Newcastle Interpreting Forum:
a roundtable discussion on interpreter education

24 April 2014
Room 2.21, Research Beehive, Old Library Building
Newcastle University

2 pm – 3 pm: Keynote speech

Minding the Gaps:
the value of grounding interpreting teaching in research

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Keynote abstract

Interpreting (and translation) courses are more popular than ever before. A review of educational opportunities for interpreting students reveals that instructors in interpreting programs/courses/workshops have diverse backgrounds. Sometimes classes are taught by full time staff dedicated to research and teaching. Other part-time staff that may (or may not) engage in research are in charge of the teaching. There is a tension between supply and demand of T&I education. As courses in T&I become more popular, there may not be enough educators prepared to meet these needs. Education is confused with training. In Translation and Interpreting Studies (as well as in any other field), when instruction is primarily based on staff’s experiential knowledge, it becomes problematic. While extremely valuable, it may not be enough and it may ground teaching on experiential or anecdotal information. Perceiving and internalizing connections between practice (choices made while interpreting) and theory (principles derived from research) the teaching of interpreting is likely to be enlightened (Angelelli 2006 adapted from Brown 2001:54). In this presentation we will explore the connection between research/theory and practice in key areas of Interpreter Pedagogy.

3 pm – 3:20 pm Refreshment

3:20 pm – 5 pm
Roundtable discussion on interpreter education
Moderator: Dr. Valerie Pellatt
Panellists:
Mr. Nöel Muylle, Honorary Director General, European Commission
Dr. Wallace Chen, Monterey Institute
Dr. Tze-Wei Chen, National Taiwan Normal University
Dr. Yalta Chen, Newcastle University
Ms. Katrin Zimmermann, Munich Institute of Languages and Interpreting

The event is free and open to trainers, teachers, students and researchers who are interested in interpreter education. Due to limited space, please send an email by 15 April to Lucy Brickwood (lucy.brickwood@ncl.ac.uk) to register your place.

Travel information:
A campus/city map is available for download, which contains useful travel information to Newcastle
Claudia V. Angelelli holds a Ph.D in Educational Linguistics from Stanford University, a Master of the Arts in Teaching Foreign Languages (Spanish), Graduate Certificates in TESOL and Language Program Administration from the Monterey Institute of International Studies (MIIS), and a degree in Comparative Law and Legal Translation from the UCA, Argentina with certificates in English/Spanish/French translation and interpreting (T&I). She is a Professor of Spanish Linguistics at San Diego State University where she teaches courses on Research Methods, Applied Linguistics including English-Spanish Translation & Interpreting, Discourse Analysis; Bilingualism, Testing, Acquisition of Spanish as a Second and Heritage Language and Spanish and Society.


She developed the first empirically-driven language proficiency and interpreter readiness test for healthcare interpreting for The California Endowment and Hablamos Juntos. She is a co-author of the California Healthcare Interpreting Association Ethical Principles and Standards of Practice. She has served as the President of the American Translation and Interpreting Studies Association for the last four years. She is a Director of the Coalition of Distinguished Language Proficiency Centers, and an Advisor for the National Council of Interpreters in Healthcare and for Hablamos Juntos. She served as Director for the American Translators Association for six years. Currently she is the World Project leader for the ISO Standards on Community Interpreting.