

**Report: CETRA, Twenty-fourth Research Summer School
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David Orrego-Carmona
PhD program in Translation and Intercultural Studies
Intercultural Studies Group
Universitat Rovira i Virgili
Tarragona, Spain.
davidorregocarmona@gmail.com

There is no need to introduce the CETRA Summer School in Translation Studies: More than 500 alumni, an international and experienced teaching staff and twenty-four editions are evidence of the meticulous work that is entailed every year to organize the best established summer school in the field of Translation Studies. Started in 1989 by Prof. José Lambert and continued by Prof. Reine Meylaerts, this world famous initiative is undoubtedly an engaging and challenging training environment for PhD students working in the field of Translation Studies.

From 20 to 31 August, K.U. Leuven played host to 24 participants, 5 fellows of the FP7 Marie Curie TIME project and 14 professors in the field of Translation Studies. All the people attending –students and staff– are vivid proof of our field of study’s global impact: More than 20 universities from 4 different continents were represented in this diverse group, an impressive multicultural and heterogeneous group that created a perfect atmosphere for two thought-provoking weeks.

Following a long-standing tradition, the CETRA staff appoints every year a CETRA Professor who is in charge of chairing the summer school. This year, the mission was given to Prof. Franz Pöchhacker, from the Center for Translation Studies at the University of Vienna. Prof. Pöchhacker offered a very structured and thorough panorama of research in Translation Studies, covering key methodological issues and focusing primarily on research in Interpreting Studies. At the same time, he also chipped in for poetic and relaxed interactions, which added to the comfortable environment for the participants.

The Summer School activities were organized in four different modes: lectures, theoretical-methodological seminars, one-on-one tutorials and the presentations of our own projects. During the two weeks, we had one seminar per day, each with a different professor, and the possibility of having individual tutorials. Students signed up for tutorials with the CETRA staff depending on their fields of interests. The lectures by the CETRA professor and an optional seminar on statistical methods took place during the first week, and the second week was mostly dedicated to the students’ presentations and follow-up discussions.

The lectures prepared by Prof. Pöchhacker started with general presentations of theories and paradigms that have shaped Translation Studies and Interpreting Studies. He then continued with more in-depth presentations on the evolution of research in interpreting and the research methods that have been successfully applied by different scholars throughout the last sixty years. Every lecture was followed by discussions, which allowed

participants and staff to ask their questions and express their points of view. Although Prof. Pöchhacker's lectures focused mainly on Interpreting Studies, there was always something to learn for those working in other areas of Translation Studies. When introducing examples from Interpreting Research, he continuously stressed the importance of having a well-structured and robust method to collect and interpret data.

I signed up for the optional seminar on statistical methods by Prof. Laura Winther Balling, from Copenhagen Business School. The course took place over three afternoons in the first week. By nature, statistical analyses are intimidating for scholars in Social Sciences and Humanities; nevertheless, they are now more applied among scholars in Translation Studies who are convinced of its relevance to empirical research.

Including the seminar in the program was certainly a benefit for the participants who attended. Prof. Winther Balling covered the characteristics and requirements of experimental design and different types of statistical analysis. In order to have hands-on experience, she introduced R, an open-source programming language and software for statistical computing. She cautioned about the inconveniences brought about by post-hoc experimental design and the advantages of pre-hoc design. She also offered a step-by-step description on how to structure an adequate experimental design for research projects in Translation Studies. Unfortunately, due to time constraints, we were not able to go into details of linear regression and mixed models, which seem to be highly interesting.

The nature of the seminars was very diverse and the experts teaching them offered a wide panorama of both, traditional and innovative topics in Translation Studies. Some seminars drew on the stages and issues involved in writing a PhD dissertation, such as research design, methodological questions involved in the research process or the need for being critical about the existing research. There was also time for discussions on different subjects, such as the problems posed by the lack of agreement on the definition and adoption of basic concepts, documentation and reference catalogs relevant for PhD students and the importance that should be given to context when doing research in translation and interpreting. Regarding the use of tools for research in translation, we explored new possibilities offered by corpus studies for research on interpreting and we also learnt about the potential of using smartpens when investigating note-taking in consecutive interpreting. Additionally, we revisited the concept of norms in translation, its evolution in the field, the status it has achieved and the criticism raised against it. Finally, and to my personal satisfaction, we had a seminar on audiovisual translation. The different modes of audiovisual translation were adequately explained and special attention was paid to the multimodal nature of the object of study and its potential contributions to Translation Studies.

The student presentations created an ideal environment for discussion at different levels and about a wide variety of topics. In total, 28 PhD projects were presented in four days. This interaction was without any doubt fruitful and thought-provoking since each student approached a particular area and contributed a different perspective. The postulates, motivation and resourcefulness of participants fueled stimulating debates for us young scholars who are finding a place in the research community. One of the biggest achievements of the Summer School was building up an interactive space where participants were interested in sharing their knowledge and felt comfortable in doing so,

and staff members were willing to listen and pleased to offer advice. The dynamics of the group allowed a constant exchange that enriched the knowledge of all the parties involved, while, at the same time, making participants feel part of a research community.

In summary, the 2012 24th CETRA Summer School in Translation Studies was a clear success. During the opening session, Prof. Meylaerts pointed out that one of the main goals of CETRA is motivating the creation of networks among young scholar groups, and the Summer School definitely fulfilled this goal: We now have a group on Facebook and also some folders on Google Drive to share resources (and yes, some photos too). The lectures by the CETRA professor were inspiring, the seminars were highly instructive and the tutorials helped all of the participants to shape or fine-tune their designs.

It is my personal opinion, but also what I take from the comments of my fellow participants, that CETRA helped us to develop our ability to be critical about the methods and tools we use in our projects, to be aware of elements that need to be included in our research and to uncover approaches that might need to be ruled out along the way; but most importantly, most of us now have new criteria and ideas that will refine our research designs, help in developing our projects and back up the validity our findings. I am certain when I say that all of the participants achieved some progress during these thrilling two weeks, and the improvement for all of our projects was possible thanks to the quality of the interaction afforded in the unique CETRA atmosphere.

So what? What do I take from CETRA?

My project is a reception study that uses eye-tracking and questionnaires to explore non-professional subtitling. It deals with this new topic in Translation Studies and employs methods used in audiovisual translation research. During CETRA, I had the opportunity to fine-tune the design of my experiments and also to discuss my project and the implications of the possible results.

I had tutorials with most of the CETRA staff who attended the Summer School. It was very interesting to talk about my project with experts in different areas in Translation Studies because it helped me to uncover elements I had overlooked in my design, confirm the validity of some of my proposals and consider new elements for my research. Attending CETRA at the end of my first year was perfect timing since it helped me to clarify the path I should follow and the modifications and additions I need to apply to my research design.

Due to the nature of my project, it was especially relevant to meet the TIME fellows Marta Miquel and Sara Ramos Pinto, who work with Prof. Yves Gambier. Both, Sara and Marta, do research on subtitling and use the same methods. It was very encouraging to meet people working on audiovisual translation and using a set of methods similar to the one I am applying. It gave me the opportunity to have access to first-hand information on things that might go wrong and different aspects that should be taken into account when conducting the experiment. Talking to Sara, who is an experienced researcher in the TIME project, gave me a lot of perspective. She pointed out issues that might arise or are already present in my research and now I am aware I must address and discuss them during my project.

Thanks to the input received during CETRA, I now have a short-term plan of action. In the next four months, I need to fine-tune and test the methods included in my research project in order to carry out the main experiment in the first months of the next year.