, the third component of the program, gave the participants the opportunity to receive individual feedback on their proposed project. We were able to sign up for as many tutorials as we needed and all the staff members were generous with their time outside of the tutorial slots too. The diversity in the research fields of the staff members allowed us to hear multiple, sometimes clashing, perspectives on our projects which was indeed an invigorating experience that nurtured the critical stance we need to maintain in our research training. Also, the debate between Andrew Chesterman and Daniel Gile on interdisciplinarity and the boundaries of Translation Studies and the interdisciplinary guest lecture given by Rebecca Piekkari from the School of Business at Aalto University (“Translation and Translators in the Field of International Business”) perfectly complemented the structure of the program by further accentuating the mission statement of CETRA, “opening up disciplinary borders [of Translation Studies] to the very point of questioning them.”

Staff members reiterated many times that one of the objectives of CETRA was to create international networks among young scholars of translation and interpreting. Student presentations was the last step to the fulfilment of this objective. The feeling of community created in the first week naturally led to a low-stress setting for the participants to present their projects. Combined with the feedback of the faculty, the variety in the backgrounds of participants brought about a wealth of theoretical and methodological approaches to proposed projects and suggestions to the researcher’s questions and concerns. It transpired at the end of the presentations in the second week that all the research designs, including mine, had gone through slight to major changes and were refined, transformation briefly called the “CETRA effect” by Luc van Doorslaer.

The effectiveness of CETRA, for me, partly lied in its successful merging of curricular and extracurricular activities that were equally thought-provoking, informative, and inspiring such as a guided Antwerp tour, two dinners which turned into literary farewells to Professor Andrew Chesterman and to CETRA, and casual get-togethers with the staff. It is not an easy task to create an intellectually challenging and stimulating yet at the same time genuinely embracing and supportive environment for young scholars to thrive in. CETRA 2016 undoubtedly achieved that.