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Field translation in the context of intercultural communication and
teaching

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ABSTRACT

The object of the Master's work is the field translation in the context of intercultural communication and teaching.

The source of factual material was the publications of foreign linguists and experts in translation from many countries.

The purpose of the Master's thesis is to study the key idea of field translation in the context of intercultural communication and teaching based on advanced international experience.

The purpose, tasks of the research and the specificity of the object determined a comprehensive approach to the choice of theoretical (search; analysis and synthesis; generalization) and empirical (contextual analysis; comparative analysis - to determine the means of transmission in the Ukrainian language; quantitative processing of the obtained data) research methods and techniques.

The practical significance of the work consists in the possibility of using research materials in the practice of teaching a foreign language, in the process of training specialists in the field of theory and practice of translation, as well as during the writing of course or master's theses by philology students.

The scientific novelty of the work research consists in the fact that, for the first time, the features of transmission have been singled out, analyzed and described in the context intercultural communication and teaching based on advanced international experience.

The work is done in English. The first chapter describes the theoretical aspects of branch translation, examines the essence of the use of translation in the context of intercultural communication and teaching. The analysis of the connection between intercultural communication and teaching activity, as well as its impact on modern life and translation activity, was carried out.

The second section considers the possibilities of determining the goals of students' education with the aim of further development of the components of complex

projects. Examples and some features of possible educational solutions based on experimental data for the development of process identification-classification mechanisms and their scientific justification in the form of intellectual property objects are given. An analysis of the peculiarities of teaching foreign languages in higher education was carried out; the problems and peculiarities of branch translation from the Ukrainian language into English in the context of intercultural communication are determined.

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INTRODUCTION

The qualification work is dedicated to the study of field translation in the context of intercultural communication and teaching, English-Ukrainian and Ukrainian-English translation. The work examines cross-cultural competence, which is a complex set of knowledge, including both the cultural context of the language and knowledge about cultural values, beliefs and communication styles of participants intercultural communication necessary for perception and correct interpretation of a foreign language message. Attention is drawn to the fact that in basis for the formation of cross-cultural competence of future translators lies the linguo-sociocultural method, which involves reproducing, interpretative and creative activity necessary for developing students' abilities for practical activities in field of intercultural communication.

Therefore, the **relevance of the research** is in the need for a detailed analyse of the linguistic and cultural peculiarities of English-Ukrainian translation in the field. Field translation is getting more popular today, as the intercultural connections become closer day by day.

The purpose of the Master's thesis is to study the main aspects in field translation in the context of intercommunication and teaching.

The purpose of the study is in solving the following tasks:

- 1) field translation main aspects description;
- 2) field translation peculiarities analysis;
- 3) field translation investigation in the context of intercultural communication and teaching, its main challenges;
- 4) Field translation key ideas identification in the context of intercultural communication and teaching;
- 5) Specifics of field translation within the scope of intercultural communication and teaching detailed study.

The object of the Master's thesis is the key idea of field translation in the context of intercultural communication and teaching based on advanced international experience.

The subject of research is methods and techniques of field translation in the context of intercultural communication and teaching.

The source of factual material was the innovative advanced linguistic experience of translators and teachers abroad.

The purpose and tasks of the research led to the use of the following methods and techniques: of the object determined a comprehensive approach to the choice of theoretical (search; analysis and synthesis; generalization) and empirical (contextual analysis; comparative analysis - to determine the means of transmission in the Ukrainian language; quantitative processing of the obtained data) research methods and techniques.

The practical significance of the work consists in the possibility of using research materials in the practice of teaching a foreign language, in the process of training specialists in the field of theory and practice of translation, as well as during the writing of course or master's theses by philology students.

The scientific novelty of the work research consists in the fact that, for the first time, the features of transmission have been singled out, analyzed and described **in** the context intercultural communication and teaching based on advanced international experience.

Approbation of the research results was performed by publication articles and theses in the International scientific and practical conference "Innovative technologies in the context of foreign language training of a specialist" (Poltava, May 2023); International Scientific and Practical Conference "Actual Issues of Germanic Philology and Translation" (Poltava, November).

Publications. The problems and key ideas of the Master's thesis is covered in the article: S. I. Buhkalo, A. O. Ageicheva, O. M. Belyanskiy, I. V. Rozhenko, A. A. Abakumov Innovative approaches to teaching foreign languages at higher educational institutions. Bulletin of the National Technical University "KhPI". Series: Innovative research in students' scientific works, 2023, No. 2.

Structure of work. The Master's Thesis includes an introduction, two chapters, conclusions, references and appendices.

The work is done in English. The first chapter describes the theoretical aspects of branch translation, examines the essence of the use of translation in the context of intercultural communication and teaching. The analysis of the connection between intercultural communication and teaching activity, as well as its impact on modern life and translation activity, was carried out.

The second section considers the possibilities of determining the goals of students' education with the aim of further development of the components of complex projects. Examples and some features of possible educational solutions based on experimental data for the development of process identification-classification mechanisms and their scientific justification in the form of intellectual property objects are given. An analysis of the peculiarities of teaching foreign languages in higher education was carried out; the problems and peculiarities of branch translation from the Ukrainian language into English in the context of intercultural communication are determined.

The total volume of work is 81 pages, the bibliographic description contains 58 sources of used literature, 2 Appendices.

CHAPTER 1. RESEARCH THEORETICAL ASPECTS OF THE FIELD TRANSLATION IN THE CONTEXT OF INTERCULTURAL COMMUNICATION AND TEACHING

1.1. Field translation main aspects

The growth of intercultural connections in all spheres of modern human activity presupposes the expansion of international contacts, requiring from translators, intermediaries of intercultural and interlingual communication, a certain level of cross-cultural competence, since representatives of other cultures differ from ours not only in languages, but also in their worldview and ideological positions. It should be especially emphasized that the perception of other cultures occurs on the basis of our ethnic culture, which is an obstacle to intercultural communication and communication. Therefore, professionally oriented training of a translator must necessarily include studying the basics of intercultural communication, designed to form him as an individual who speaks both his native and foreign culture, which presupposes his perception and understanding of all aspects of intercultural dialogue. In the aspect of cross-cultural communication, culture is considered not only as a system of behavioral attitudes and values, but as the context in which language operates and manifests itself. Therefore, correct interpretation and transmission of the semantic content of the source text is impossible without knowledge of its national and cultural context. Consequently, the professional training of a translator in a classical university should be aimed not only at the formation of oral and written speech in a foreign language, but also at the formation of knowledge about the national culture of the language being studied as a necessary component of cross-cultural communication - the process of establishing and developing contacts between people, perception and understanding them each other, interaction and exchange of information. For successful intercultural communication it is also necessary to take into account the national worldviews and cultural values of the participants in the intercultural dialogue. In particular, values such as freedom, equality, progress, time and its control, competition, future orientation,

informality, openness, individualism, materialism, optimism, patriotism, etc. prevail in American culture. Cross-cultural literacy is an integral component of communicative cross-cultural competence; it involves the development and improvement of the intellectual potential of the student translator. This is due to the fact that a modern translator is a mediator of two or more cultures, and it is on him that the reconstruction of the form and style of the source text depends, correctly reflecting and interpreting its meaning at the intersection of two cultures. The formation of cross-cultural competence of future translators is based on the linguo-sociocultural method, which allows focusing on the national characteristics, history, culture, and customs of the country of the language being studied. It involves an appeal to such a component as the social and cultural environment and combines linguistic structures with extralinguistic factors. The formation of cross-cultural competence is based on three well-known levels of cognitive learning activity: reproductive activity, which is characterized by the desire of students to understand a new phenomenon, supplement and reproduce knowledge, and master the method of applying it according to a model; interpretive activity, characterized by greater stability of volitional efforts, which are manifested in the fact that the student strives to penetrate into the essence of a phenomenon, to understand the connections between phenomena, and independently seeks solutions to difficulties; creative activity, showing the desire to apply knowledge in a new situation. Special opportunities for such educational activities are provided by the Internet, which provides access to almost limitless textual, auditory, visual and audiovisual cognitive resources. So, cross-cultural competence is a complex set of knowledge, including both the cultural context of a language, its culturally marked components, and knowledge about the cultural values, beliefs and communicative styles of participants in intercultural communication, necessary for the perception and correct interpretation of a foreign language message. The formation of cross-cultural competence is a specially organized, purposeful educational activity that involves the formation of skills in comparing and adapting cultural values within the framework of intercultural communication.

In the process of developing cross-cultural competence, special attention must be paid to creating conditions for the cognitive activity of student translators and nurturing in them such qualities as tolerance and readiness to perceive other cultures through the eyes of its bearer, which is an indispensable condition for effective intercultural competence and the ability to practice in the field of intercultural communication. In the modern world, people are increasingly faced with the need to cooperate with representatives of other cultures. Therefore, knowledge of the language of international communication is an integral aspect by which a person's success and education are judged. Of course, teaching English should be based on respect, understanding and acceptance of cultural differences between the home country and the country of the target language. It is this thesis that underlies the intercultural approach to teaching foreign languages. In the process of practical mastery of any foreign language, in our opinion, the leading role should be given to the formation of intercultural competence, which implies knowledge of the cultural characteristics of the country of the language being studied, skills and abilities to adapt one's knowledge to the new cultural environment and the presence of such personality qualities as tolerance, tolerance, patriotism, empathy. In other words, to truly master a foreign language, it is not enough to master only its lexical, grammatical and syntactic features. Language is part of the culture of any people. Therefore, it is necessary to teach the language in direct connection with the study of the cultural characteristics of English-speaking countries. In this sense, it is difficult to overestimate the role of an intercultural approach in teaching a foreign language. It is the intercultural approach that represents the connection between linguistic and regional studies competencies. Education is an integral aspect by which the success of a modern person is judged. According to the UNESCO Concept of Educational Development, lifelong learning promotes democracy, tolerance, intercultural understanding, and respect for cultural, religious and linguistic diversity, which are vital for achieving social cohesion and justice. Intercultural dialogue becomes possible thanks to proficiency in the language of international communication, which is English.

English language teaching should be based on respect, understanding and acceptance of cultural differences, which is a necessary condition for achieving the goal of intercultural communication. It is the intercultural approach that represents the connection between linguistic and regional studies competencies in teaching a foreign language. This makes it an independent approach, different from other teaching methods. In this paper we will look at each concept that makes the intercultural approach a holistic teaching methodology. The key concept for the intercultural approach is intercultural communication, which in the context of teaching a foreign language involves studying the characteristics of different countries, their culture, traditions and customs. In general, the goal of learning a foreign language, from the point of view of the intercultural approach, is a kind of conditional reincarnation as a member of another community, which presupposes deep knowledge of it from the inside.

In the modern world, people are increasingly faced with the need for cooperation and communication with representatives of other countries.

But people living in different parts of the world cannot think alike and be on the same wavelength. As a result, misunderstandings arise conflicts and sometimes even wars. What are the reasons for misunderstandings between residents of different countries? The answer to this question is not as simple as it seems. Each country has its own economic and political interests, which often do not coincide with interests of other peoples. Each country has its own culture, its own customs and traditions that have developed over centuries. However needs that arise in the process of interaction between people in different spheres of public life, encourage people to constantly seek and improve communication connections. The rapid development of technology in the world has become the basis for active international cooperation. States value their developments and actively offer them to buyers from other countries. Engineers and representatives of other technical specialties also actively collaborate, exchanging information, consulting or publishing information about their inventions.

Technical and scientific conferences, exhibitions and other events are places where technical interpretation is necessary as the only means of communication. This is a highly specialized type of work that is beyond the capabilities of an ordinary translator. To work with technical information, translators study this specialty for several years. Only a few specialists with relevant work experience can cope with high-level technical interpretation.

Interpretation of technical translation is in demand much more often than it might seem. A huge number of organizations are involved in various types of technologies (from mechanical engineering to IT). Any international events and meetings require the help of translators, since engineers and other specialists with a technical education rarely speak a foreign language at a high enough level to fully communicate with their foreign colleagues.

Most often, oral technical translation is required:

- in negotiations, concluding contracts and agreements between two companies;
- at professional and scientific exhibitions (these are popular events at which each enterprise has the opportunity to demonstrate its achievements, find new partners, conclude contracts, and establish necessary connections);
- when setting up imported equipment (if we are talking about expensive devices, usually specialists from the manufacturer come to the enterprise and carry out setup and instruction, of course, in their own language, so a translator is simply necessary);
- to accompany you on business trips abroad (if you want to be calm and confident, it is better to take with you an interpreter with whom you have already worked or will have time to get to know and establish contact).

The concept of “technical translation” includes work in many fields of activity:

- mechanical engineering;
- aircraft manufacturing;
- metallurgy;
- oil industry;
- energy;
- chemical industry;

- light industry;
- IT;
- construction

Technologies are used in literally all industries, which makes the work of translators very in demand. This is a complex job that requires certain qualifications and training. To perform good technical interpreting, a specialist must:

1. Impeccable knowledge of both languages, including understanding the peculiarities of spoken language.
2. It is good to know the relevant professional vocabulary in both languages. It will differ depending on the company's field of activity.
3. Be able to work on the go - when interpreting, a specialist does not have time to think or look up a word in the dictionary - he must give the correct translation immediately. Good professionals are constantly improving and expanding their vocabulary. Study specialized literature to keep abreast of the latest developments and clearly understand what is at stake. This is especially true in the IT sector, communication technologies and other dynamically developing industries.
4. Be able to work in any conditions. This can be not only exhibitions and conference rooms, but also workshops and other technical premises at enterprises, if foreign craftsmen carry out adjustments and training of personnel. If written technical translation requires impeccable clarity and accuracy, then in oral speech these requirements are somewhat lower. The translator may omit minor parts of the phrase in order to accurately and clearly convey the essence of what was said. If a translator works with live speech, one way or another there will be less bureaucratic language and long complex sentences, but terminology and professional vocabulary are still used, and it must be perceived by ear. The translator must be very well versed in the topic, so, as a rule, he chooses one specialization.

Interpretation of technical translation also requires absolute correspondence of facts and terms, names of parts, etc. This is especially important when it comes to the operating features of the equipment.

1.2. Field translation as one of the key ways of translation.

Industry translation differs from ordinary translation not only in its subject matter, but also in the fact that it requires a highly specialized specialist to complete it. Of course, each such translation can be attributed to a broader area. For example, texts on oil refining can be called technical, but this does not mean that any technical translator is capable of making a qualified translation of such a text from one language to another. The peculiarity of industry translations is that all of them, as a rule, are too saturated with highly specialized terms and contain information that can only be correctly presented by a specialist with special knowledge in this field.

The qualification requirements for an industry translator are as follows. Such a translator, firstly, must have a basic or higher education in the specified specialty. Secondly, he must be competent in the languages necessary for translation (professionally proficient in both the language of the source text and the target language). Thirdly, he must be well versed in terminology and have an understanding of the specialization of the customer for whom he is performing the work. An industry translation is considered to be of high quality if it meets the customer's requirements and meets the original text in content, is identical to it in design, if the translation is correct in terms of grammar and spelling, the terminology used in the text corresponds to the industry affiliation of the source materials provided by the customer, throughout the entire text. The uniformity of terms, symbols, abbreviations, symbols and names is maintained. Regardless of the translator's qualifications and experience, to perform industry-specific translation he may need information that only the customer himself can provide. Moreover, it is desirable that the information be provided before work begins. In particular, these may be the nuances of writing proper names and titles, the procedure for deciphering abbreviations used in the document that are not generally accepted, internal corporate terminology, the customer's field of activity, the ultimate purpose of using the translation, and other features. Also, if there are any reference materials available that may be

useful in working on the translation, it would be better to transfer them to the translator, at least while working on the order.

Industry translation is a popular communication tool today between specialists from different countries engaged in the same field of activity, a universal way to exchange information and gain knowledge. However, for this to really be the case, we need the help of highly qualified translators who are able to adequately transform industry texts from one language to another. Only their practical training and professional skills, the ability to use accumulated experience and find the right solutions allow them to convey information to the audience very clearly and accurately.

Main key aspects in field translation are

1. ***Language Evolution:*** Philologists grapple with the challenge of tracking language evolution over time, risking the loss of linguistic subtleties and historical context embedded in ancient texts.
2. ***Globalization Impact:*** The globalization of languages poses a challenge in maintaining the cultural specificity of philological studies, as cross-cultural influences can alter linguistic landscapes.
3. ***Technological Influence:*** The advent of technology introduces new challenges, requiring philologists to integrate modern tools while preserving the essence of traditional methods in the study and interpretation of texts.
4. ***Relevance of Philological Studies:*** Ensuring the ongoing relevance of philological studies in a rapidly changing world is a concern, as technological advancements and shifting societal priorities may divert attention from this field.
5. ***Balancing Traditional and Modern Approaches:*** Striking a balance between traditional philological methods and contemporary tools is a challenge, as philologists navigate the integration of technology without compromising the authenticity of their analyses.
6. ***Addressing Historical Biases:*** Philologists face the task of identifying and addressing biases within historical records, acknowledging that perspectives embedded in ancient texts may not be universally representative.
7. ***Interdisciplinary Collaboration:*** Collaborating with other disciplines becomes crucial for philologists to gain a holistic understanding of texts, requiring effective communication and cooperation with historians, linguists, and other experts.
8. ***Preservation Efforts:*** The physical

preservation of ancient manuscripts and documents poses a constant challenge, as time, environmental factors, and human activities contribute to the degradation of these invaluable linguistic artifacts. 9. ***Ethical Considerations:*** Ethical dilemmas may arise in philological research, particularly when dealing with culturally sensitive or controversial content, necessitating careful navigation and responsible handling of information. 10. ***Training Future Philologists:*** Educating and training the next generation of philologists is a challenge, as the field evolves, and institutions need to adapt curricula to equip students with both traditional philological skills and contemporary knowledge.

As has often happened in other areas of human activity, translation practice has significantly outpaced translation theory. Translation arose in connection with the social need for it, and translators did their job more or less successfully, without waiting for some theorist to explain to them how they do it or what “translation” is. The absence of theoretical works in the field of translation and the science itself within the framework of which they could appear did not mean, of course, that no one tried to think about the essence, purpose and methods of carrying out translation activities. In his work, the translator was constantly faced with the need to choose between different translation options, decide what is most important in the text being translated and must be conveyed, and give preference to one or another method of overcoming difficulties that arise. Although in most cases such a choice was made intuitively, sometimes the translator tried to comprehend and explain his preferences. Often such preferences were formulated in the form of “translation principles”, which the translator set out in the preface to his work, or defended later, often in response to critical remarks addressed to him. Thus, the first translation theorists were the translators themselves, who sought to generalize their own experience, and sometimes the experience of their fellow professionals. It is clear that the most outstanding translators of all times presented their “translation credo”, and although the considerations they expressed did not meet the modern requirements of science and evidence and did not develop into consistent theoretical concepts, a number of such considerations are still of undoubted interest today. Thus, , even translators of the ancient world widely discussed the issue of the degree of closeness of the translation

to the original. The statements of translators regarding the principles that guide their work are of undoubted interest and are carefully studied by translation researchers, but they do not constitute any consistent theory of translation and cannot replace such a theory. The principles and recommendations put forward in such statements were derived from translation practice and are in themselves undeniable, but since they were not based on any scientific theory revealing the essence of translation activity, they usually affected only private or superficial aspects of translation. It was not difficult to contrast the facts on the basis of which this or that principle was derived with other facts that confirmed the directly opposite principle. The creative nature of translation activity does not mean, of course, that this activity itself or the factors influencing it cannot become the object of scientific analysis and theoretical description. The concept of “translation art” refers to the ability to create a translation text, and not to the study of the essence of this process. The difficulty of such a study, as well as the theoretical study of any types of mental and speech activity, in no way calls into question its fundamental possibility and necessity. The theory of translation is directly related to translation practice. Any theoretical concepts must be based on a description of the observed facts of the real translation process, generalize and explain these facts. In turn, the scientific theory of translation has a reverse impact on translation practice, facilitating and enriching it. This, of course, does not mean that any theoretical research must necessarily have a direct “output” into practice, that any theoretical concepts can be directly used by the translator in his work. The connection between the theory and practice of translation can also be more complex and indirect. Any expansion of our knowledge about the processes of objective reality has undoubted value, but not all knowledge can be immediately used to control these processes. Thus, the study of translation aims, first of all, to describe real translation facts, that is, it is descriptive and not prescriptive in nature. Having identified the actual relationship between units of two languages that arise during the translation process, translation theory can then develop recommendations on what methods it is advisable for the translator to use in order to ensure the correct choice of translation option. Modern translation theory proceeds from the fact that one of the important types of verbal communication is exchange information between people speaking different languages

and belonging to different cultures. Such interlingual (or bilingual) communication can only be carried out with the participation of an intermediary (a person or a computer program) who is able to perceive a message in written or oral form in one language and reproduce it in another language. The effectiveness of interlingual communication presupposes a significant degree of translation accuracy, but in actual translation practice this requirement is fulfilled to varying degrees depending on many objective and subjective factors. Translation can be carried out both in written and oral form. Written translation is a type of translation in which the original and the translation appear in the translation process in the form of fixed (mainly written) texts, to which the translator can repeatedly refer, deepening his understanding of the original and correcting selected translation options. This situation makes it possible to achieve great accuracy in reproducing the original, giving the translator the opportunity to use various dictionaries and reference books, seek help from specialists, and carefully edit the translation. During oral translation, the original and the translation appear in the translation process in an unfixed (oral) form, which predetermines the translator's one-time perception of segments of the original and the impossibility of subsequent comparison or correction of the translation after it has been read. Interpretation can be performed sequentially - after the speaker delivers his speech or some part of it - or synchronously, that is, simultaneously with the speaker's speech. A special type of oral translation is conversational translation or two-way translation, when the translator alternately uses each language as the target language. There are also mixed types of translation: oral translation of a written text ("sight translation") and written translation of a tape recording of an oral presentation. We have already noted that throughout history translations have performed important social functions, making interlingual communication between people and nations possible. Without translation activities, the existence of huge empires, the spread of religious and social teachings, international trade and cooperation would be impossible. The dissemination of translations gave people wide access to the cultural achievements of other peoples and made possible the interaction and mutual enrichment of languages and cultures. Translations and translators make possible international contacts in political, commercial, scientific, technical and other fields,

without which the existence of modern humanity is unthinkable. Many peoples owe the formation and development of their languages, literatures and cultures to translations. And currently, the role of translation activities continues to increase. Translation and other types of language mediation constitute the subject of study of the science of translation - translation studies. Like any scientific discipline, translation studies has theoretical and applied aspects. Theoretical translation studies 'includes general, specific and special theories of translation. The general theory of translation is a part of the theory of translation that studies the most general patterns of translation, regardless of the characteristics of a specific pair of languages involved in the translation process, the type of translation activity, conditions and methods of carrying out a specific translation. The task of the general theory of translation is, first of all, to study those constitutive factors that underlie all diverse acts of translation, allowing them to be classified as a single type of human activity. Particular theories of translation study translation issues related to the interaction in the process of translation of a specific pair of languages. Special theories of translation study the characteristics of certain types of translation, their classification depending on the types of texts being translated and the specific requirements for translations of each type. Applied translation studies covers practical aspects of translation activities: lexicographic support for the translator's work, organization of training of future translators and development of programs and methods for their training, development of machine translation programs, preparation of data banks and technical equipment of the translator's workplace, problems of professional status and remuneration of the translator. The effectiveness of interlingual communication is largely determined by the degree of closeness of the translation to the original. Contrary to the presumption of their identity, which underlies the use by receptors of the translation text as a full representative of the original, linguistic and cultural differences lead to the non-identity of these texts. Communicative equalization of multilingual texts in the translation process is accompanied by more or less significant omissions, additions and changes. The translator constantly has to decide which elements of the original can be sacrificed in order to make it possible to fully reproduce other, more communicatively significant parts of it. In this regard, one of the central concepts of

translation theory is the concept of “translation equivalence,” which denotes the relative commonality of the translation and the original in the absence of their identity. There is a distinction between theoretically possible equivalence, determined by the relationship between the structures and rules of functioning of two languages, and optimal equivalence - the closeness achieved in a specific act of translation. In both cases, equivalence is not a fixed value: the degree of similarity between the translation and the original can be different and the equivalence of the translation is established at different levels. In other words, there are different types of equivalence, differing in the degree of similarity of two texts. The degree of equivalence can be quite objectively determined by comparing the translation text with the original, and it serves as one of the criteria when assessing the results of the translation process. However, in general, such an assessment is based on a number of factors. In some cases, for the success of interlingual communication, achieving maximum equivalence is not necessary, and sometimes even undesirable. A free translation is a translation performed at a lower level of equivalence than what could be achieved under the given conditions of the translation act, that is, not accurate enough, too “free”. As can be seen from the definitions, both terms indicate the inadequacy of the translation. At the same time, there are cases when both literal translation (for example, when compiling a gloss or interlinear translation) and free translation (for example, to achieve maximum artistic and aesthetic effect in literary translation) are acceptable. The relationship between equivalence and adequacy in each act of translation is determined the choice of strategy that the translator makes based on taking into account a number of factors that make up the translation situation. Of these factors, the most important are the purpose of translation, the type of text being translated and the nature of the intended translation receptor. When carrying out interlingual communication, a translator can set various goals and strive to achieve certain results. Basically, these results can be summarized into four groups. Firstly, the translator's task may be to ensure that the receptor adequately understands the transmitted information. Secondly, the translator may strive to achieve a certain communicative effect, create in the receptor the desired emotional attitude towards the transmitted information, and evoke appropriate associations in him. Thirdly, the translator can set himself the goal of

inducing the receptor to some specific actions, causing him to have a certain practical reaction. And finally, the translator can use his translation in order to achieve some kind of “extra-translation” result, to solve some ideological, political or everyday problems that have nothing to do with adequate reproduction of the original. And in each translation, the translator may pursue one or more similar goals. And each of them may require a special pragmatic adaptation of the target text, a possible rejection of maximum equivalence. The dependence of the translator’s strategy on the type of text being translated is obvious. Undoubtedly, the translation of a fiction novel and the translation of technical instructions require a different approach, a different level of equivalence and different qualifications of the translator. The choice of strategy is based on the classification of translation types, and the translator often specializes in translations of a certain type. First of all, there are two main functional types of translation: literary (literary) translation and informative (non-literary) translation. Literary translation is the translation of works of fiction. The main task of the translator in this type of translation is to convey the artistic and aesthetic merits of the original, to create a full-fledged literary text in the target language. In order to achieve this main goal, the translator is more free in his choice of means, sacrificing individual details of the translated text. Informative translation is the translation of texts, the main function of which is to convey some information, and not to have an artistic and aesthetic impact on the reader. Such texts include all materials of a scientific, business, socio-political, everyday and similar nature. The main task of the translator of such texts is the most complete transfer of the information contained in them, achieving the maximum possible equivalence. The division into literary and informative translation indicates only the main function of the original, which must be reproduced in translation; in fact, in the original, which generally requires literary translation, there may be separate parts that perform exclusively informational functions, and, on the contrary, in the translation of an informative text there may be elements of literary translation. In each of these main types of translation, smaller subtypes are distinguished with their own characteristics that influence the choice of translation strategy. The nature of the intended translation receptor also has a significant impact on the course and result of the translation process. Interlingual communication can

only be effective if the translation is properly understood and accepted by those for whom it is intended. The translator selects translation options taking into account the knowledge and requirements of the intended receptors. Basically, the translator has a choice between two options. A translation may be intended for a specific group of people or even a specific receptor, and the translator is guided by their experience, knowledge, age, social or professional status. The importance of translation activity in the modern world is constantly increasing, and its study and improvement is an important social, scientific and practical task.

1.3. Intercultural communication and teaching main peculiarities.

Theoretical aspects of the field translation in the context of intercultural communication and teaching.

Many translation studies theorists associate cultural awareness with the cognitive domain. This resonates with the core idea of competency-based learning—empowering students with the awareness, understanding, skills, and habits they need to achieve their desired goals. Therefore, it seems reasonable to conceptualize the cultural component of written and oral translation as the development of cross-cultural competence: after all, in an effort to adapt the translated text for readers from a different culture, the translator filters them through his own ideas about the cultural priorities of the target audience.

In general, the cognitive approach in translation studies differs from the cultural one. An interpreter's intercultural competence is not limited to culturally appropriate behavior. Cross-cultural interpreter training is not intended to help students overcome emotional problems or adapt to life in a new culture. On the contrary, in the cross-cultural training of future translators, the main attention should be paid to various cognitive operations with linguistic forms related to cultural schemes that are easily understood by representatives of the author's culture, but are unusual or unknown to the target audience.

With the cognitive approach, cultural phenomena, which include linguistic forms, are presented in the form of mental structures that exist in the minds of representatives of a particular culture. And culture itself is realized in the form of cognitive models that determine people's interpretation of external world phenomena. Through the use of cognitive structures - scenes, diagrams, frames and scripts - many linguists consider the cognitive approach to be the best method for developing intercultural competence as a translator. After all, it is intercultural competence that helps the translator create mental images that are as close as possible to the images of the hypothetical average target reader - a representative of the source culture - and then reproduce them in the target language.

We can say that cognitive models represent stereotypical assumptions and expectations that representatives of a particular culture introduce into the texts they

translate and which largely determine the degree of freedom of the translator when working. Therefore, in the process of training future translators, the following tasks of paramount importance can be identified:

- 1) developing students' idea of culture as knowledge;
 - 2) developing a sense of responsibility and professional ethics: they should not translate if they are not familiar with the main features of a given culture;
 - 3) "filling cultural gaps" by including in the translation information of a cultural nature that is unknown to the reader;
 - 4) creating awareness that choosing an inadequate cognitive model can lead to errors in translation.
- Intercultural competence includes three important aspects, the development of which helps students find a common language with a foreigner. The main ones are general cultural and culturally specific knowledge. Of course, a person who has the need to understand the inhabitants of another country must know its culture, achievements, history, and also have an idea of the way of life of other countries. Such knowledge will always be useful in unforeseen situations that arise during communication. Secondly, it is important to have effective communication skills. The fact is that people with different temperaments behave differently in the process of communication. Anyone can face difficulties such as the language barrier, which is a consequence of the fear of making mistakes. In the process of communication, problems may arise related to difficulties in perceiving and understanding a person. Various conflicts are also possible, from which you need to be able to resolve them correctly by finding a compromise. Finally, many people are familiar with the fear of speaking in front of an audience. Foreign language teachers should instill in students self-confidence during communication. Therefore, the learning process must necessarily have a communicative orientation, more than any other. Thirdly, foreign language learners must have developed intercultural psychological sensitivity. Often a person, without sufficient grounds, is inclined to extol his culture and consider it superior to other cultures. Ethnocentrism, in addition to being a sign of poor parenting, can make learning a foreign language very difficult. Judging other people solely from the standpoint of one's own culture is obviously erroneous, since, considering the culture of one's native country to be the only true

one, a person is negatively disposed towards the interlocutor from the very beginning of the act of communication. Unfortunately, for such people, native culture is not only a shield that protects the national identity of the people, but also a blank fence that separates a person from other peoples and cultures. Therefore, one of the main tasks of a modern teacher is to cultivate in future translators a sense of tolerance, respect for the history and traditions of the peoples of the world. The correct approach of the teacher to the formation of intercultural competence will allow students to avoid most problems in intercultural communication in the future. For example, when communicating with representatives of other countries, communicants are often guided by previously established stereotypes and prejudices. Obviously, no people are completely free from stereotypes. But we can talk about different degrees of stereotyping of communicants. Research shows that the degree of stereotyping is inversely proportional to intercultural experience. The next problem that awaits a person on the path to mastering the culture of another country is culture shock. A person unexpectedly finds himself in a position that is sharply different from what he is used to. This usually happens to immigrants and students studying abroad. That is, even if you speak the language of the country you are in, many non-verbal signals are different from those to which you are accustomed at home. It takes a lot of effort and time to make up for these losses and to feel the necessary implications in communication. There is another phenomenon in intercultural communication about which much less has been written. By analogy with culture shock, this phenomenon should be called linguistic shock. Linguistic shock can be defined as a state of surprise, laughter or embarrassment. Often a word of one language that is neutral in meaning is homonymous to a word in the native language that has a completely different meaning, which can cause a funny effect. Thus, the goal of developing intercultural competence is to achieve such a quality of a linguistic personality that will allow it to go beyond the boundaries of its own culture and acquire the qualities of a mediator of cultures without losing its own cultural identity. In modern cross-cultural studies of speech activity, several aspects can be identified that reflect the main directions in teaching foreign languages.

Firstly, this is the study of the characteristics of mastering a foreign language depending on the ethnocultural affiliation, the linguistic self-identification of the individual, and the sociocultural conditions in which the learning process takes place. Secondly, teaching foreign languages involves comparing linguistic pictures of the world. In this sense, it is important to study the problem of understanding in intercultural communication.

Thirdly, the identification of national and cultural specifics in different areas of speech activity of bilinguals, which is associated with the identification of the types of cognitive operations carried out by a linguistic person when mastering a foreign language.

Fourthly, the determination of linguistic, methodological and psycholinguistic bases for diagnosing language, speech and communicative competencies, as well as the selection of the most effective methods and techniques for teaching various types of speech activity. Numerous studies by psychologists, psycholinguists, and sociolinguists show that the best way to learn a second language in terms of the formation and development of basic competencies and communicative activity is the method of “language immersion,” which involves entering an environment where they speak only the language that needs to be learned.

Translation is inextricably linked with intercultural communication. The problem of using the linguistic and regional studies approach in teaching foreign languages and the formation of linguistic and regional studies competence has received quite wide coverage in the methodological literature. These issues have not received sufficient development in relation to translation education. However, there is no doubt that the role of a translator as a mediator of intercultural communication presupposes the need to develop linguistic and cultural competence, which is an integral part of professional competence. By the linguistic and cultural competence of a translator, we will understand the totality of cultural background knowledge, as well as knowledge of the national and cultural specifics of the lexical composition of a language, which allows us to associate with a lexical unit the same information as native speakers of this language, as well as possession of the relevant skills, abilities and personal qualities necessary translator for effective implementation of interlingual and intercultural

mediation. The translator's linguistic and cultural competence permeates all elements of his professional competence. It is based on linguistic and cultural competence, which is formed in the process of teaching a foreign language and is part of sociocultural competence - one of the components of communicative competence, the development of which is aimed at teaching a foreign language. Foreign language communicative competence includes speech, language, sociocultural, compensatory, educational and cognitive competences. Linguistic and cultural competence is part of sociocultural competence, being a particular manifestation of it. At the same time, within the framework of translation training, it develops, improves and, to a certain extent, is modified in accordance with the requirements of professional translation competence and the specifics of translation as a professional activity. The implementation of linguistic and regional competence requires a certain strategy from the translator. He needs to recognize himself as a mediator of not only interlingual, but also intercultural communication. It is important for the translator to understand that the original message is a "carrier" of culture, and any lexical unit may have national and cultural specifics, which are not always directly expressed verbally. The translator must also constantly enrich and expand his knowledge. It is important for a translator to show interest and respect for the culture of the country(ies) of the target language, to be able to compare the native culture with it and identify differences. 87 The general translation skills and abilities that contribute to increasing the adequacy of translation from the point of view of implementing linguistic and cultural competence include the following: • the skill of recognizing lexical units with national cultural specifics; • the skill of identifying and comparing the volume of word meanings in two languages; • the skill of distinguishing words that are similar in sound and form in two languages; • matching skill; • skill of context analysis; • skill in using pragmatic adaptation techniques; • editing skills; • ability to work with dictionaries (monolingual and bilingual), encyclopedic, reference literature; • the ability to compare elements of one's own and "other" cultures, identifying similarities and differences; • ability to collect necessary information on a topic; • the ability to understand and reflect in translation the implicit meaning of a statement, including those determined by the national and cultural characteristics of the original; • the ability to make decisions

about the need for pragmatic adaptation of individual elements of the original; • the ability to identify and compare the scope of word meanings in two languages; • ability to analyze the context. These skills and abilities are not new. They are necessary in all types of translation. However, they acquire particular importance in the context of the implementation of linguistic and regional competence. The nomenclature of knowledge, translation skills and abilities we have identified is not thematically specific and can be successfully used to develop linguistic and cultural competence in any other subject area.

Chapter 1 Conclusions

Thanks to recent research in the field of sociolinguistics and social psychology, it has become obvious that for full communication in a foreign language, it is necessary not only to be able to master linguistic material, but also to know specific concepts characteristic of a particular human community. Ignorance of this extra-linguistic material is an obstacle in the communication process and causes mutual misunderstanding. Language is part of culture. One cannot exist without the other. However, sometimes in practice this principle is implemented formally, since there are many objective and subjective problems that can complicate learning a foreign language, for example, ethnocentrism, stereotypes, prejudices, and intercultural shock. This chapter reviewed the basic ideas and structure of intercultural competence. It has also been proven that the process of developing intercultural competence in future interpreters of age brings obvious positive results. And intercultural communications in teaching are an essential condition for the formation of translation competencies in industry translation, which was theoretically justified.

CHAPTER 2. FIELD TRANSLATION IN THE AREA OF INTERCULTURAL COMMUNICATION AND TEACHING

The question of the relevance of cross-cultural communication in the modern global world, which is characterized by multiethnicity. Intercultural communication requires cross-cultural competence from the participants in this interaction. Such competence may be in demand in various spheres of life. Consequently, this competence turns into an important and mandatory component of the educational process. At this time, there is a lack of inclusion in the educational process of issues related to the formation of cross-cultural competence among future specialists, and the underdevelopment of technologies aimed at its development. It gives the concept of cross-cultural communication, reveals its main features, and possible ways of its formation. The need to develop feelings of empathy and tolerance, which can become achievable through acquiring knowledge about different cultures, is considered as an important way to develop cross-cultural competence; accumulation of communicative experience in the environment of cross-cultural contacts. The presence of intercultural/cross-cultural competence is presented as the main condition for achieving successful communication.

2.1. Field translation in the context of intercommunication

Currently, language is studied from the point of view of its interaction with culture, translation texts are considered in the context of the culture of the host language, therefore translation acts as an intermediary in the process of comprehension and understanding of different cultures, in making contacts and intercultural communication. Professional communication is carried out through specialized knowledge and has value within a certain professional group. Intercultural professional is complicated by a complex of factors influencing it and closely related to it, of which one of the most important is the presence of a communication mediator, i.e. translator

Intercultural professional communication has a special place in the modern world. The rapid development of science and technology, the intensive exchange of scientific and technical information, the integration of scientists from different countries in developments in promising scientific areas - all this contributes to understanding the importance of effective communication between professionals.

Industry translation has not remained aloof from this process. The development of economic partnership and cultural cooperation requires legal regulation, qualified assistance from translators and their participation in negotiations, business meetings, and in the preparation of documentation. In the industry, accurate, correctly executed translation is especially important, since the accuracy of a particular job may depend on it.

Consideration of the factors of translation of any text in the conditions of intercultural communication is built taking into account the main features of linguistic culture, the type and mechanism of social coding of native and foreign languages. This approach allows us to identify a new approach to solving practical translation problems.

Features of translation are now increasingly attracting the attention of researchers. Today's particular relevance of issues of comparative analysis of languages in the industry, as well as methodology and translation techniques, is due to significant changes that have occurred in the field of political and economic international relations recently.

Professional language is a narrow, specialized vocabulary that covers a wide range of industries. When translating, it is necessary to take into account the existing differences in the laws of countries and the specifics of industry translation.

The translator is faced with the task of adequately conveying the content of documents when translating from one language to another. As a consequence, there is a need for translation transformations, in particular lexical ones, since the language of law has a special vocabulary and has a certain terminological content.

What is important here is the possession of social knowledge, mastery of terminology, and the personal qualities of the translator. To carry out adequate translation, it is necessary to master the specifics of images and related programs of activity of those types of cultures between which communication is carried out.

The translator must take into account the language habits of native speakers of the target language without disturbing the usual perception of the document. Different countries have their own sociocultural systems, and any language is characterized by its own terms. Linguistic equivalence of concepts is often not achievable.

But since achieving a perfect translation is not always possible, the translator has to make compromises.

In most cases, translation problems associated with transformation arise due to linguistic and cultural differences between the two peoples. Different ethnic communities have completely different, sometimes divergent approaches to phenomena and objects. When performing translation, special attention should be paid to lexical non-equivalence, since in all languages there are words and stable phrases of a foreign language that do not have more or less complete correspondences in the form of lexical units. The translator must be aware of this kind of phenomenon. Thus, when translating texts, one should be based on the linguistic factors of this process on the basis of ethnocultural differences in the legal systems of countries, emphasizing the need to maintain the semantic-structural proximity of the translation of a legal text to its original, which is a key aspect of legal translation.

Based on the above, we can conclude that translation is quite complex, so the usual skills of a translator are not enough. Translation requires the use of special knowledge in the field of law; it is necessary to have a good understanding of the current

legislation, as well as master special vocabulary and be aware of the peculiarities of using foreign terminology.

Translation of documents is carried out in written form, so it is necessary for the translator to constantly have the document being translated during the work process. Often, the translation of contracts and documents on specialized topics requires work on editing the texts of the document and the assistance of a specialist to check compliance with business writing standards.

Such documents have characteristic features: certain stylistic features at the syntactic, morphological, lexical, and grammatical levels. It should be noted that to work as an English translator, the minimum level of language proficiency is C1 (Advanced). You can learn a profession, start at level B2, but you won't be able to work.

At this level, a person is just developing a sense of language - an intangible "skill" that distinguishes a good translator from a person learning a language. A sense of language helps you choose the correct translation option from several possible ones. Without it, it is impossible to make a good translation in cases where direct translation is impossible, and this happens very often. It helps the interpreter to select the correct lexical match for a word or phrase among many synonymous options without hesitation. A point that causes confusion among non-translators. The translator's level of proficiency in his native language must be as high as possible: he must not only write, speak and think in his native language, but do it competently in every sense of the word. Absence of typos, punctuation errors, perfect coordination of sentences, compliance with lexical and stylistic norms - this is how a translator's language should be. Translation theory provides a solid basis for practice. Knowledge of theory also distinguishes a professional translator from a novice self-taught translator and a person who knows English well and thinks that this is enough for a translator. The theory helps to organize intuitive knowledge and explains the translation process. When analyzing a translation, it helps to point out errors in a reasoned manner, as well as justify your translation decisions. Knowledge of stylistic norms of foreign and native languages. Functional style is a historically established system of speech means used in one or another area of human communication. We all know the basic functional styles: scientific, official business, literary, colloquial and journalistic. Many of them

have sub-styles that translators also need to know. The functional style must be preserved during translation, but it must be taken into account that stylistic norms in different languages may differ. Background knowledge is information whose meaning does not have to be explained to each other by representatives of the same nation or nationality. Background knowledge is divided into several types.

- Historical and cultural background.
- Sociocultural background (norms, values, etiquette, body language).
- Ethnocultural background (traditions, way of life, national holidays)..
- Semiotic background (national symbols, topographical designations, proper names, etc.). Knowledge in the field to which the translated text relates and knowledge of industry terminology. Perform translations in accordance with the requirements of industry and internal quality standards and style guides.

Customers include glossaries and style guides with some documents. Translation must be performed strictly in accordance with these documents.

When translating, it is very important to maintain uniformity of terminology.

In addition, the translator needs to understand his role as a mediator of interlingual and intercultural communication and develop an appropriate attitude. The translator must be able to recognize elements of national and cultural specificity in the source text/message and control the degree of adequacy of their translation. The translator is responsible for the extent to which the elements of the cultural background presented in the translation correspond to the real state of affairs. The basis of the proposed system for the formation of linguocultural competence in the process of teaching translation is the linguocultural approach, which determined the selection of language material, texts for translation, content and main objectives of training, taking into account the specifics of translation as a type of speech activity. In our opinion, the use of a linguistic and regional approach can serve as a support for maintaining motivation, because it includes two aspects: teaching the language and communicating information about the country. Linguistic and regional studies material is a strong lever for creating and maintaining interest in the study of foreign languages and cultures. The use of regional information in the educational process ensures an increase in the cognitive activity of students, expands their communication capabilities, promotes the

creation of positive motivation in the classroom, gives an incentive to independently work on the language, and contributes to solving educational problems. In addition, the use of a linguistic and cultural approach will allow not only to form a positive perception of a foreign culture, but also the ability to positively evaluate one's own and compare it with other cultures.

The main goal of this stage is to become familiar with the ways of reflecting national and cultural specifics in the semantics of lexical units, to develop translation skills and abilities necessary for the implementation of linguistic and cultural competence within the framework of written translation, and to acquire cultural background knowledge. These translation skills and abilities include: • the skill of recognizing lexical units with national and cultural specifics; • matching skill; • usage skill (when translating into a foreign language); • skill of context analysis; • skill in selecting an equivalent in context; • skill in using pragmatic adaptation techniques; • skill in editing and evaluating translations (your own and other people's translations); • ability to work with dictionaries (monolingual and bilingual), encyclopedic, reference literature; • the ability to identify and compare the scope of the meaning of words, their lexical backgrounds in English and Russian; • the ability to differentiate words that are similar in sound and form; • the ability to understand and reflect in translation the implicit meaning of a statement, incl. due to the national and cultural characteristics of the original; • the ability to make decisions about the need for pragmatic adaptation of individual elements of the original.

The purpose of this stage is the transfer of skills and abilities of written translation, their restructuring and automation in oral translation and the formation of specific skills and abilities of oral translation necessary for the implementation of linguistic and cultural competence. Including the following as specific skills and abilities: • skill in analyzing linguistic and extralinguistic context; • switching skill; • listening skill; • translation quality control skills; • the ability to highlight and express the main idea of a statement (listening for sense); • ability to prepare for the topic of translation, collect information; • the ability to rely on the general meaning of a statement; • the ability to see the function and role in the expression of lexical units with national and cultural specifics; • ability to understand unfamiliar words in context; • the ability to see and

reflect in translation what is implicit in the original. Translation is a special type of speech activity, the specificity of which leaves an imprint on the functions performed by the translator within the framework of his professional activity, on the structure and content of his professional competence. Increasing the effectiveness of intercultural mediation in the process of communication with translation can be facilitated by the formation of linguistic and cultural competence, which permeates all elements of the translator's professional competence. Familiarity with linguistic and regional studies material helps to increase students' motivation to learn, expand their background knowledge about the culture of the country of the language being studied, and increase interest in the cultures of other peoples. In our work, we tried to consider in detail the knowledge, skills, abilities and personal characteristics that a translator needs to implement this competence, as well as the process of their formation within the framework of training in written and interpreting. Upon close comparison, English and Ukrainian terminologies reveal significant differences, including those caused by factors of a national and cultural nature. These differences can be expressed: • in different interpretations of terms denoting seemingly identical concepts; • in the discrepancy between the terms in terms of the scope of meaning; • in varying degrees of development of a particular area of economic science and, accordingly, in the presence of a more or less detailed nomenclature of terms denoting the corresponding concepts; • the presence of terms that are similar in sound or spelling, but completely different in terms of content; • in the existence of economic realities. The translator is required to have knowledge of the national and cultural characteristics of lexical units and the ability to adequately reflect them in the translation. Ignorance of this specificity can lead to errors in translation, preventing the achievement of full mutual understanding between the parties, which can lead to serious consequences. All this indicates the need for the translator to have linguistic and regional competence. . The implementation of such competence will help to increase the adequacy of the translation of economic texts from the point of view of their national and cultural specifics, and to prevent possible situations of misunderstanding between communicants due to their belonging to different cultures.

The phenomena of unification and standardization that accompany the general process of globalization, spreading to the sphere of culture, inevitably lead to the rapprochement and mutual enrichment of traditional cultures. Simultaneously with global integration processes, the problems of preserving the ethnic and cultural identity of peoples are becoming increasingly acute. At the junction of these two processes, a special environment for the interaction of cultures arises, which in individual countries and regions of the world has its own characteristics, but on the whole forms a single space of a multicultural world. The dialogue of cultures as a universal idea and the fundamental principle of the world order of the globalizing world has enriched the vocabulary of all languages with humanitarian vocabulary related to the peculiarities of interethnic and interethnic communication in the modern world. The multicultural vocabulary that is taking shape literally before our eyes is fundamentally international. Recently, researchers have also been increasingly talking about a special language in which a productive dialogue of cultures should be conducted, meaning by language, as a rule, a special correct form of dialogue that contributes to more effective communication between cultures. It is easy to assume that in this case we are not talking about any specific language, but rather about the ethical standards of dialogue between representatives of any culture and native speakers of any language. In general, sociocultural competence means a number of skills and abilities that together allow the translator not only to translate the meaning of what is said or written from one language to another, but, most importantly, to help successful communication between participants in the discourse who are native speakers of different languages and cultures. Sociocultural competence, along with linguistic, subject, sociolinguistic, discursive and personal, is among the basic competencies that indicate the professional preparedness of a translator. The formation of a translator's sociocultural competence is a complex, integral process, the success of which depends on many factors, including the practice of translation in situations where a cross-cultural conflict may arise. Mastering such competence presupposes not only a constant expansion of knowledge about the culture of the country of the language being studied and other countries of the world, an understanding of etiquette

and stereotypical patterns of behavior of representatives of different nations, but also a willingness to use this knowledge in the process of communication with representatives of other cultures. Mastering some applied and instrumental knowledge in the field of cross-cultural management will also be of practical value for the translator - they will help the translator to navigate. Increasing the level of sociocultural competence of future modern multicultural societies is within the sphere of interests of international interstate and non-governmental public organizations. So, what should a translator whose professional interests lie in the field of international intercultural practice related to the dialogue of cultures pay attention to?

As a rule, translators who have experience, in particular, in interpreting at international forums of a global and regional nature, use their own glossary of modern humanitarian, including multicultural, vocabulary, which has not yet made its way into dictionaries. The source of this vocabulary is policy speeches and statements of top officials of states, heads of international organizations, representatives of the world political elite, scientists and experts in all corners of the world. The peculiarity of mastering vocabulary related to the dialogue of cultures and civilizations is that its source is not textbooks, but the global socio-political platform from which policy statements and calls for the establishment of norms and principles of coexistence in the new reality of a multicultural world are made. Having undergone a process of modification in individual countries and regions, multicultural vocabulary gradually finds its way into the dictionaries of different languages, while remaining for the most part global. First of all, this is a special "cluster" of concepts that reflect national specifics and the degree of interpenetration of cultures in different countries and regions of the world. These include the terms: polycultural, multicultural, cross-cultural, intercultural. Consideration of the peculiarities of the connotation of each of these terms currently opens up a field of activity not only for linguists, but also for ethnologists, sociologists, historians, international lawyers and specialists in other fields of knowledge and is the subject of a separate, possibly interdisciplinary, study. However, a practicing translator should keep in mind some aspects of the use of these terms and their correspondence in language pairs. Understanding the scope of application of each of these terms, first of all, you should remember that "culture" in them can mean not only

“culture” itself in all the versatility of this concept, but also “nation”, “nationality”, “people” and “ethnos”. Let us add to the above the traditional difficulties with the translation of “national” adjective is derived from both the word “nation” and the word “nationality”. And in combination with the prefix inter-, which gives rise to discrepancies in the translation of cross- and inter- (since inter- has the meaning of internal absorption, as in the term interculturalism), the translator may find himself in an extremely difficult situation. The strategy and policies of international organizations in the modern multicultural world are distinguished by a holistic, integrated approach. It should also be remembered that in a multicultural world, the search for ways of integration is carried out taking into account the desire to preserve national identity, which complicates the socio-psychological aspect of the translator’s activity. In this regard, it becomes relevant for a translator to study the fundamentals of ethnopsychology, in particular, familiarity with ethnostereotypes and modeling a psychological portrait. The idea of national character in this case should be supported by the peculiarities of its manifestation in clashes on national grounds that have already taken place in different regions of the world, characteristic of the first decade of the new century. The socialization of the tasks facing a modern translator also imposes certain requirements for the manifestation of his personal qualities and for adjusting the role function in the communication process. A typical example here is the situation when the participants in the discourse address in the process of communication not to each other, as interlocutors should, but to the translator, since he turns out to be the bearer of one of the language/culture pairs presented in this case. In such a situation, the translator is faced with the need to maintain the role functions of each of the participants in the communicative act, including his own, otherwise the purpose of communication may be lost.

Sociocultural competence is one of the basic competencies in the process of professional training of a translator. This competence is manifested during the professional activity of a translator; the effectiveness of translation and the success of the communicative act of representatives of different languages and cultures depend on it. The improvement of this competence occurs as the translator grows professionally in his practical work. Modern conditions of a globalizing multicultural

world place new demands on the sociocultural competence of an interpreter and translator. Often, a translator has to master “multicultural” vocabulary online, since the vocabulary of this vocabulary is in the process of formation. It is based on the corporate vocabulary of international intergovernmental organizations. Complex and often contradictory processes of searching for national and cultural identity in conditions of global mobility in the world complicate the sociocultural aspect of a translator’s activity. This requires him to be ready to solve new problems related to maintaining an atmosphere of cooperation and intercultural dialogue in the process of communication between representatives of different languages and cultures, as well as, if necessary, to expand his role functions and adjust extralinguistic factors of communication for its successful implementation in the context of a dialogue of cultures.

They say that when a true professional works, everything he does seems simple and seems to come easily to him. This is exactly the impression you get when you deal with an experienced translator. Pleasant diction and, of course, a smile... He selects the most precise words on the fly, conveying the subtlest shades of meaning. He skillfully interprets key points in a text or speech, humor, and features of cross-cultural communication. This is how the process looks from the outside if you are dealing with a translator for whom his work is a calling. One gets the feeling that there is nothing easier than to perceive and simply reproduce any speech in another language... it would seem that just knowing the language well is enough.

Naturally, the apparent ease is the result, without exaggeration, of many years of titanic work on translation techniques. The profession of a translator is fraught with many difficulties. Just imagine how many different linguistic subtleties he has to “disassemble”, how many unknown subject areas he has to master in order to hone his skills. Finding the most appropriate word or phrase only comes with practice. Translating easily and beautifully is a talent that needs to be constantly improved.

Imagine for a second that you yourself need to translate some text into a foreign language, even with the help of a dictionary. How many language rules do you need to know in order to convey to a person who does not speak the message that is embedded in the source text!.. What a huge amount of knowledge is required in order

to correlate cultural differences and accurately convey the essence of the text using completely different grammatical structures ! What if you need to translate orally? In such a situation, there is no time to think, to use the help of an electronic translator or look into the dictionary. Then the knowledge that the specialist “carries with him,” his arsenal of terms and phrases, his practical experience—that’s all you can rely on. And in order to “simply reproduce in another language” confidently and with seeming ease, you need to have a broad horizons, daily expanding your competence in more and more new professional areas.

The work of a translator is therefore honorable and respected throughout the world because expert translation in any field requires a special mindset.

What are the qualities required of a professional translator? What's most important?

Firstly, it is a reliable memory.

Memory is the most important tool in a translator's work. It determines the volume of vocabulary, and even the ability to record “without paper” the names of all the customer’s business partners. The talent to easily “fish out” the necessary words and facts from one’s memory is what helps the translator create the impression of effortless communication in two languages at the same time. Secondly, it's ingenuity.

The speed of the mind, the ability to concentrate intellectual efforts and produce an impeccable result in a split second. Resourcefulness, intuition, efficiency, the ability to find a way out of difficult situations - these qualities of a translator have always been highly valued.

Thirdly, this is tact.

In both oral and written speech, the translator acts as a mediator in communication between the parties. An experienced, strong translator knows how to choose between different communication styles, having a keen sense of which one is most appropriate in a particular situation. Thanks to the competent work of such a specialist, many difficult and even risky situations in communication go smoothly. There are many historical examples where conflict during a summit meeting was avoided only thanks to the talent of a translator. Issues of the temperament of the parties, the use of harsh expressions, issues of respect and saving face in the most difficult situations - in all this you can rely on an experienced translator with genuine tact.

In addition, in cross-cultural communication it is important to understand that behavior that is considered the absolute norm in one country may be misunderstood in another. A tactful translator skillfully “maneuvers” between the parties, wisely selecting expressions, intonation and demeanor. He must predict the train of thought of his clients, analyze their psychological portraits and, based on the information received, make a decision on how best to complete his task.

Of course, having described the ideal translator as attentive to detail, resourceful and tactful, we have only approximately outlined the range of requirements for a professional. It is necessary to add that, in addition to such “universal” qualities that determine success in translation activities, a specialist must have a number of skills inherent only to people of his calling.

Of course, an important quality of a translator is the ability to maintain confidentiality. After all, information that is not intended for outsiders often passes through it. Translated materials may contain trade secrets, or even be compromising if they were made publicly available. It happens that a translator, willy-nilly, finds himself privy to issues that only the most trusted persons have the right to know. Therefore, he has to not only keep the secret, but even forget when it is required. For example, only proven specialists work on the translation of new films all over the world. After all, before the premiere, you cannot publish any fragments of the film. Thus, a high level of responsibility and accuracy is required from the translator.

We also did not mention what seems to be the most important thing - deep knowledge of foreign languages. Isn't this a self-evident requirement? In fact, if we are talking about a professional translator, it is just as natural for him to speak in the languages of “working couples” as in his native language. The practice of translation requires you to constantly be “in the environment”, think in different languages, and live surrounded by the corresponding cultural realities. Moreover, psychologists claim that professional translators develop so-called “linguistic personalities.” This means that by switching between different foreign languages, a specialist seems to be turning to a new self—one who has all the cultural competencies required to communicate in them. So, for example, when translating from English, the translator remains himself, and if he has to translate into English, he “turns on his inner Englishman.”

Many of the most interesting aspects of the translation profession are so subjective that they are not easy to explain. A professional must be able to reflect on his achievements, that is, reflect on the further development of his talent detachedly, impartially, constantly checking in which direction his career as a linguist is developing. And of course, he must expand the list of language pairs and thematic areas with which he can work - this is the key to his demand in the translation market. Talented translators are valued for their ability to switch between various areas of professional activity that require translation services, for their skill, for their reliability, for their good manners, for their responsiveness and seriousness.

What are translators proud of? - When their clients are satisfied with the work done. When presentations make an impression, negotiations are successful, books are read in one breath... And all this, it would seem, is given to the translator so easily, truly easily. In the modern world, people are increasingly faced with the need to cooperate with representatives of other cultures. Therefore, knowledge of the language of international communication is an integral aspect by which a person's success and education are judged. Of course, teaching English should be based on respect, understanding and acceptance of cultural differences between the home country and the country of the target language. It is this thesis that underlies the intercultural approach to teaching foreign languages. In the process of practical mastery of any foreign language, in our opinion, the leading role should be given to the formation of intercultural competence, which implies knowledge of the cultural characteristics of the country of the language being studied, skills and abilities to adapt one's knowledge to the new cultural environment and the presence of such personality qualities as tolerance, tolerance, patriotism, empathy. In other words, to truly master a foreign language, it is not enough to master only its lexical, grammatical and syntactic features. Language is part of the culture of any people. Therefore, it is necessary to teach the language in direct connection with the study of the cultural characteristics of English-speaking countries. Education is an integral aspect by which the success of a modern person is judged. According to the UNESCO Concept of Educational Development, lifelong learning promotes democracy, tolerance, intercultural understanding, and respect for cultural, religious and linguistic diversity, which are

vital for achieving social cohesion and justice. Intercultural dialogue becomes possible thanks to proficiency in the language of international communication, which is English. English language teaching should be based on respect, understanding and acceptance of cultural differences, which is a necessary condition for achieving the goal of intercultural communication. It is the intercultural approach that represents the connection between linguistic and regional studies competencies in teaching a foreign language. This makes it an independent approach, different from other teaching methods. The key concept for the intercultural approach is intercultural communication, which in the context of teaching a foreign language involves studying the characteristics of different countries, their culture, traditions and customs. In general, the goal of learning a foreign language, from the point of view of the intercultural approach, is a kind of conditional reincarnation as a member of another community, which presupposes deep knowledge of it from the inside. All these approaches undoubtedly have something in common, namely reciprocity. That is, the participants in the communicative act are determined to communicate. At the same time, they understand that they are representatives of different cultures, but in the end they achieve the goal of communication. Thus, intercultural communication is a set of specific processes of interaction between people belonging to different cultures and speaking different languages. The content of the prefix “cross-” in the name reflects the intersection of two cultures, that is, communication occurs between representatives of different cultures and countries. In contrast to the concept of cross-cultural communication, they speak of countercultural communication when it comes, for example, to war. In this case, there is no place for a dialogue of cultures; on the contrary, there is their clash and confrontation. As for the term “dialogue of cultures,” it refers to the interaction, influence, penetration or repulsion of different historical or modern cultures, as forms of their confessional or political coexistence. Participants in the dialogue of cultures are countries, not individuals, as is the case with intercultural and cross-cultural communications. In addition, whenever they talk about a dialogue of cultures, the problem arises - whether this concept is positive or negative. The fact is that, on the one hand, during the dialogue of cultures, ethnic differences between countries, their originality and self-identification are erased, on the other

hand, this is the main engine of progress. The connection between intercultural communication and education is reflected in such concepts as: intercultural education, intercultural education and intercultural training. The most common of these is intercultural education, which includes the other two concepts. In the process of school education, an intercultural approach is implemented through imitation of a dialogue of cultures, which is aimed at achieving the goal of the act of communication, that is, mutual understanding between representatives of different ethnic communities. In linguistic education, an important aspect is the identification of behavioral characteristics of ethnic groups in the course of cross-cultural and sociocultural research, which influence their interaction during the dialogue of cultures. In the modern world, people are increasingly faced with the need for cooperation and communication with representatives of other countries. But people living in different parts of the world cannot think alike and understand each other perfectly. As a result, misunderstandings, conflicts, and sometimes even wars arise. What are the reasons for misunderstandings between residents of different countries? The answer to this question is not as simple as it seems. Each country has its own economic and political interests, which often do not coincide with the interests of other nations. Each country has its own culture, its own customs and traditions that have developed over the centuries. However, the needs that arise in the process of interaction between people in various spheres of public life encourage people to constantly seek and improve communication connections. That is why it is so important to develop in the younger generation such a type of knowledge as intercultural competence. The goal of the intercultural approach in teaching a foreign language is intercultural learning as an organization of the educational process, which is based on the imitation of a dialogue of cultures, realized through a comparison of the characteristics of one's own culture and the culture of the language being studied. What ultimately stimulates intercultural education, that is, the formation of a tolerant attitude towards other cultures in students. The result of intercultural training is the formation of intercultural competence among students. A graduate translator must have a holistic worldview that corresponds to the modern level of development of science and social practice. Must achieve such moral qualities as tolerant behavior and awareness of one's place in a multicultural world,

the willingness and ability to conduct dialogue with other people, achieve mutual understanding, find common goals and cooperate to achieve them. In order to make the formation process most effective, it was important to understand what components this competency consists of. It has also been proven that the process of developing intercultural competence in middle school students brings obvious positive changes in their intellectual development. And gaming technologies are an essential condition for the formation of intercultural competence, which has been theoretically justified. The main problem of learning a foreign language is that students are outside the language environment. Therefore, such forms of teaching as simulation, business, and role-playing games play a special role in teaching a foreign language. To improve intercultural competence, the most effective lessons are those that simulate situations that can happen to a guest of another country during a trip or excursion. The use of gaming activities makes the learning process creative and interesting for students. Games help diversify the lesson, make it interesting and motivate students to learn a foreign language, and also allow them to understand the cultural characteristics of the country of the language being studied.

2.2.Field translation in the context of teaching

In addition to professional language competence, any specialist must have a whole set of key competencies that would allow translators, in the course of their professional activities, to communicate in a foreign language, to cooperate with foreign companies and enterprises, both orally and in writing. Such competencies include:

1. Political and social competencies - such as the ability to take responsibility, participate in group decisions, resolve conflicts, establish contacts
2. Competencies related to living in a multicultural society - intercultural competencies, such as - acceptance of differences, respect for others and the ability to live with people of other cultures, languages and religions;
3. Competencies related to the mastery of oral and written communication - which are especially important for work and social life, because people who do not master them are at risk of social isolation; in the same context, speaking more than one language is becoming increasingly important;
4. Competencies associated with the increasing informatization of society - mastery of these technologies, understanding of their application, strengths and weaknesses, ability to make critical judgments regarding information disseminated by the media and advertising;
5. The ability to learn throughout life - as the basis of lifelong learning and in the context of both personal professional and social life.

Given the wide range of competencies that must be formed and developed, training in translation from one language to another becomes one of the relevant elements of teaching a foreign language. It is customary to distinguish between the following types of translation: from the native language into a foreign language and from a foreign language into the native language. In addition, you can translate both orally and in writing. Translation should be understood as the full transmission of a message by means of one language into another language.

Written translation is a translation in which both the original and the translated text appear in the form of texts fixed on paper, which can be referred to repeatedly. At the same time, written translation can be performed from both written and oral sources. When translating, students combine writing, in which they mentally pronounce foreign

words many times, with searching for unknown words in dictionaries. In most cases, they have enough time to search for unknown words and do not say the text out loud. In this case, students see the text, but do not hear how it is pronounced, mentally translating it, but not saying it out loud. In addition, students can read the entire text several times, which creates a general impression of the text.. The positive thing about working with text in writing is that, without voicing the translation, the translated new words pass into the subconscious and passive proficiency in a foreign language is achieved, almost without affecting active consciousness. Of the existing types of translation, the most relevant and appropriate is training in written translation from a foreign language into a native language. The process of written translation, like the translation process in general, covers a whole range of mechanisms that carry out planning and regulatory functions in a given speech activity. At the same time, the mechanisms are considered from the standpoint of not only a systemic, but also a level approach.

The written translation process consists of several stages: 1) reading the text in its entirety, perceiving the general aspects of the document being translated, understanding its meaning; 2) actual translation; 3) recording the translated text.

In order for the translation to be carried out efficiently, the first stage cannot be neglected, since understanding the general meaning of the document being translated facilitates the translation process. In order to determine how well a written translation is done, there are several criteria. One of the conditions for the quality of written translation is its accuracy. This condition assumes an exact correspondence between the content of the original and translated text. This condition is the main one, since if the content of the texts does not match, the translation cannot be considered high-quality.

The second condition that determines the quality of written translation is its transparency. This criterion assumes that the translated text should be perceived not as a translation, but as a text compiled in the target language, in compliance with all spelling norms and rules. The most important condition for high-quality translation is the development of the ability to divide the translation process, which is unified in its practical implementation, into two interrelated, but with their own distinct specific

stages - 1) understanding the text and 2) translation itself. A full translation presupposes the ability to deeply penetrate into the content of the message to be translated, which is not possible without linguistic, speech and linguistic competence. Knowledge of vocabulary, grammar and phonetics constitutes linguistic competence, and the ability to freely express one's thoughts in one language or another constitutes speech competence. Language reflects the national vision of the surrounding world, its originality associated with the geographical location of the country, its history, religion, traditions and customs. In other words, for high-quality translation, linguistic and cultural competence is required, which presupposes knowledge of not only the native culture, but also the culture of the people into whose language the text needs to be translated.

If we talk about translation as a type of speech activity and its result, then the development of this activity requires the development of knowledge in students, at least the basics of the theory of translation, as well as skills and abilities in translation. As a result of the expansion of international relations and the exchange of scientific and technical information, translation is considered as a multifaceted activity that involves overcoming not only language but also cultural barriers. When teaching translation, it should be remembered that competent translation requires not only language and speech skills and abilities in all types of speech activity, but also language and speech (communicative) competence. Translation is a type of communicative activity in which the person translating performs the important social function of an intermediary between two multilingual and multicultural communities. To perform this function, it is important to have certain knowledge, skills, and abilities, as well as the necessary translation competence, which is formed in the process of teaching a foreign language. Translation training involves the simultaneous, parallel formation of speech skills and the development of skills in the main types of speech activity and the formation of translation skills themselves. competencies in its main types. In addition, it is advisable to combine training in written translation with training in informative reading and writing, and training in interpretation with training in speaking and listening. At the same time, we can say that teaching a foreign

language and translation becomes more rational if it is implemented on a correlation basis.

The formation and development of translation competence - which is understood as the ability to extract information from a text in one language and transmit it by creating a text in another language - contributes to the comprehensive development of the personality of future specialists of any profile: it develops in them attentiveness and a sense of responsibility, the ability to use reference books and additional sources information, make choices, quickly make the right decisions, detect and compare linguistic and extralinguistic data. The formation and development of written translation skills and abilities should be carried out together with the formation and development of language, speech and linguistic competencies. Future translators must understand that translation is a means, mastery of which, along with other communicative. competencies, will allow you to more effectively solve professional problems, will help increase competitiveness in the labor market, will allow you to gain access to new information resources, expand qualification opportunities, etc.

The most appropriate task when teaching translation is to use translation as a way to control the accuracy of understanding a written text. Unlike teaching other practical aspects of the language, it is advisable to begin teaching translation at the stage when students have mastered a significant amount of knowledge of vocabulary, phraseology, grammar and stylistics, sufficient for fluent reading in a foreign language.

During practical training, along with studying the basic rules of translation, the teacher should show students successful and not entirely successful translations, so that they develop the correct assessment attitude both to the available samples, and thereby to previous translation experience, and to their own knowledge and opportunities. Practice shows that students more easily develop a conscious attitude towards the positive and negative aspects of someone else's translation than towards their own. When demonstrating translation samples, the teacher needs to encourage critical comments regarding the quality of the proposed translations, focusing on the "pros" and "cons." Thus, self-confidence must be combined with proper self-criticism, and the willingness to follow models must be combined with the ability to make a

reasonable critical assessment of them. The realities of the modern world place high demands on specialists in many areas of professional activity, including those who work in field translation. A competitive specialist must have extensive knowledge in a specific field, as well as demonstrate good knowledge of a foreign language. Communication with representatives of foreign companies has long become commonplace. Proficiency in a foreign language presupposes the ability to participate in real communication. Therefore, for future specialists, the main goal of learning a foreign language is to achieve a level sufficient for the practical use of the language in future professional activities. Professional orientation in teaching foreign languages is carried out in the process of speech activity: reading and speaking. It is necessary for students to master professional vocabulary. The selection of language material is very important. The teacher must select lexical material taking into account specialization. Knowledge of special vocabulary is necessary for reading texts in the specialty in order to extract information from foreign language sources. The process of teaching a technical language includes mastering the specifics of reading and translating technical literature. The result of learning to read is the formation of skills in mastering all types of reading specialized literature. During professionally oriented training in dialogical speech, students develop skills that help them conduct a conversation and purposefully exchange professional information on certain topics. Teaching monologue speech consists of developing skills in constructing monologue statements: communicating professional information, giving a report, extended statements during a discussion, etc. Also, for free professional communication, graduate translators need a high level of proficiency in written forms of communication in a foreign language. The ultimate goal of teaching writing is the development of communicative competence, manifested in the skills of abstract presentation, annotation, as well as translation of professional text from a foreign language into Russian and vice versa. The essence of the professional orientation of teaching a foreign language is its integration with special disciplines in order to obtain additional professional knowledge and develop the professional qualities of a future specialist. The professional orientation of training sets the task for a foreign language teacher to teach a future specialist to use a foreign language as a means of replenishing

professional knowledge, developing professional skills and abilities, and thus developing a number of professional competencies corresponding to the main types of professional activity. Modern teaching methods such as the communicative method, the project method, guided independent work, and multimedia technologies help in solving this problem. Let's consider the implementation of the project method when students perform scientific work in a foreign language to participate in a conference as part of students' research work. The project method includes a set of research, search and problem methods. It is focused on students' independent activities – individual or group. To implement the project method, it is necessary to have appropriate professional training and methodological competence of the teacher, flexibility in organizing educational activities, the ability to combine traditional and innovative methods in the educational process and an individual approach to working with each student. The first stage of work is devoted to the development of reading skills. Students learn to select sources, analyze scientific literature within a given topic, and extract information. Completing the next step helps students develop their academic writing skills. Students become familiar with the stages of writing a text, as well as the requirements for academic written texts: grammatical and stylistic construction of sentences and paragraphs, maximum disclosure of the research topic, narrative sequence, logic of presentation. The third stage is aimed at developing presentation skills. Students go through all stages of work to prepare and present research results. Particular attention is paid to the structure, content, design of slides, preparation of the text of the speech, rehearsal of the speech and the stage of answering questions. To summarize, it can be noted that the project method contributes to the development of all components of communicative competence in the process of foreign language speech activity, and also allows thematic focus on language and speech material that reflects the specifics of the student's future professional activity. In conclusion, we note that the main factor for successful learning is motivation, i.e. positive attitude of students towards a foreign language as an academic discipline and a conscious need to master knowledge in this area. Modern technologies used in teaching a foreign language not only create the opportunity to study it effectively, but are also a means

of increasing and expanding the professional knowledge of students necessary to realize themselves in their chosen specialty.

Foreign language teaching is traditionally of an applied nature and is carried out in the form of practical classes. Translation differs from other aspects in teaching a foreign language not only in that it combines listening and speaking or reading and writing, but also in that it is carried out in a bilingual environment. Thus, when planning any translation lesson, a particular difficulty is the problem of selecting teaching tools and methods that are adequate to the subject being studied. When studying foreign languages, there is a conscious development and understanding of values, behavioral norms, and preferences accepted in a foreign language culture. If in the process of mastering the native culture, inculturation occurs, i.e. the cultural identity of the individual is formed, then when mastering a foreign culture, acculturation occurs, i.e. the process of understanding and accepting/rejecting a foreign culture in the course of intercultural communication. Intercultural communication is a phenomenon different from communication. When communicating in their native language, communicators have the same code for encoding and decoding messages. In the process of intercultural communication, the code is a foreign language, it is the same for the interlocutors, and the systems of meaning of linguistic and speech forms are different, since they are determined by the cultural background of the interlocutors. In the course of intercultural communication, it is not the transfer of meaning that occurs, but its creation. For successful communication, the meaning created must be common to the interlocutors. Thus, intercultural communication is the process of jointly developing a common meaning for all participants in communication for all actions and motives. This is how reality is perceived through the double prism of two cultures simultaneously. Such cultural mediators are modern translators who provide intercultural communication at a professional level. Professional training of translators is unthinkable without intercultural training. Along with linguistic competence, intercultural competence is the main competence in the structure of a translator's professional competence. The formation of intercultural competence of a future translator includes training in social skills and abilities with the help of which he can successfully communicate with representatives of other cultures in a professional

context. Intercultural competence in its most general form can be defined as a stable ability to communicate effectively in intercultural situations with representatives of other cultures, which manifests intercultural sensitivity and intercultural sensitivity. The following main stages of intercultural education are distinguished: • awareness of the cultural specifics of human behavior in general; • awareness of the orientation system characteristic of communication in the native culture (autocultural communication); • awareness of the importance of cultural factors in the process of communicative interaction with representatives of other cultures (intercultural, cross-cultural communication). As a result, a process of individual personality development occurs, leading to a change in the individual's behavior associated with the understanding and acceptance of culturally specific forms of behavior of representatives of different cultures. The formation of intercultural competence is impossible without taking into account such concepts as foreignness, ethnocentrism, and tolerance. Intercultural training stimulates the development of the internal culture of the translator's linguistic personality, capable of intercultural dialogue; develops his ability to perceive, understand, interpret the phenomena of another culture and the ability to compare, find differences and commonality with his native culture. The above approaches determined the choice of principles of intercultural learning, which are divided into general didactic and methodological. Of the general didactic principles, the most relevant for our subject area are: the principle of student-oriented learning; activity, consciousness; the principle of multicultural interaction; building learning as a creative process. The methodological principles for the formation and development of intercultural competence include: the principle of cultural conformity; dialogue of cultures; interdisciplinary integration; communicative orientation of training; dominance of problem and search tasks of an intercultural nature; professional orientation of training; cultural opposition; cultural variability. General didactic and corresponding methodological principles in intercultural teaching are interconnected and complementary, which allows us to consider them as a single system. The application of the following principles of intercultural training of future translators, along with the use of interactive specific teaching methods, ensures the effective formation of intercultural competence, which is one of the main tasks in the

training of a professional translator at the final stage. The process of teaching intercultural communication differs in many respects from other types of training. The main difference is that this process is based on the analysis and interpretation of real intercultural contacts. Intercultural training of future translators is implemented through the use of methods and techniques that allow them to master their native and foreign languages in typical situations of intercultural communication. Depending on the methodological approaches to teaching intercultural communication discussed above, it is possible to implement, to one degree or another, a whole group of interactive applied methods: biographical reflection, “case-study”, “cultural assimilator”, role-playing, business games. Modern trends in improving the system of language training for translator students dictate the need to search for new approaches to organizing the educational process, allowing for the training of specialists in accordance with increased expectations regarding their professional level. One of the main requirements for personnel training is the ability to read, translate, abstract and annotate professionally oriented foreign language texts. The problems of teaching scientific and technical translation have been studied by many didactics. Scientists note that to obtain a high-quality translation, good linguistic skills, creativity and knowledge in a specific professional field are required. The teacher teaches students various ways and techniques to achieve adequacy of translation: specification of meanings, generalization of meanings, syntactic transformations, redistribution of content, methods of semantic development, etc. During the learning process, students’ attention is also drawn to the analysis of grammatical-syntactic transformations during translation that may occur in texts. In the process of learning scientific and technical translation, a foreign language is used as a means of acquiring new knowledge, and working with texts replenishes the student’s vocabulary, expands his linguistic skills and enriches knowledge in the specialty. In this regard, studying modern features of scientific and technical texts and improving the methodology of teaching translation are of particular relevance for the teacher.

Chapter II Conclusions.

In his work, a translator must take into account a huge number of different nuances in order to transfer the meaning of a statement from one language to another as accurately and as closely as possible to the original. One of the most important factors in this area are cultural aspects, which influence not only certain lexical layers of the language, but also in many cases determine its structural features.

And, if written translation sometimes allows you to escape from the culture of native speakers - the structure and lexical features of many documents with which the translator works are international - then during live communication during oral translation they have to pay even more attention.

Certain difficulties in learning foreign languages are also associated with linguistic cultural characteristics. In classes at higher educational institutions, students are told about them in detail so that future specialists can bring translation techniques to automaticity, taking into account the culture of native speakers.

Of course, professionals providing their translation services, in most cases, have specialized linguistic higher education and extensive work experience. They are well acquainted with the cultural features of their native language, so to speak, by default.

The structural component of a foreign language (grammar, morphology, some lexical relationships), unique due to the differences in the cultures of the native peoples, is also well known to them. But still, sometimes situations may arise when all the acquired knowledge is not enough for a translator to correctly understand and translate a thought from a foreign language into his native language. Most likely, this will be connected with some historical facts that at one time left their mark on the language.

In order for such situations to arise as rarely as possible, the translator constantly needs to replenish his background knowledge of a foreign language and become more familiar with the culture of the peoples who speak it. Traveling abroad and long-term residence in the country whose language the translator is studying are good for this.

This will allow you to gain extensive experience of live communication with native speakers, gain a deeper understanding of many cultural characteristics, and better remember various details, which, ultimately, will definitely be useful in your professional activities. Watching feature films and documentaries in the original,

reading foreign periodicals and communicating on the Internet also help as additional cultural materials.

CONCLUSIONS

The growth of intercultural connections in all spheres of modern human activity presupposes the expansion of international contacts, requiring from translators, intermediaries of intercultural and interlingual communication, a certain level of cross-cultural competence, since representatives of other cultures differ from ours not only in languages, but also in their worldview and ideological positions. It should be especially emphasized that the perception of other cultures occurs on the basis of our ethnic culture, which is an obstacle to intercultural communication and communication. Therefore, professionally oriented training of a translator must necessarily include studying the basics of intercultural communication, designed to form him as an individual who speaks both his native and foreign culture, which presupposes his perception and understanding of all aspects of intercultural dialogue. In the aspect of cross-cultural communication, culture is considered not only as a system of behavioral attitudes and values, but as the context in which language operates and manifests itself. Therefore, correct interpretation and transmission of the semantic content of the source text is impossible without knowledge of its national and cultural context. Consequently, the professional training of a translator in a classical university should be aimed not only at the formation of oral and written speech in a foreign language, but also at the formation of knowledge about the national culture of the language being studied as a necessary component of cross-cultural communication - the process of establishing and developing contacts between people, perception and understanding them each other, interaction and exchange of information. For successful intercultural communication it is also necessary to take into account the national worldviews and cultural values of the participants in the intercultural dialogue. In particular, values such as freedom, equality, progress, time and its control, competition, future orientation, informality, openness, individualism, materialism, optimism, patriotism, etc. prevail in American culture. All these values and beliefs are represented in the linguistic units of American English, but their semantics are not always interpreted correctly, and they often manifest themselves as barriers to mutual understanding, conditioned by both the culture of the original language and the culture of the target language. Cross-cultural literacy is an integral

component of communicative cross-cultural competence; it involves the development and improvement of the intellectual potential of the student translator. This is due to the fact that a modern translator is a mediator of two or more cultures, and it is on him that the reconstruction of the form and style of the source text depends, correctly reflecting and interpreting its meaning at the intersection of two cultures. The formation of cross-cultural competence of future translators is based on the linguo-sociocultural method, which allows focusing on the national characteristics, history, culture, and customs of the country of the language being studied. It involves an appeal to such a component as the social and cultural environment and combines linguistic structures with extralinguistic factors. The formation of cross-cultural competence is based on three well-known levels of cognitive learning activity: reproductive activity, which is characterized by the desire of students to understand a new phenomenon, supplement and reproduce knowledge, and master the method of applying it according to a model; interpretive activity, characterized by greater stability of volitional efforts, which are manifested in the fact that the student strives to penetrate into the essence of a phenomenon, to understand the connections between phenomena, and independently seeks solutions to difficulties; creative activity, showing the desire to apply knowledge in a new situation. Special opportunities for such educational activities are provided by the Internet, which provides access to almost limitless textual, auditory, visual and audiovisual cognitive resources. So, cross-cultural competence is a complex set of knowledge, including both the cultural context of a language, its culturally marked components, and knowledge about the cultural values, beliefs and communicative styles of participants in intercultural communication, necessary for the perception and correct interpretation of a foreign language message. The formation of cross-cultural competence is a specially organized, purposeful educational activity that involves the formation of skills in comparing and adapting cultural values within the framework of intercultural communication. In the process of developing cross-cultural competence, special attention must be paid to creating conditions for the cognitive activity of student translators and nurturing in them such qualities as tolerance and readiness to perceive other cultures through the eyes of its bearer, which is an indispensable condition for effective intercultural competence and

the ability to practice in the field intercultural communication. Foreign languages are becoming increasingly important in modern society, and at the same time the need for a high level of proficiency in them is growing. That is why the methodology of teaching translation of a foreign language is a very important aspect to which the teacher should pay increased attention. But is it enough to master the skills of grammar, vocabulary, spelling and phonetics in order to come to the country of the language being studied and communicate freely with the indigenous people? In this paper we answer this question – no, not enough. We place the intercultural aspect in translation training at the forefront. It is impossible to fully communicate with representatives of another culture without knowing anything about the characteristics of this people. The culture and customs of each country are unique; what is considered generally accepted in one country may not be understood in another and may cause absolutely different reactions than you expected. In other words, to truly master a foreign language, it is not enough to master only its lexical, grammatical and syntactic features. Language is part of the culture of any people. Therefore, it is impossible to teach a language in isolation from the characteristics of a particular country. Teaching the cultural values of another country should be carried out most effectively, taking into account the fact that training takes place outside the framework of the language environment. Of course, this entails many difficulties. Therefore, the main thesis of this work is the need to introduce gaming technologies into the process of teaching a foreign language and the formation of intercultural competence. The achievement of this goal was facilitated by the consistent solution of the following tasks: the theoretical foundations of the intercultural approach were analyzed, problems associated with the study of another cultural environment in the context of the native one were identified, the theoretical foundations of intercultural competence were studied at the initial stage, the need to use gaming activities in the educational process for the formation of intercultural competence was identified, a comprehensive analysis of the English language was carried out for the implementation of an intercultural approach aimed at improving intercultural competence, and experimental research work was carried out to develop intercultural competence. In the future, this study can become the basis for studying the theoretical foundations of an intercultural

approach to teaching English; as well as for the development of a complex of gaming technologies, structured by types of speech activity and levels of education.

The relevance of the work lies in the fact that the technology of translation in Ukraine is in the stage of development and is becoming widespread. Undoubtedly, translation technologies are an important element of a specialist's work, and their informatization contributes to increasing the effective activity of the entire organization. In addition, the volume of documents for translation at any enterprise is constantly increasing, in connection with which it is advisable to use new technologies to automate the translation of documents, especially during industry translation.

The first chapter describes the theoretical aspects of branch translation, examines the essence of the use of translation in the context of intercultural communication and teaching. The analysis of the connection between intercultural communication and teaching activity, as well as its impact on modern life and translation activity, was carried out.

The second section considers the possibilities of determining the goals of students' education with the aim of further development of the components of complex projects. Examples and some features of possible educational solutions based on experimental data for the development of process identification-classification mechanisms and their scientific justification in the form of intellectual property objects are given. An analysis of the peculiarities of teaching foreign languages in higher education was carried out; the problems and peculiarities of branch translation from the Ukrainian language into English in the context of intercultural communication are determined.

In the course of the master's thesis, the specified problem was fully investigated. Several methods were used to achieve the set goal and solve the identified research tasks. The main one was the descriptive method, which made it possible to consider the theoretical aspects of branch translation in the context of intercultural communication and teaching activities. The practical significance of the thesis consists in the use of the obtained research results and the possibility of further implementation to improve the work of the translator and teacher of foreign languages.

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INTERNATIONAL INTERNATIONAL ASSOCIATIONS:

[AIIC – International Association of Conference Interpreters](#) – AIIC has brought together over 3,000 conference interpreters from all over the world (more than 100 countries) since it was founded in 1953. All its members adhere to a strict code of ethics and standards. Becoming a member requires candidates to have done at least 150 days' work as a conference interpreter and have at least 3 sponsors (senior active members of AIIC) who can support their application.

[AITC – International Association of Conference Translators](#) – AITC's main aim is, on the one hand, to represent the interests of its members (around 450) and also to ensure they provide high quality work. This organisation reunites translators, précis-writers, revisers and editors and offers three types of membership: active member (a translator must possess a minimum of 300 days' professional experience working for international organisations or international conferences, including 100 days' experience gained during the two years prior to applying for membership), candidate member (at least 100 days' professional experience working for international organisations or international conferences – limited to 3 years) and associate member.

[ATIDA – Arabic Translation and Intercultural Dialogue Association](#) – An association dedicated to translators who work from and into Arabic. Apart from providing its members with an e-portal to meet their needs, it also organises training courses and workshops.

[ATN / APTS – Arab Professional Translators Society](#) – Also dedicated to Arab language professionals, this non-profit association facilitates communication between freelancers, agencies and clients. The members also have access to forums, magazines and a comprehensive terminology bank. Anyone can register as a member (online), but in order to become a certified member, one needs to pass the association's certification exam.

[CEATL – European Council of Associations of Literary Translators](#) – An international not-for-profit association created in 1993 with the purpose to bring together literary translators' associations from different European countries. Its 34 member associations from 28 European countries (approximately 10,000 authors) can exchange views and information.

[CETL – Centre européen de traduction littéraire \(European Centre for Literary Translation\)](#) – The main purpose of this organisation is to offer post-graduate training in literary translation. Seminars and workshops are led by the best professionals in the field.

[EAFT – European Association for Terminology](#) – EAFT is a not-for-profit organisation dedicated to the field of terminology in Europe. It promotes multilingualism while providing a European platform to raise awareness of

terminological activities. It liaises and cooperates with other relevant organisations, associations and institutions.

[ELIA – European Language Industry Association](#) – A not-for-profit organisation which aims to represent and promote the interests of the language industry in Europe by developing relationships with related bodies from all over the world. Its members have access to a forum where they can keep in touch and exchange information.

[ESIST – European Association for Studies in Screen Translation](#) – This association is dedicated to higher education teachers, practitioners, academics and students in the field of audio-visual translation. Its aim is to facilitate the exchange of information and to promote professional standards in field.

[EUATC – European Union of Associations of Translation Companies](#) – This organisation reunites national associations of translation companies across Europe. It promotes the highest standards of quality and business practice, while providing translation companies with a united voice.

[EULITA – European Legal Interpreters and Translators Association](#) – EULITA brings together members of professional associations of legal interpreters and translators from the EU member states. Its main aim is to ensure access to justice across languages and cultures. It promotes quality in legal interpreting and translation, sustains the establishment of registers of qualified legal interpreters and translators, while also closely cooperating with academic institutions in the field of training and research.

[GALA – Globalization and Localization Association](#) – World’s biggest non-profit organisation for the language industry, GALA provides resources for many companies around the world. Its mission is to support its members by sharing knowledge and actively promoting the language services industry.

[IAPTI – International Association of Professional Translators and Interpreters](#) – This association reunites translators and interpreters and serves to promote ethical practices in the language industry, as well as specialisation and professional development for its members.

[IATIS – International Association for Translation & Intercultural Studies](#) – A world-wide forum, home to members from a variety of regions and backgrounds, where they can talk about translations and more.

[IMIA – International Medical Interpreters Association](#) – Although based in the United States, this organisation is dedicated to professional medical interpreters all around the world. It has more than 2,000 members and is the largest organisation of its kind.

[IFT – International Federation of Translators](#) – IFT or better known as FIT (Fédération Internationale des Traducteurs) reunites over 100 associations of translators and interpreters from 55 countries. Its aim is to promote professionalism in the industry.

[TAALS – The American Association of Language Specialists](#) – This professional association is dedicated to professionals in the field who work at international level.

To become a member, one has to meet the strict requirements and to adhere to a strict code of professional and ethical standards.

[Translators for Peace](#) – As the name suggests, the members of this association (free and open to translators of all nationalities and from anywhere in the world) are dedicated to translate and publish any message against war.

[Translators Without Borders](#) – With more than 100 members, TWB is a non-profit association based in France. Initially set up to provide free translations for Doctors Without Borders, it later extended its help to other NGOs. All the translators are native speakers of the language they work into and are chosen according to their qualifications and specialisation.

[WASLI – World Association of Sign Language Interpreters](#) – Set up in 2003 by 60 interpreters from 20 countries together with WFD (World Federation of the Deaf General) General Secretary, WASLI welcomes interpreters and interpreter association from all over the world.

Albania

[AITA – Albanian Interpreters & Translators Association](#) – Translators and interpreters in Albania can get in touch with the association using their Facebook page. This association aims to promote professional recognition.

Argentina

[AATI – Argentine Association of Translators and Interpreters](#) – Member of FIT, AATI is a non-profit organisation with over 200 members in the field of translation and interpreting. It protects and represents the interests of literary, scientific and technical translators and interpreters.

[AATT – Argentine Association of Technical-Scientific Translators](#) – This NGO is dedicated to professional technical-scientific translators in Argentina whose language combination is English into Spanish. It aims to promote professional ethics, as well as to assist and represent its members.

[ADICA – Argentine Association of Conference Interpreters](#) – ADICA has been promoting the highest standards in the field of conference interpreting since its foundation in 1979.

[Association of Sworn Translators of the City of Buenos Aires – Colegio de Traductores Públicos de la Ciudad de Buenos Aires](#) – A local association dealing with professional ethics, CPD and professional registration.

[CTPSF – Colegio de Traductores de Santa Fe \(1° circ.\)](#) – A regional association, CTPSF (the Translators Association of the Province of Santa Fe – First District) aims to promote and insure professional ethics and industry standards and represents the interests of its members.

[CTPSF – Colegio de Traductores de Santa Fe \(2da circ.\)](#) – The Association of Translators of the Province of Santa Fe, 2nd District, deals with the legal aspect of the profession and promotes collaboration between the members of the association.

Australia

[AALITRA – Australian Association for Literary Translation](#) – If you are from Australia and have an interest in literary translation, this is the organisation for you. It promotes all aspects of this field and keeps its members up to date about relevant conferences and events.

[AAHIT – Australian Association of Health Interpreters and Translators](#) – Dedicated to translators and interpreters who work for the Health industry, this association aims to provide professional support to its members by providing regular relevant training and to promote the highest standards of service.

[AUSIT – Australian Institute of Interpreters and Translators](#) – As the name suggests, the Australian Institute of Interpreters and Translators is a professional body for translators and interpreters in Australia, with more than 750 members across Australia. It is affiliated with FIT. Its members adhere to a strict Code of Ethics and follow continuous professional development.

Austria

[ACCI – Austrian Association of Certified Court Interpreters](#). – Founded over 75 years ago, this non-profit association serves the interests of sworn and certified translators in Austria. It maintains contact with all the relevant Austrian authorities and appoints the examiners that are in charge of the certification exam for sworn and certified court interpreters. It has around 600 members and is part of FIT/IFT.

[Austrian Interpreters and Translators Association](#) – The association's goals are to represent the interests of its members and to educate the public about the importance of qualified translators and interpreters

Belgium

[ATLB – Association des Traducteurs Littéraires de Belgique](#) – This association is open to literary translators in Belgium and offers three types of membership: full member (you need to have translated at least a literary work from or into French and to have been granted copyright), associate member (you need to have translated at least a literary work into or from any language and to have been granted copyright) or trainee member (anyone who wishes to become a literary translator but does not yet meet the criteria to become a full or associate member – this membership type is limited to 3 years).

[BQTA – Belgian Quality Translation Association](#) – Belgian Quality Translation Association – is the Belgian association of translation companies, a non-profit organisation founded in 1995 to promote and organise networking between translation companies while observing a strict professional code of ethics

[CBTI-BKVT – Belgian Chamber of Translators and Interpreters](#) – Founded in 1955, it has received royal association title in 2006. To become a full member, one must: have a master's degree in translation or interpreting, be accredited by an international institution or have a minimum of 3 years' professional experience. Other practitioners can also become Associate Members.

Bosnia and Herzegovina

[UPBH – Association of Translators and Interpreters of Bosnia and Herzegovina](#) – The Association of Translators and Interpreters of Bosnia and Herzegovina was founded in 2008 and is made up of three sections: 1. Section for Scientific and Technical Translation; 2. Section for Conference Interpretation; 3. Section for Literary Translation.

Brazil

[ABRATES – Brazilian Association of Translators](#) – The Brazilian Association of Translators is an association which represents professional translators and institutions. It aims to promote professional development, the dissemination of information, encourages exchange programs, by supporting conferences and courses and by publishing job opportunities. ABRATES facilitates the exchange of information between professionals in the translation field and entities related to the activity, such as schools, teachers and translation companies, as well as the exchange of information between its members.

[ACETESP – Associação Cearense de Tradutores Públicos](#) – A civil entity with temporary headquarters in Fortaleza, The Association of Public Translators aims to: represent its members in court or elsewhere, promote exchanges involving national and international organisations and institution in order to promote dissemination of technological innovation, products, contests and other professional opportunities.

[APIC – Associação Profissional de Intérpretes de Conferência \(Brazil\)](#) – Founded in 1971, The Professional Association of Conference interpreters seeks to maintain the highest level of technical skills and professional performance. Among its goals there are the following: to represent and defend the interests of its members, to ensure the quality of professional practice, to establish certain working conditions, to ensure the application of ISO standards and to facilitate communication between different institutions.

[ATP-MG – Associação dos Tradutores Públicos de Minas Gerais](#) – Officially recorded in 2009, The Association of Public Translators of Minas Gerais seeks to integrate new and existing members the best way possible, to conduct consumer education campaigns, to create partnerships with associations from other states and to stimulate the creation of new associations. It has offices in 8 cities and provides translations to and from German, Arabic, Chinese, Spanish, French, English, Dutch, Italian and Latin.

[ATPRIO – Professional Association of Sworn Public Translators and Commercial Interpreters of the State of Rio de Janeiro](#) – The Professional Association of Sworn Public Translators and Commercial Interpreters of the State of Rio de Janeiro provides translations to and from 6 languages (English, French, German, Italian, Japanese, Spanish) in 5 major cities in Brazil.

[ATPIESP – Associação Profissional dos Tradutores Públicos e Intérpretes Comerciais, do Estado de São Paulo](#) – The Professional Association of Public Translators and Interpreters of São Paulo – ATPIESP, was founded over 50 years ago and encompasses the majority of translators in the state of Sao Paulo and it advertises each of them in different media outlets. The magnitude of ATPIESP makes it a great channel of communication, by representing its members before authorities, public institutions and companies. It provides translations to and from 22 languages.

[SINTRA – Sindicato Nacional dos Tradutores](#) – Officially recognised in 1988, SINTRA, The National Union of Translators encompasses professionals who provide translations to and from 41 languages. The main goals of SINTRA are: to ensure adequate remuneration, to solve disputes between translators and customers and to reach copyright recognition.

Bulgaria

[BTU – Bulgarian Translators’ Union](#) – BTU is a non-profit organisation of professionals, established in 1974 and registered as an association in 2001 and it is a member of the International Federation of Translators. It is structured into six sections, according to the genre of the translation and provides quality translations to and from 46 languages.

Canada

[ACJT – Canadian Association of Legal Translators](#) – The Canadian Association of Legal Translators has been active for over 25 years, and practises translations in the private and public sectors. Members must hold a bachelor’s degree in law, work in the field of legal translations and pay a yearly fee.

[AILIA – Canadian Language Industry Association](#) – The Canadian Language Industry Association’s stated purpose is that of helping the Canadian language industry grow through competitiveness. Membership benefits include support in professional development, information exchange, the right to participate in events and conferences and building market opportunities all throughout Canada. Members include Corporates, Associates, Partners, Individuals and Students.

[ATIA – The Association of Translators and Interpreters of Alberta \(Canada\)](#) – The Association of Translators and Interpreters of Alberta was born in 1979 and it is the only one of its kind in the entire province. Members include translators of over 30 languages specialised in various fields and they may be freelancers, independent

translators, in-house corporate translators or employees of translation companies. As a member of the Canadian Translators, Terminologists and Interpreters Council (CTTIC), ATIA is also linked to the International Federation of Translators (IFT).

[ATIO – Association of Translators and Interpreters of Ontario \(Canada\)](#) – Having been created in 1920 (under the name of “Association technologique de langue française d’Ottawa”), The Association of Translators and Interpreters of Ontario is the oldest organisation of its kind in Canada. Their stated goal is that of ensuring high quality work in the field of translations and, as other regional associations of translators, it is affiliated with CTTIC (which in turn is affiliated with ATIO). Membership is open for translators, terminologists, conference interpreters, court interpreters and students who are candidates for certification.

[ATIM – Association of Translators and Interpreters of Manitoba \(Canada\)](#) – ATIM was formed in 1980 and it is affiliated with CTTIC. The organisation’s objectives are: protecting its members and giving them a collective voice, as well as ensuring that they respect a certain Code of Ethics.

[ATINS – Association of Translators and Interpreters of Nova Scotia](#) – The Association of Translators and Interpreters of Nova Scotia (ATINS) is an organisation founded in 1990 whose purpose is to give its members the chance to improvement and to offer clients with high quality services. There are two types of membership: associate (for those who haven’t passed the certification exam yet) and certified (for those who passed it already).

[ATIS – The Association of Translators and Interpreters of Saskatchewan](#) – The Association of Translators and Interpreters of Saskatchewan was founded in 1980 and it is affiliated with CTTIC. The membership can be either of the “associate” type or of the “certified” type and the languages they translate to/ from cover a wide range, from French, English, Spanish, and Russian to Chinese and Korean.

[AVLIC – The Association of Visual Language Interpreters of Canada](#) – The Association of Visual Language Interpreters of Canada (AVLIC) is a professional association for sign language. It is the only certifying body for ASL-English interpreters in Canada.

[CATS – Canadian Association for Translation Studies](#) – The Canadian Association for Translation Studies was created in 1987 with the purpose of bringing together translation professionals. The membership is open to academic and professional individuals interested in teaching and researching translation, interpretation, writing and terminology studies.

[CTINB – Corporation of Translators, Terminologists and Interpreters of New Brunswick](#) – The Corporation of Translators, Terminologists and Interpreters of New Brunswick was born in 1970 and two years later it became affiliated with CTTIC. It has two categories of members: “certified” (who have passed the standard certification

exam or the interpretation examination) and “candidate for certification” (who have limited professional experience/ formal studies).

[CTTIC – Canadian Translators, Terminologist and Interpreters Council \(Conseil des traducteurs, terminologues et interprètes du Canada\)](#) – CTTIC brings together eleven associations dedicated to language professionals in Canada (approximately 3,500 translators, interpreters and terminologists). It is affiliated with FIT.

[GSAT – Concordia University Graduate Students Association in Translation](#) – Graduate Students Association in Translation is an organisation open to students enrolled in French Translation programs. The association’s main goal is that of representing its members in the university affairs. Also, GSAT organises the only student conference in translation studies in North America.

[Literary Translators’ Association of Canada \(LTAC\) \(or, in French, Association des traducteurs et traductrices littéraires du Canada \(ATTLC\)\)](#) – Another association dedicated to literary translators, this time reuniting translators all over Canada. Also affiliated with FIT. Most of its members translate from French or English, but many work in other languages too.

[NTE – Network of Translators in Education \(Canada\)](#) – The Network of Translators in Education was created in 1985 and it brings together professionals from various fields (from writing to translations). The network is present in the most important parts of Canada, as well as in the United States of America. There are more than 80 members, mostly focusing on educational sectors, but also on government organisations and agencies, and other sectors.

[Nunavut Interpreter / Translator Society](#) – The Nunavut Interpreter / Translator Society was created in 1994 and it is an affiliate of the Canadian Translators and Interpreters Council. The society brings together certified members, associate members and corporate members, all of whom specialise in English-Inuktitut, Inuktitut-English, French-Inuktitut and Inuktitut-French translations/ interpretations.

[OTTIAQ – Ordre des traducteurs, terminologues et interprètes agréés du Québec \(Canada\)](#) – The history of OTTIAQ (Ordre des traducteurs, terminologues et interprètes agréés du Québec) dates as far as 1940 and it currently has over 2,000 members. They only accept certified translators, but they do feature a mentorship program (on-the-job mentorship, mentorship for self-employed individuals or co-op mentorship).

[STIBC – Society of Translators and Interpreters of British Columbia \(Canada\)](#) – The Society of Translators and Interpreters of British Columbia was born in 1981 and it is an affiliate of CTTIC. Its aims are: ensuring the quality of the translation services (through a Code of Ethics all its members observe) and protecting the rights of the translations professionals who are members of the association. Membership is of 3 types: Founding Members, Certified Members (around 300 in number) and Associate Members (around 300 in number). The certified members cover an impressive number

of 80 language combinations. Anyone who applies is first enrolled as an Associate member, and then they can apply for certification.

Chile

[COTICH – Chilean Association of Translators and Interpreters](#) – The Chilean Association of Translators and Interpreters was created in 1991 to give translation professionals protection for their interests. There are three honorary members, and there is also a large number of active members.

China

[Hong Kong Translation Society](#) – The Hong Kong Translation Society was incorporated in 1971 and in 1991 it became a registered charitable organisation. Its purpose is providing with opportunities to exchange information. Also, they have a scholarship meant to recognise academic merits in the field of translation studies.

[TAC – Translators Association of China](#) – Born in 1982, The Translators Association of China is the only organisation of its kind in the country. Thus, it functions both at an academic level and at the level of a trade association. Membership is of 3 types: group, corporate/ institutional and individual members. Only individual membership is open to translators, interpreters and terminologists outside of China who already belong to a FIT association.

Colombia

[ACTI – Asociación Colombiana de Traductores e Intérpretes](#) – The Colombian Association of Interpreters and Translators is a professional, non-profit organisation founded in 1998, with a small number of select members (under 100). To apply for membership, they require: an undergraduate degree, minimum 5 years of experience in translations and professional training. Members fall into one of 3 categories: founding members, associate and junior members. ACTI seeks to ensure professionalism in translation and interpretation and to represent members before third parties.

[CCT – Colegio Colombiano de Traductores](#) – The purpose of CCT – The Colombian Association of Translators, is to unionise and defend the interests of translators in Colombia. It has 34 members which provide translations from and to English, Portuguese, Spanish, French, Italian and German.

Costa Rica

[ANTIO – Asociación National de Traductores e Intérpretes Oficiales](#) – ANTIO (National Association of Official Translators and Interpreters) is open to anyone working as an official translator and interpreter who can prove their qualification and abide by ANTIO's Code of Ethics.

Croatia

[Croatian Literary Translators' Association](#) – The DHKP, Croatian Literary Translators' Association, was first registered in court in 1953 and in 1994 was admitted under the European Council of Translators and Interpreters. Today, it has more than 220 members which provide translations to and from almost 30 different languages. Each potential member is evaluated by the association according to previous education and published translations.

[HDZTP – Croatian Association of Scientific and Technical Translators](#) – The Croatian Association of Scientific and Technical Translators was born in 1957. It includes over 300 members who are native speakers of the target language into which they translate. They are all professionals of the fields into which they translate, ensuring the quality of their work this way.

Cyprus

[PanUTI – Pancyprrian Union of Graduate Translators and Interpreters](#) – The Pancyprrian Union of Graduate Translators and Interpreters is a professional, ethical and non-profit organisation which has over 100 members in 6 different countries. It aims to promote professionalism in translation and interpreting in Cyprus, further education for its members and to uphold the interests of its members.

Czech Republic

[JTP – Union of Interpreters and Translators](#) – Founded in 1990, the Union of Interpreters and Translators is an independent, open and voluntary organisation of professional interpreters and translators and is a member of the International Federation of Translators. JTP is committed to elevating the prestige of the profession and the quality of translation and interpretation. Its members provide translations to and from 61 different languages.

[The Translators's Guild](#) – The Czech Literary Translators' Guild is open to belle lettres translators, as well as to translation theorists, scholars or critics. The association's role is both protecting the rights of the members and ensuring the quality of their services. Also, the Guild annually organises a series of seminars, workshops and participates in the organisation of national literary awards.

Denmark

[Association of Danish Authorized Translators](#) – The members of The Association of Danish Authorized Translators and Interpreters are all certified by the Danish Government. Also, they are specialised in a wide variety of fields, from technical translations, to [marketing translations](#), subtitling and [financial translations](#).

[DT – Danish Association of State-Authorised Translators and Interpreters](#) – The members of the Danish Authorised Translators and Interpreters have received master's degree in translation studies and they have specialised in a specific field of translations, thus making their services suitable for the business community and for the public sector as well.

[Danish Authors' Society](#) – Founded in 1894, the Danish Authors' Society nowadays comprises over 1,300 members (authors, translators and interpreters). They are all organised in 5 groups: poetry, fiction, non-fiction, children's literature and translations.

Ecuador

[ATIEC – Ecuadorian Association of Translators and Interpreters](#) – The first association of its kind in Ecuador, ATIEC was created in 2007 with the purpose to bring together translation and interpreting professionals, either Ecuadorian or foreign professionals working in Ecuador. Its members are professionals locally or internationally accredited in several language pairs.

Egypt

[EGYTA – Egyptian Translators Association](#) – EGYTA is the Egyptian Translators' Association and it works towards creating the conditions that safeguard the interests of the translators. Applying members must be graduates of any language discipline.

[ETLA – Egyptian Translators and Linguists' Association](#) – The goal of the Egyptian Translators and Linguists' Association is to create an assembly of qualified translators and to provide estimate values for the work they do. The basic requirements for membership are: to hold a degree in a language discipline, to have significant work experience in the field or to pass the test approved by the Association.

Estonia

[ETTL – Estonian Association of Interpreters and Translators](#) – The Estonian Association of Interpreters and Translators was created in 1992 and it is a non-profit organisation which aims at promoting Estonian translation services in and outside of the country, as well as at protecting the rights of the Estonian member translators and interpreters. Members translate to and from 23 languages, including Russian, Swedish, Czech, Norwegian, Dutch, Bulgarian, Arabic and Latin.

Finland

[SKTL – Finnish Association of Translators and Interpreters](#) – The Finnish Association of Translators and Interpreters was founded in 1955 and it currently has around 1,900 members, also itself a member of FIT and of EULITA. All of the members are translation/ interpretation professionals and researchers.

France

[AAE-ESIT – Association des Anciens Élèves de l'École Supérieure d'Interprètes et de Traducteurs](#) – This non-profit association reunites more than 900 members, translators and interpreters working in more than 40 language pairs, including French Sign Language. In order to qualify as a member, a candidate must have a three-year Master's Degree awarded by the École Supérieure d'Interprètes et de Traducteurs

(ESIT, Graduate School of Translation and Interpreting, Université de la Sorbonne Nouvelle-Paris III)

[AFILS – Association française des interprètes et traducteurs en langue des signes](#) – The French Association of Translators and Interpreters in Sign Language first started out in 1970. Any interpreter or translation graduate can apply to become a member of AFILS and they benefit from periodical meetings, seminars and from being listed as a member of the association.

[APROTRAD – Association professionnelle des métiers de la traduction](#) – Born in 1993, APROTRAD currently comprises today over 50 members (translators, interpreters, translation companies and representatives of other related professions). It is affiliated with Grand maillage (network of professionals in Central France), with EFIP (European Forum of Independent Professionals) and with CAPIL (Coordination of the Associations Representing Freelance Professionals).

[ATAA – Association des Traducteurs / Adaptateurs de l’Audiovisuel](#) – The Association of Audiovisual Translators / Interpreters was created in 2006. It provides professional writing, dubbing, subtitles and deaf subtitles and voice-overs from nearly 200 members. Membership is open to all professional translators and interpreters who pay a periodical fee. The association aims to promote dialogue and communication, to bring together translators and interpreters and defend their interests and to work towards the recognition of the profession.

[ATIA – Association of Professional Translators and Interpreters in Aquitaine](#) – The Association of Professional Translators and Interpreters in Aquitaine has two main goals: to protect translation-related professionals and to ensure good communication between customers and professionals.

[ATLAS – Assises de la Traduction Littéraire en Arles](#) – ATLAS is a cultural association with the goal of promoting [translated literature](#) as a creative activity and to link interested people and scholars. Members receive regular reviews and newsletters, have the opportunity to attend various seminars, symposiums and trainings.

[ATLF – The French Literary Translators’ Association](#) – ATLF was born in 1973, as a separate entity emerging from the French Society of Translators (SFT), with the purpose to specifically defend the rights of literary translators. In order to become a member, one needs to have translated at least a creative piece of work. You can also join as probationary/interim member if you are a student or have not yet been published as a translator.

[CETIECAP – Compagnie des Experts Traducteurs et Interprètes en Exercice près la Cour d’Appel de Paris](#) – The Company of Expert Translators and Interpreters Working in Paris Court of Appeal provides translations from and to 55 languages and aims to promote mutual support between its members, to ensure communication between the

company and third parties and to defend the interests of its members by all legal means, among others.

[Chambre des Experts-Traducteurs et Traducteurs Jurés de l'Est](#) – Chambre des Experts-Traducteurs et Traducteurs Jurés de l'Est (Translators' Association site based in the East of France) is a non-profit organisation created in 1930. Its members are either experts or sworn-in translators and they are approved by the Court of Appeal in Nancy, Colmar and Metz or by the County Court in their specific jurisdictions.

[CRETA – Chambre Régionale des Experts Traducteurs Assermentés d'Alsace](#) – CRETA is a professional association whose members are sworn in at the Court of Appeal of Colmar. Its main aim is putting in contact potential clients with individual professionals.

[SFT – The French Association of Translators](#) – Any professional translator (who is paid for their work – in-house and self-employed language service providers as well as literary translators) may apply for membership in the French Association of Translators. They benefit from participating in periodical seminars and trainings provided by international partners, from being part of a tightly knit community of translators and from legal protection.

[UNETICA – Union Nationale des Experts Traducteurs Interprètes près les Cours d'Appel \(National Union of Expert Translators and Interpreters for Courts of Appeal\)](#) – UNETICA is a national association that brings together experts translators and interpreters of the Courts of Appeal in France. It offers its members information, training and assistance, representing their interests at national and local levels. UNETICA is a member of FIT.

Germany

[ADÜ Nord – Assoziierte Dolmetscher und Übersetzer in Norddeutschland e.V.](#) – With approximately 350 members, this association of translators and interpreters based in Northern Germany works with more than 50 languages in various fields. Membership is subject to strict requirements (university degree in interpreting/translation, examination recognised by the state or acceptance by an admission committee).

[ATICOM – Fachverband der Berufsübersetzer und Berufsdolmetscher e.V.](#) – The Association for Professional Translators and Interpreters provides translation to and from 32 different languages and in 27 different major fields. The association liaises with other professional organisations outside Germany and represents the interests of its members. Applicants for membership must hold a university diploma in translation or a related field and test as a certified interpreter or translator, or they can be taken in under Student membership.

[BDÜ – Bundesverband der Dolmetscher und Übersetzer e.V.](#) – The Federal Association of Interpreters and Translators is the largest association of its kind in Germany, with over 7,000 members. Membership is open to all freelance interpreters,

in-house translators and even students, but they have to prove their proficiency in the languages in which they translate and in the field of expertise.

[DGÜD – Deutschen Gesellschaft für Übersetzungs- und Dolmetschwissenschaft](#) – The German Society for Translation and Interpreting – DGUD is a scientific society which aims to promote young scientists in the translation and interpreting fields. Membership applications are all processed by the membership board, and applicants must have appropriate academic qualifications and follow them up with a written request.

[QSD – Qualitätssprachendienste Deutschlands](#) – Qualitätssprachendienste Deutschlands was founded in 1993 and its main goals are ensuring the [quality of the translation services](#), as well as shaping young professionals in the field. Because it is one of the most important translation associations in Europe, membership offers a wide range of advantages: from creating a network to constant improvement through seminars and conferences.

[VDÜ – Verband deutschsprachiger Übersetzer literarischer und wissenschaftlicher Werke e.V.](#) – The VDÜ has been representing the interests of literary translators since 1954 and has been providing its members with information, training, advice and support. The association is also a member of FIT and CEATL. To become a member of the VdÜ you need to have had a literary translation published. If you do not meet the criteria, but you are interested (whether you are a student or work in a related profession), you may apply for candidate status. While you'd enjoy the same rights and obligations as full members, you will not have the right to vote and you will not be included in the Directory of translators. Also, candidate status is limited to 2 years.

[VKD – Verband der Konferenzdolmetscher im BDÜ e.V.](#) – VKD is a professional association dedicated to conference interpreters and its main purpose is ensuring the quality of the interpretation services.

[VÜD – Verband der Übersetzer und Dolmetscher e.V.](#) – The Association of Translators and Interpreters was established in 1990 and unites almost 160 professionally experienced members. Since 1994, VÜD is a member of the International Association of Translators (FIT). Members must meet specific criteria for admission and are on a strict ethical and professional code. Translations are provided from and to over 35 different languages

Greece

[PEM – Panhellenic Association of Translators](#) – The Panhellenic Association of Translators was founded in 1963 in Thessaloniki and is the oldest professional association in the field of Greek translation and a member of the International Federation of Translators (FIT). Membership requires either a university diploma in translation or a connected discipline, translation experience in a EU body or more than 4 years of work experience as a translator.

Hungary

[MEGY – Magyar Mufordítók Egyesülete](#) – The Hungarian Translators’ Association is made up of more than 150 certified members. Those who wish to apply for membership must submit their CV, along with a list of publications and at least one recommendation letter from a recognised translator and they must pay a yearly fee. The association was established in 2007 and it is the first of its kind in Hungary. It aims to change the labour market of translators in Hungary, connect professionals in the field and offer legal assistance when necessary.

[AHTI – Association of Hungarian Translators and Interpreters](#) – Members of the Association of Hungarian Translators and Interpreters either have a University Degree in the languages of their expertise or have gained knowledge by living in the respective country. Besides proving proficiency in their languages of choice, membership candidates have to have the recommendation of two members of the association.

India

[ITA – Indian Translators Association](#) – Indian Translators Association is a non-profit organisation for translators and interpreters recognised by FIT (Federation Internationale des Traducteurs). Currently, the association is comprised of 100 members and its main goal is ensuring regional and national organisation of seminars and workshops for professionals.

Indonesia

[HPI – Himpunan Penerjemah Indonesia](#) – The Association of Indonesian Translators and Interpreters offers translations to and from over 40 languages. Established in 1974, it was initially dedicated to literary translators, but later it has grown to include all translators and interpreters. It is a member of FIT. There are three membership types: Junior member (no special requirements), Full member (has translated at least 100 pages or is a sworn translator or has worked for a minimum of 1 year in the field; for interpreters a minimum of 40 hours is required) and Honorary member.

Iraq

[Iraqi Translators Association](#) – The Iraqi Translators Association, with its headquarters in Baghdad, has been registered with the Ministry of Education and Research since 1982 and joined the International Federation of Translators (FIT) in 1990. Nearly 15,000 members are registered in the association and any new member must hold a diploma in a translation-related field from a University recognised by the Ministry of Education. The association is currently seeking to issue a law in order to protect its members’ interests.

Ireland

[ITIA – The Irish Translators’ and Interpreters’ Association](#) – The Irish Translators’ and Interpreters’ Association was created in 1986 and it is the only professional association of its kind in Ireland. There are 6 types of membership: Honorary, Professional (awarded based on qualifications and experience), Associate, Student,

Corporate and Institutional (which are approved by the membership secretary). Its members are involved in various fields of specialisation (such as literary, technical, medical, conference interpretation, community interpretation and so on).

Israel

[ITA – Israel Translators Association](#) – The Israel Translators Association is the country's only professional organisation, which brings together translators and language professionals. They provide translations to and from 173 different languages. A member can hold one of three different types of membership: regular, senior (for those aged over 60) and student membership.

Italy

[AIDAC – Italian Association of Audiovisual Script Translators and Adaptors](#) – The AIDAC is unique in Italy, and since 1976 it brings together all adaptors of audiovisual motion pictures. Currently it unites more than 150 members and welcomes any new applicants, who have to submit an official request for membership.

[AITI – Italian Association of Translators and Interpreters](#) – A non-profit organisation, the Italian Association of Translators and interpreters was founded in 1950, being among the first of its kind, and brings together over 800 members. Admission is based on qualification documents and professional experience and must pass a sustainability test that simulates regular working conditions. AITI is a founding member of the International Federation of Translators (FIT). Applicants are accepted as ordinary members after passing an examination. Its members provide translations to and from over 140 languages.

[Associazione Italiana Traduttori e Interpreti sezione Friuli-Venezia Giulia](#)

[Associazione Italiana Traduttori e Interpreti sezione Sicilia](#)

[Associazione Italiana Traduttori e Interpreti sezione Lazio](#)

[Associazione Italiana Traduttori e Interpreti sezione Liguria](#)

[Associazione Italiana Traduttori e Interpreti sezione Lombardia](#)

[Associazione Italiana Traduttori e Interpreti sezione Marche](#)

[Associazione Italiana Traduttori e Interpreti sezione Piemonte-Valle d'Aosta](#)

[Associazione Italiana Traduttori e Interpreti sezione Toscana](#)

[Associazione Italiana Traduttori e Interpreti sezione Veneto Trentino Alto Adige](#)

[ASSITIG – Associazione Italiana Traduttori e Interpreti Giudiziari](#) – The Italian Association of Legal Interpreters and Translators – AssITIG was first formed in Syracuse in 2010. The main purpose of the association is to promote professionalism among translators, and to provide fair representation in the justice system of those who are unable to speak and understand Italian. AssITIG members are bound by a code of ethics and professional responsibility. Members fall into one of the following

categories: ordinary members ([legal translators](#), court interpreters, transcriptions), practitioners supporting members and honorary members. Different requirements are implemented for the different categories, but members require a language certificate, work experience and/or a university degree.

[ANIMU – Associazione Nazionale degli Interpreti di Lingua dei Segni Italiana](#) – Founded in 1987, the National Association of Italian Sign Language Interpreters is an official member of the European Forum of Sign Language Interpreters (EFSLI) since 1996. To become a member ANIMU, each applicant must take a test with a committee appointed by the association, and must hold a high school diploma and certificates of sign language courses.

[ANITI – Associazione Nazionale Italiana Traduttori e Interpreti](#) – Formerly known as S.N.I.T.I, Associazione Nazionale Italiana Traduttori e Interpreti (The National Italian Association of Translators and Interpreters) was created in 1956 and its main purpose is that of protecting translation and interpretation professionals and ensuring the promotion of legislative regulations for them. The association not only encourages its members to constantly improve themselves, but also offers a work placement trainee programme for young aspiring professionals.

[ANTIMI – Associazione Nazionale dei Traduttori e degli Interpreti del Ministero dell’Interno](#) – The National Association of Translators and Interpreters of the Ministry of Interior is a non-profit organisation that has existed since 2002 which aims to protect the personnel working in fields related to language in the Civil Administration of the Ministry. All applicants must submit their application through the National Secretariat.

[ASSOINTERPRETI – Italian Association of Conference Interpreters](#) – This body reunites professional simultaneous and consecutive interpreters from Italy. All its members must have undergone specialist training and they all abide by the association’s code of good practice.

[C.I.L.I.S – Cooperativa Interpreti di Lingua dei Segni Italiana](#) – CILIS (The Italian Sign Language Interpreters’ Co-operative) is a national organisation formed exclusively by interpreters for the deaf. The Cooperative aims to provide courses of sign language to school employees, members benefit from trainings, seminars and courses delivered in collaboration with ANIMU.

[STRADE – Sindacato dei traduttori editoriali](#) – STRADE (Editorial Translators’ Union) is a non-profit organisation founded in early 2012 and is a member of CEATL (Conseil Européen des Associations de Traducteurs Littéraires). Members of STRADE fall into one of two categories: ordinary members (any translator who works under the rules of copyright) or associates (those who do not have the necessary requirements to be admitted as members). Both associates and ordinary members pay a yearly fee, which differs for each category.

[LDÜ-UPT – Landesverband der Übersetzer – Unione provinciale traduttori](#) – The Regional Association of Translators (LDU) was founded in Bolzano in 1991 and is

dedicated to language professionals residing in South Tyrol. The association aims to provide education in the language sector and ensure better working conditions for members by promoting solidarity. Membership in the association requires a relevant university degree; those who do not qualify have the option of being admitted as junior members of the association. The association provides translation from 8 languages (English, Italian, German, French, Spanish, Greek, Russian and Dutch).

Japan

[JAT – Japan Association of Translators](#) – The Japan Association of Translators was born in May 1985 with the purpose of helping individual translators gain knowledge, find out more information and create a professional network. In 2001, the association was incorporated as a non-profit organisation and it currently has over 540 members from all around the world. Membership is open only to individuals who provide translation/ interpretation services in the English and in the Japanese languages.

[JTF – Japan Translation Federation](#) – The Japan Translation Federation was created in 1981 and in September 1990 it was authorised by the Japanese Government as a public-interest corporation. Membership is of 3 types: Corporate, Supporting and Individual.

Korea

[Korean Society of Translators](#) – This non-profit organisation is a member of FIT. There are five types of membership, each with specific requirements. Members also pay a yearly fee and have to follow a Code of Ethics.

Lithuania

[Lithuanian Association of Literary Translators](#) – The Lithuanian Association of Literary Translators was created in 2004 and it currently has over 100 members. Membership is open to Lithuanian translators specialised in literature and humanities and who have published at least 2 books, at least 2 plays produced by theatre companies or at least 6 works of poetry. Associate membership is open to novice translators who have published one book, one play or a significant number of translations in periodicals.

Mexico

[ATIMAC – Asociación de Traductores e Intérpretes de Monterrey](#) – Monterrey Translators & Interpreters Association was created in 1982 and its goal is to ensure the improvement and status of its members. Membership is open to Mexican citizens who can provide 2 recommendation letters from clients or members of the ATIMAC.

[OMT – Organización Mexicana de Traductores](#) – With its headquarters in Guadalajara, the Mexican Organisation of Translators was first established in 1992 with the purpose of promoting and supporting professional translators and interpreters. The organisation benefits from international recognition, through its different memberships; among them is the International Federation of Translators (FIT).

Applicants are required to have a certificate of studies in the language field, training and experience as a translator; members pay a yearly fee.

Moldova

[Asociatia Traducatorilor Profesionisti din Moldova – Association of Professional Translators of Moldova](#) – The Association of Professional Translators of Moldova (ATP) is an organisation founded in 1998, with the role to promote the highest quality language services in the Republic of Moldova.

Morocco

[ATAJ – Association des Traducteurs Agréés près les Juridictions](#) – The Association of Court Translators is an association accredited by the Ministry of Justice as required by law. There are three types of memberships: active members (approved court translators), honorary members (people who have made significant impact in the field of translations) and associate members (individuals or organisations who work in or are related to the field of translations).

Netherlands

[NBTG – Dutch Association of Sign Language Interpreters](#) – The Dutch Association of Sign Language Interpreters (NBTG) represents the interests of sign language interpreters in the Netherlands and aims to further professional development for its members. The objectives of NBTG are: promoting the quality of sign language interpreters, increasing training opportunities for interpreters, increasing knowledge about the function of the sign language interpreter and promoting the social recognition of sign language interpreters as professionals.

[NGTV – Nederlands Genootschap van Tolken en Vertalers – Dutch Association of Interpreters and Translators](#) – With almost 1,500 members, the Dutch Association of Interpreters and Translators is the largest professional network of translators in the Netherlands and has specialists in virtually all languages and disciplines. Membership is open to individuals who work as a translator and interpreter, as a main or secondary profession, who meet the quality standards set by the association and who undertake the rules. There are two types of membership: full members and candidate members; those who apply for full membership must meet one of the following criteria: a bachelor in translation or interpretation, at least 2 years of work experience or to be a member of an international organisation of translators.

[SIGV – Court Interpreters and Legal Translators](#) – The SIGV Court Interpreters and Legal Translators are the only interpreters and translators in the Netherlands especially trained to perform this kind of work. The main goal of the organisation is to further the interests of its members and to promote their services. Court interpreters offer services in 28 languages and legal translators in 13. Membership is only open to people with a diploma from the Institute of Court Interpreters and Translators (SIGV).

[VSenV – Dutch Association of Writers and Translators](#) – The history of the Dutch Association of Writers and Translators goes back to 1905 when it was first created as an association limited to the literary field. Later on, in 1998, it was reorganised, including The Network of Screenwriters and the Freelancers Association. Its members are writers (novelists, screenwriters, poets, etc.) and literary translators.

[VZV – Dutch Association of Freelance Professional Translators](#) – The Association of Freelance Professional Translators (VZV) was created in 1990 with the purpose of protecting the interests of the Dutch freelance translators. Candidates for membership have to prove they are proficient in their language of choice, as well as in their field of specialisation. Membership offers a wide range of benefits, including online support and periodical meetings.

New Zealand

[NZSTI – New Zealand Society of Translators and Interpreters](#) – NZSTI is a national association which represents the rights of the professional translators and interpreters and promotes continuous learning and high quality services. Membership is of 6 types: Ordinary Membership (for the ones that are most highly qualified), Affiliate Membership (usually, those who have taken part-time training translation courses), Observer Membership (for those who show interest in the association, but do not meet the requirements to fully join it), Fellow Membership, Retired Membership and Honorary Membership (all three offered by the NZSTI National Council).

Norway

[NAVIO – The Norwegian Audiovisual Translators Association](#) – The Norwegian Audiovisual Translators Association started out in 1997 with 31 members. The purpose of the association is to bring together translators working in audiovisual media, to attend to members' economic interests and to work for the recognition of that social group. Anyone who works with translation in audiovisual media can become a member of the association.

[NFF – The Norwegian Non-fiction Writers and Translators Association](#) – The Norwegian Non-fiction Writers and Translators Association is an organisation which aims at representing and protecting the rights of its approximately 5,400 members (authors and translators of non-fiction literature). NFF also offers scholarships for the same category of professionals. Membership is open to those who have published at least 100 pages of non-fiction literature.

[NO – Norwegian Association of Literary Translators](#) – The Norwegian Association of Literary Translators is a very active organisation that not only promotes and protects the rights of the Norwegian translators, but also organises seminars and workshops (both for its members and for the open public). Each year, NO awards the Bastian prizes for translations. In November 2011, the association had 308 members who translated to and from Norwegian in 48 languages. Membership is open to all literary

translators of the Norwegian and Sami languages living either in Norway or abroad. To apply, candidates must submit 2 published translations (fiction, drama or poetry) along with the originals.

[The Association of Government Authorized Translators in Norway](#) – The Association of Government Authorized Translators in Norway (STF) was founded in 1913 and all members have passed a very rigorous written test from/into Norwegian in order to be recognised by the Norwegian government and to be able to stamp their translations as certified. Some of the members are also interpreters (conference or court). STF is also a member of FIT.

Peru

[ATPP – Peruvian Association of Professional Translators](#) – The Peruvian Association of Professional Translators was created in 1992 to promote the benefits of both the translators and their clients. ATPP is affiliated with the American Translators Association and with the International Federation of Translators. Membership is open only to translators who have professed for more than 10 years.

[CTP – Colegio de Traductores del Perú](#) – The Translators' Association of Peru (also member of FIT and ATA) is an autonomous institution of law established in 1996 which brings together individuals who hold a diploma in translation or interpretation. It is committed to upgrading and refining their colleges in order to encourage professional growth and research. Members are either ordinary, honorary or decorated members. The association currently has over 550 ordinary members, 7 honorary members and over 30 members awarded with St Jerome's medal (for people with over 20 years' experience in the field).

Poland

[STP – Polish Society of Literary Translators](#) – The Association of Polish Translators and Interpreters (APTI) is the oldest organisation of this kind in Poland and the only one open to linguists in all fields (technical and literary translators, interpreters etc.). Those who do not qualify for membership can join the Young Translators and Interpreters' Club.

[TEPIS – Polish Society of Sworn and Specialised Translators](#) – The Polish Society of Sworn and Specialised Translators was founded in 1990 and it has 2 main goals: to represent the rights of the Polish translators and to ensure continuing education for them. Up to the moment, the association has organised 27 national seminars and 6 international ones, at which approximately 650 papers were delivered. It includes around 1,000 members (mostly sworn translators who work with a large number of languages) and it is itself a member of IFT.

Portugal

[APTRAD – Portuguese Association of Translators and Interpreters](#) – Founded in early 2015 by a group of freelance translators (two of whom I had the honour to meet in

person), this association has a great and aptly chosen motto: *Interpreting the present to translate the future.*

If you are a translator or interpreter working with Portuguese, this is a great choice. The admission criteria for members are:

- Undergraduate or Master's degree in Translation or Interpreting or
- Undergraduate or Master's degree in a different area + 2 years' experience in the field of translation or interpreting or
- 5 years' experience in the field of translation or interpreting

[APT – Portuguese Association of Translators](#) – The Portuguese Association of Translators was founded in 1998 and currently it is a member of the CEATL (the European Council of Associations of Literary Translators) and of the AIETI (the Iberic Association of Translation and Interpretation Studies).

[ATILGP – Associação de Tradutores e Intérpretes de Língua Gestual Portuguesa](#) – The Association of Translators and Sign Language Interpreters in English is a non-profit organisation founded in 2007. The purpose of the association is to create the connection between the deaf, media and society.

Romania

[Asociatia Traducatorilor din România \(ATR\) – Romanian Translators Association](#) – ATR is an association dedicated to professional translators and interpreters in Romania. It is member FIT and has as purpose to promote high standards in the profession. Translators and interpreters (part-time or full-time), as well as higher education teachers who teach translation and interpreting can become full members, while students can opt to become junior members (limited to 3 years).

[UNTAR – Uniunea Nationala a Traducatorilor Autorizati din Romania](#) – UNTAR is a non-governmental organisation aiming to become a professional organisation of the authorised Romanian translators and interpreters. Other activities of the organisation include advocating for the rights of the translators, for the recognition of the authorised translation profession as a stand-alone profession and organising conferences and debates related to Translation Studies. Membership is open to all Romanian translators authorised by the Romanian Government. Translators who have not been officially authorised may apply for Associate Membership as long as they can prove their status with a Romanian University Diploma or with other International Diplomas.

Serbia

[UKPS/ALTS – Association of Literary Translators of Serbia](#) – The Association of Literary Translators of Serbia reunites over 350 members. The admission criteria are strict, most members having a relevant degree and many of them an MA or even PhD in languages and working as university professors.

Slovakia

[JTP – Union of Interpreters and Translators](#) – Created in 1990, the Union of Interpreters and Translators (JTP) is both a representative of the Slovak translators and interpreters and an advocate of continuing education. They provide their members with numerous sources of information, both in printed and electronic forms (journals, dictionaries, newsletters, etc.)

[LIC – Literarne Informacne centrum \(Slovakia\)](#) – The Centre for Information on Literature was created by the Ministry of Culture of the Slovak Republic with the purpose of bringing forward and organising informational support for Slovak writers and translators. Some of the most important duties of this organisation are the promotion of Slovak literature abroad and to provide scholarships and grants for Slovak translators, scholars and linguists who show interest in the Slovak language.

[SAPT -The Slovak Association of Translators and Interpreters](#) – SAPT brings together professional translators and interpreters and among their members are interpreters accredited by European institutions and translators working for the highest authorities of the State. Criteria for admission are: a degree of higher education, professional qualifications, recommendations from existing members and compliance with the organisation's code of ethics. The association has over 100 members who provide translations and interpretations to and from 16 different languages.

Slovenia

[Association of Sworn Court Interpreters and Legal Translators of Slovenia](#) – Association of Sworn Court Interpreters and Legal Translators of Slovenia was founded in early 2012 and the number of members is steadily growing. Membership is open to all legal translators and interpreters, who can apply by sending their CV demonstrating their citizenship, qualifications and experience (date of being appointed as a legal interpreter) and an application form.

[DSKP – Slovenian Association of Literary Translators](#) – Known as the Association of Translators of Slovenia and founded in 1953, the Slovenian Association of Literary Translators aims to maintain the high quality of translations and to ensure communication between translators by organising literary seminars and conferences and by promoting international student exchanges. The society has almost 250 members who provide translations to and from 43 languages.

[DZTPS – Association of Scientific and Technical Translators of Slovenia](#) – The Association of Scientific and Technical Translators of Slovenia is a professional union (member of FIT) consisting of approximately 500 members. The number of languages they translate to/ from is very large and it includes Hebrew, Japanese, Nepali, Arabic and the most important European languages. The number of fields in which these translators work is very large as well and they include technical, scientific and legal translations.

South Africa

[SATI – South African Translators’ Institute](#) – The South African Translators’ Institute has been created over 50 years ago and it is the only institution that can offer professional accreditation in South Africa. Membership is open to all professionals dealing with language (translators, interpreters, proofreaders, terminologists, copywriters, etc.) SATI is a reliable source of information for those who want to become translators/ interpreters, and although the profession itself is not yet regulated in South Africa, this institute aims at encouraging high quality services of its members.

Spain

[ACEtt – Spanish Literary Translators Association](#) – ACE Translators was established in 1983 with the primary goal of defending the interests and rights, legal, economic or otherwise, of all book translators; a secondary goal is to promote any activities that lead to the improvement of social and professional status of translators. Its members translate to and from 48 languages. Membership requires the translation of at least two books (or equivalent in texts) to Castilian, Catalan, Basque or Galician and pay a membership fee; those who do not qualify, however, may still submit an application which will be reviewed nonetheless.

[AGPTI – Asociación Galega de Profesionais da Traducción e da Interpretación](#) – The Galician Association of Professional Translation and Interpretation (AGPTI) aims to establish a platform for professionals in translation and interpretation working in Galicia. The association provides translations to and from 14 languages and membership is of three types: full membership (those who practice translation as a profession), student membership and special membership. Among the goals of the association is to improve working conditions of translators and interpreters.

[AICE – Spanish Association of Conference Interpreters](#) – AICE (Association of Conference Interpreters of Spain) is a non-profit professional organisation founded in 1968 specialising in conference interpreting in international events and meetings. They bring together a team of almost 80 professionals working with the major languages in the European Union, as well as others, such as Chinese, Russian and Japanese. AICE offers expertise in various fields, professional ethics and global consulting. In total, they offer services in 23 different languages. Applicants must have professional experience as interpreters and must undertake a trial period, at the end of which their membership status is decided.

[APETI – Asociación Profesional Española de Traductores e Intérpretes](#) – Founded in 1954, APETI stands for the Spanish Professional Association of Translators and Interpreters; it is a professional body of translators and interpreters in Spain and it’s one of the first of its kind.

[ASATI – Asociación Aragonesa de Traductores e Intérpretes](#) – ASATI is a non-profit organisation that aims to bring together all resident translators and interpreters from

Aragon or those who are linked to the area for any reason and to represent them in instances such as legal proceedings. Almost anyone who is linked to the translation and interpretation of languages in the region of Aragon is qualified to become a member. There are two membership categories: professional and senior partners; the members translate to and from 14 languages.

[ASETRAD – Asociación Española de Traductores, Correctores e Intérpretes](#) – The Spanish Association of Translators, Copy-editors and Interpreters (Asociación Española de Traductores, Correctores e Intérpretes) was born in 2003 out of the need to protect translation, interpretation and copy-editing professionals. ASETRAD is an active member of FIT and it has organised numerous activities meant to educate and inform its members.

[APTIC – Associació Professional de Traductors i Intèrprets de Catalunya](#) – Created in January 2009, the Association of Professional Translators and Interpreters of Catalonia is a non-profit organisation which aims at representing the rights of its members, at facilitating their information, as well as at organising activities for the public. Membership is open to translators and interpreters with an academic background (or to those with proven experience in their field).

[ATIJC – Association of Sworn Translators and Interpreters of Catalonia](#) – Founded initially only for people who work in Catalonia, in 1992, the Association of Sworn Translators and Interpreters of Catalonia now admits members from all regions. Translations are provided in and from over 14 languages. The association aims to provide representation, management, promotion and defence of the common interests of professional translators and interpreters, ensuring the ethical practice of the profession, as well as the promotion and encouragement of education, activities and work related to translation and interpretation in the field of administration of justice.

[ATRAE – Asociación de Traducción y Adaptación Audiovisual de España](#) – The Spanish Association of Audiovisual Translation and Localisation was created with the purpose of ensuring that the needs and interests of audiovisual translators and localisers are well met, to protect the rights of its members, collectively or individually, and to provide training to professionals and newcomers. Newcomers can join the association either as a full member or an associate member (students, people in professions related to the field) by filing a form and paying a yearly fee. Members benefit from courses, trainings and workshops.

[EIZIE – Association of Translators, Correctors and Interpreters of Basque Language](#) – The Association of Translators, Correctors and Interpreters of Basque Language was created in 1987 and it is dedicated to those interested in translating to/from the Basque language. The organisation encourages the information exchange among its members and gives legal advice for them. Membership is open to those who can meet certain professional requirements (translation/ interpretation studies, 2 translated/ published books in Basque and a minimum of 1 year's experience as a full-time translators of the Basque language or a minimum of 50 hours worked as an

interpreter of the same language) or certain linguistic requirements (official certificate or proof that the candidate has translated a minimum of 20 pages from/ to Basque).

[XARSATIV – Red de traductores e intérpretes de la Comunidad Valenciana](#) – An independent and non-profit organisation, the Network of Translators and Interpreters in Valencia was founded with the purpose of defending the general interests of translators and interpreters from the Valencian community. Applicants may be accepted in the organisation as a full or associate member; while full members must hold a bachelor's degree in a relevant field or have work experience as a translator/interpreter for at least five years, associate members need only comply with the rules and standards of the organisation. The association offers translation and interpretation in 20 different languages.

Sweden

[SELTA – The Swedish-English Literary Translators' Association](#) – The Swedish-English Literary Translators' Association was created in 1982 and it acts both as a pressure group and as an organiser of information sources for Swedish and Finnish-Swedish translators who work with the English language. There are 2 types of membership: Full and Associate and those interested can find out more by e-mailing the association.

[SFÖ – The Swedish Association of Professional Translators](#) – Founded in 1990, SFÖ – The Swedish Association of Professional Translators is Sweden's largest organisation for technical and specialised translators, with nearly 30 corporate members and over 1,100 individual members who offer services in almost 50 different languages. Membership in the association is of five types, each with different entry requirements and fees: qualified membership, associate membership, student membership, corporate membership and subscriber membership. Members have access to legal consultancy, can attend the annual SFO conference, feature in the search database and benefit from reduced fees for some resources.

[SFF – The Swedish Writers' Union](#) – Born in 1893, the Swedish Writers' Union was initially open to all writers, but later on, in the 1930s translators and non-fiction writers were eliminated from the eligibility list (which led to the creation of other separate associations over the next 2 decades). Ever since, SFF protects the moral and the economic interests of its members. Also, the association aims at promoting culture and opening it for the public.

Switzerland

[AETI – Association des Etudiants en Traduction et Interprétation, Genève](#) – The Association of Students in Translation and Interpreting in Geneva represents the interests of nearly 400 students at university and non-university level. One of the main purposes of this association is to promote exchanges between students of different languages, backgrounds, and cultures. Membership is open to all students of Translation and Interpretation and it is voluntary. Its headquarters are in Geneva.

[AIT – Association d’Interprètes et de Traducteurs, Genève](#) – The Association of Interpreters and Translators is formed of graduates of the School of Translation and Interpretation of the University of Geneva and it was founded in 1945. It currently has more than 100 professional translators and interpreters as members who offer translations in almost 20 languages.

[ASTJ – Association Suisse des Traducteurs-Jurés](#) – An organisation formed only of sworn translators, with official recognition from the state. The Swiss Association of Sworn Translator was established in 1995 with the objective to unite sworn translators and defend their common interests and to encourage hiring of sworn translator in the society. These highly qualified members provide translation to and from 27 languages and abide to a very strict code of ethics.

[ASTTI – Swiss Association of Translators, Terminologists and Interpreters](#) – Founded in 1966, with over 400 members who speak over 30 languages between them, the Swiss Association of Translators, Terminologists and Interpreters promotes all professional, economic, legal and social interests of its members and encourages ongoing training and professional qualification of its members. To become a member, you first have to choose from one of the membership categories: active member (any translators residing in Switzerland or with Swiss nationality), associate member (trainees and students), passive members (people who are no longer active in the profession but wish to stay in touch), honorary members (those who have distinguished themselves through contributions and services) and supporting members (companies).

[CTL – Centre de Traduction Littéraire de l’Université de Lausanne](#) – The Centre for Literary Translation of the University of Lausanne was established in 1989 with the goal of providing a platform for the discussion of theoretical and practical problems of literary translation. Membership is open to literary translators or trainees residing in Switzerland and who have had at least one literary translation published by a recognised publisher. Members offer literary translations to and from over 75 languages or dialects.

[INTERPRET – Association Suisse pour l’interprétation Communautaire et la Médiation Culturelle](#) – The Swiss Association for Intercultural Interpretation and Mediation is the national association for interpretation and mediation that tries to bring together and represent all relevant stakeholders. Founded in 1999, it maintains a national centre of excellence in Bern and a qualification spot in Ticino. Members of the association are either individual or collective (companies and institutions). Translations and interpretations are offered in 66 languages and dialects.

[VZGDÜ – Verband der Zürcher Gerichtsdolmetscher und -Übersetzer](#) – The Association for Court Interpreters and Translators from Zurich is the first and oldest professional association of its kind in Switzerland. If you are a registered member in the official registry of interpreters of the Supreme Court of Zurich, membership is basically guaranteed after filling in a simple form. Members have many benefits,

including special trainings, legal representation and featuring in the association's searchable database. Translations and interpretations are offered in nearly 100 different languages.

Taiwan

[TAAT – Translation & Attestation Association of Taipei](#) – TAAT aims to act as an intermediary between its members and the government, to support professional development of its members and to promote translation and interpreting professionals.

Turkey

[Association of Translation](#) – A member of the International Federation of Translators (FIT), the Association of Translation accepts members who are active in the field of translation professionally: graduates of translation-related studies, interpreters, proofreaders, etc. With over 10 years of experience, the association offers many advantages to its members, including FIT membership, job opportunities and the option to join as a candidate member for students and trainees.

[TKTD – Conference Interpreters Association](#) – Conference Interpreters Association was created in 1969 and at first it consisted of 20 members only. Later on, in 1998, their membership broadened and in 2010 the Turkish Ministry of Interior approved of their new name – Conference Interpreters Association of Turkey (which grants the legitimacy of the association). Its members provide simultaneous, bilateral, consecutive and whispered interpretation services into the most important European languages (English, Russian, German, Italian, Spanish and French). Membership applications are examined by the Admission Committee (5 members, elected for 3 years by the General Assembly).

[Literary Translators Society](#) – CEVBIR (the Literary Translators' Society) first began in 2003 and was officially established as an association in 2006. Each membership application is evaluated by a board and a common decision is made; each member pays an entrance fee and a monthly fee afterwards.

[TÜCED – Turkish Translator's Association](#) – The association was established in 1992, under the leadership of Ahmet Varol. The goal of the association is to create liaisons between professionals in the field and strengthen the connection between them. There are 8 different types of membership, each with their own set of requirements and fees.

Ukraine

[UTA – Ukrainian Translators Association](#) – Born in 1999, the Ukrainian Translators Association provides legal and technical information for both Ukrainian translators and their clients. In addition to maintaining the high standards offered by its members and to representing their rights, the association also provides official translations/interpretation certificates. There are 2 types of membership available within the association: Individual Membership and Collective Membership. Also, there are 3

types of membership status: Independent Member (for individuals or collective members who are not professional translators/ interpreters, but who show interest in the association's activities), Associated Member (for those who are professional translators/ interpreters but do not enjoy full membership rights) and Full Member (for individuals or collective members who are professional translators/ interpreters and who have legal accreditation for their activity).

United Kingdom

[CioL – The Chartered Institute of Linguists](#) – Ever since its foundation in 1910, the Chartered Institute of Linguists has gathered more than 6,000 members (Fellows, Associate Members and Members). The Institute protects the rights of professional linguists from all over the world and it is involved in language-related issues at an international level. Membership is open to all linguists regardless of their country of residence and applications can be sent starting with the 1st of September.

[ITI – The Institute of Translation and Interpreting](#) – With more than 3,000 members, ITI is a UK association that is aimed at translation and interpreting professionals. Becoming a member is subject to strict admission criteria.

[NRPSI – National Register of Public Service Interpreters](#) – Part of the CioL until 2011, NRPSI is now an independent body dedicated to public service interpreters. All the members listed on the register have passed the DPSI (Diploma in Public Service Interpreting) exam and are fully qualified.

[TA -The Translators Association](#) – TA represents literary translators in the UK. It was set up in 1958 and provides its members with expert advice and with the means to protect their interests. It is also part of FIT (International Federation of Translators).

[APCI – The Association of Police and Court Interpreters](#) – The purpose of the Association of Police & Court Interpreters is to raise standards in the profession. Its members are freelance interpreters who work within the Criminal Justice System.

[The Association of Welsh Translators and Interpreters](#) – The Association of Welsh Translators and Interpreters has around 140 members (translators and interpreters). Their website is in Welsh.

[The National Registers of Communication Professionals working with Deaf and Deafblind People](#) – This register is for professionals within the communication industry who work with deaf and deafblind people.

[ASLI -Association of Sign Language Interpreters](#) – This organisation, founded in 1987, aims to improve standards within the profession. Its members are sign language interpreters in England, Wales and Northern Ireland.

[NUPIT- National Union of Professional Interpreters and Translators](#) – NUPIT was created in 2001 and it is part of the Unite the Union, an organisation meant to advocate

for the rights of interpreters and translators. The Union fights for reasonable work conditions and payment for the services of its members. All translators, interpreters and holders of a Diploma in Public Service Interpreting or of a university degree in Translations/ Interpretation are welcome to send their application.

[SUBTLE – The Subtitlers’ Association](#) – The Subtitlers’ Association (SUBTLE), initially related to the e-group Subtitlerbase, was created in 2006 with the purpose of finding solutions to the problems met by the professional subtitlers. Also, the non-profit organisation represents the rights of its members and aims at promoting subtitling as a specialised profession. Joining the association can be done through an online application form and there are 3 types of membership: Professional Member, Student Member and Friend.

United States

[ALTA – American Literary Translators Association](#) – Created in 1978, the American Literary Translators Association is, up to the date, the only professional association in the United States dedicated exclusively to literary translations. Besides a series of publications, ALTA also presents The National Translation Award and the Lucien Stryk Asian Translation Prize and awards Travel Fellowships for beginner translators. Membership offers a wide range of benefits (including, but not limited to, sources of information) and it is open to all those interested in literary translations.

[ASL – American Sign Language Interpreter Network](#) – ASL Interpreter Network was created in 2001 and it aims to provide nationally accredited sign language interpreters with a wide range of work settings. In addition to their interpretation services, the agency mentors pre-qualified interpreters.

[ATA – American Translators Association](#) – This association has an impressive number of 11,000 members from more than 90 countries (including translators, interpreters, project managers, teachers and universities). A member of FIT, the American Translators Association provides its members with a wide range of sources of information and continuous learning. In addition to that, ATA offers a certification program for translations from/ into English. Translation certificates into English include Arabic-English, German-English, Japanese-English, Russian-English and other combinations. Translation certificates from English include Chinese, Dutch, Swedish, Finnish, Hungarian and so on.

[AAIT – Atlanta Association of Interpreters and Translators](#) – AAIT is the Georgia branch of ATA and the wide range of translation/ interpretation services it provides are offered by nationally and internationally accredited professionals. There are 3 types of membership: Student Membership, Regular Membership and Corporate Membership and applications can be sent online.

[AATIA – Austin Area Translators and Interpreters Association](#) – AATIA was created in 1985 and it is linked to ATA by a series of accreditation workshops. Membership

benefits can be obtained by sending an application for an Associate Membership, an Active Membership or for a Business Membership.

[CATI – Carolina Association of Translators & Interpreters](#) – The Carolina Association of Translators and Interpreters is the local chapter of the ATA. There are 5 types of membership: Individual, Individual + a family member who lives at the same address, Corporate, Institutional and Student. Candidates should submit their application between the 1st of July and the 1st of November.

[CHICATA – Chicago Area Translators and Interpreters Association](#) – Created in 1987, CHICATA is an independent professional organisation for translators and interpreters. Since its foundation, the association has brought together more than 170 members who work in more than 50 languages and 120 language combinations. Membership is open to individuals only (freelance or in-house).

[EPITA – El Paso Interpreters and Translators Association](#) – El Paso Interpreters and Translators Association's goals are both protecting and educating its members. Important topics covered by the mini-workshops organised by the association include: taxes, payment, Code of Ethics, cultural differences and skill-gaining for consecutive and simultaneous interpreters.

[HITA – Hawaii Interpreters & Translators' Association](#) – HITA is a professional association for translators/ interpreters residing in Hawaii. Its members translate into/ from Cantonese Chinese, Chiu Chow Chinese, Mandarin Chinese, Shangainese Chinese, Ilocano Filipino, Tagalog Filipino, French, German, Italian, Japanese, Korean, Portuguese, Russian, Spanish, Swatow (South Eastern) and Vietnamese.

[HITA – Houston Interpreters and Translators Association](#) – The Houston Interpreters and Translators Association is an affiliate (not a chapter) of ATA and which shares its same values. There are 3 types of membership available: Individual, Corporate and Institutional and applications can be sent online.

[IITA – Iowa Interpreters and Translators Association](#) – The Iowa Interpreters and Translators Association is a non-profit organisation affiliated with ATA. Also, it is an organisational member of the National Association of Judiciary Interpreters and Translators and of the Registry of Interpreters for the Deaf. Membership is of 5 types: Active (full-time translation/ interpretation professionals resident in Iowa), Associate (for those who do not meet all the requirements to become Active Members), Corresponding (for those who are not Iowa residents), Student (for those enrolled in full-time or part-time translation/ interpretation studies) and Honorary.

[MATI – Midwest Association of Translators & Interpreters](#) – The Midwest Association of Translators and Interpreters was created in 2003 as a chapter of ATA. There are 4 types of membership: Individual, Institutional, Student and Corporate.

[MITA – Metroplex Interpreters and Translators Association](#) – MITA is an association whose main goals are creating a network of translations professionals and providing

them with reliable sources of information. Candidates should keep in mind that there is no onsite registration and that pre-registration is required.

[NATI – Nebraska Association of Translators and Interpreters](#) – Incorporated in 1999, the association had only 8 members in its first days. Nowadays, the number has gone up to 200 members who speak a wide variety of languages and dialects and are specialised in a large number of fields. Due to its affiliation with ATA (starting with November 2011), this association provides its members with the news and materials available to ATA members. Those interested in membership can send their applications online.

[NITA – Nevada Interpreters and Translators Association](#) – Starting with 2004, the founding group of the NITA has been active and, in 2008 the official foundation of the association took place. The Nevada Interpreters and Translators Association is affiliated with ATA and shares the same goals: informing and protecting the members, as well as providing them with continuous learning opportunities.

[NMTIA – New Mexico Translators and Interpreters Association](#) – NMTIA is a professional association which provides its members with various sources of information (newsletters, workshops, seminars, etc.) It is affiliated with ATA and those interested in becoming members can contact the association either via mail or via e-mail.

[TAPIT – Tennessee Association of Professional Interpreters and Translators](#) – The Tennessee Association of Professional Interpreters and Translators is a professional organisation that brings together interpreters and translators of spoken, written and signed languages. For those who find themselves in financial struggle, the association offers scholarships that cover the costs of attending their trainings and seminars. There are 4 types of membership (Student, Individual, Corporate and Institutional) and those interested in applying can send their forms either online or via US mail.

[UTIA – Utah Translators and Interpreters Association](#) – Affiliated with ATA, the Utah Translators and Interpreters Association's goal is ensuring the high quality of the translation and interpretation services. In order to apply, you must submit an online form and specify your chosen type of subscription (Student, Individual or Corporate).

[UMTIA – Upper Midwest Translators and Interpreters Association](#) – As a chapter of the American Translators Association since 2004, UMTIA shares the same goals as its umbrella association. There are 4 membership levels (Individual, Institutional, Corporate or Individual Lifetime) and in order to apply, you can submit an online form.

[ATA ID – Interpreters Division of the American Translators Association#](#) – The Interpreters Division was created in 1998 and currently there are 16 Divisions within the American Translators Association, each gathering members interested in a specific professional field.

[ATA MD – Medical Division of the American Translators Association](#) – As the name suggests, the Medical Division of the American Translators Association reunites medical translators and interpreters working in 65 languages. The purpose of this division (third biggest among ATA divisions) is to promote cooperation and exchange of information among its members.

[ATA TCD – American Translators Association Translation Companies Division](#) – The American Translators Association Translation Companies Division aims at providing information for those interested in the management of a translation company. Both ATA members and non-members can apply online for membership.

[CAPI – Colorado Association of Professional Interpreters](#) – CAPI was created in 2001 and it is a non-profit organisation whose main goal is meeting the needs of the interpreters. Anyone can apply for membership via an online registration form.

[CAT – Center for Art in Translation](#) – The Center for Art in Translation is a non-profit organisation with the stated purpose of making international literature accessible to English readers through translations. Up to the moment, they have organised 3 programs: Two Lines Press (focusing on works that have not yet been translated into English), Two Voices (bilingual reading) and Poetry Inside Out (creation and translation of poetry). To get involved, you can either apply for one of their job openings or for one of their volunteering opportunities.

[CCIA – The California Court Interpreters Association](#) – Created in 1971, CCIA currently has more than 800 members, translating into and from approximately 70 languages. Those interested or involved in court interpreting are eligible for membership. To apply, you must submit an online form.

[CCIO – Community and Court Interpreters of the Ohio Valley](#) – The Community and Court Interpreters of the Ohio Valley was born in 1997 and it is nowadays organised in 3 groups, according to the geographical region: North, Central and Southwest. Membership is open to everyone interested in community, court and medical interpretation and applications can be sent online on their website.

[CHIA – California Healthcare Interpreting Association](#) – Originally named “California Healthcare Interpreters Association” in 1996 when it was first created, the association changed its name in 2003 to its current one. Members include interpreters, physicians, healthcare companies and language agencies.

[CTA – Colorado Translators Association](#) – CTA is a 100% volunteer-run non-profit organisation with more than 150 members. Membership is open to all professional linguists and language service company who adhere to the ATA Bylaws and Code of Professional Conduct and Business Practice. The application process starts with an online registration form.

[DVTA – Delaware Valley Translators Association](#) – DVTA is a non-profit organisation associated with ATA ever since the 1960s. Membership is open to active translators/ interpreters, institutions and corporations, as well as to those who show

professional interest in the field of translations/ interpretations. Also, members have to be residents of Delaware, South-eastern Pennsylvania or Central/ Southern New Jersey.

[ATIF – Florida Chapter of ATA](#) – The association was established in 2009 and is open to individuals active in the translation and interpreting field. There are two categories of membership: active members (they must have one of the following: a bachelor's or higher academic degree or certificate relevant to the T&I profession; ATA Certified or State Court Certified Interpreter; US Federal Court Certified Interpreter or NAJIT certification; membership in a member organisation of FIT ; active member of AICC (The International Association of Conference Interpreters) or TAALS (The American Association of Language Specialists) and have at least 3 years' experience) for whom Florida residency is required or associate members (open to any individual interested in the goals and objectives of ATIF; Florida residency is not required).

[MICATA – Mid-America Chapter of ATA](#) – Entirely run by volunteers, this chapter of ATA has members located throughout the U.S. Midwest and around the world. You can join as an individual, family or corporate/institutional. Email MICATA for more information regarding membership.

[MING – Medical Interpreter Network of Georgia](#) – MING is an association that shelters and promotes high quality medical interpretation services in Georgia. Those interested in applying can do it online, on their official website.

[MiTIN – Michigan Translators/Interpreters Network](#) – MiTiN was officially established in 1995 and it currently includes more than 130 members who translate or interpret into/ from 34 languages. Membership applications can be sent online.

[NAJIT – The National Association of Judiciary Interpreters and Translators](#) – This association was created in 1978 and it promotes high quality court and legal translation and interpretation services. There are 5 membership categories (Active, Associate, Corporate, Corporate Sponsor, Organizational and Student) and the application form can be submitted online.

[NCATA – National Capital Area Chapter of ATA](#) – One of the oldest chapters of ATA, this group reunites professional translators, interpreters, language services companies, and language-related institutions. ATA membership is not required for membership in NCATA. The association also hosts ATA certification examinations twice a year.

[NCIHC – National Council on Interpreting in Health Care](#) – The National Council on Interpreting in Health Care's foundation started in 1994 and nowadays it works at both a local and national level. There are 2 membership categories: organisational and individual and for both of them the application should be sent online.

[NETA – New England Translators Association](#) – With more than 150 members, NETA works in all the major European languages, as well as in some of the most

important Asian languages. Membership form is to be sent online (on the official website).

[NOTA – Northeast Ohio Translators Association](#) – First created in 1977, NOTA started to be recognised as the second permanent ATA chapter in 1979. The association assists both translators and clients into acquiring useful information. Besides the Student, Regular, Corporate/ Institutional Memberships, NOTA also offers International Membership (a membership category not often encountered).

[NOTIS – Northwest Translators and Interpreters Society](#) – NOTIS was formed in 1988 and it is a chapter of the American Translators Association. The four categories of membership available provide with a large number of benefits and the application form is to be sent online, via the official website.

[NYCT – New York Circle of Translators](#) – Originally a small circle of friends in 1979, the New York Circle of Translators has grown into a non-profit organisation with several hundreds of members. There are 7 classes of membership: Student, Individual, Corporate, Patron (which includes the benefits of the Individual Membership and special mention in the Membership Directory), Corporate Patron, Lifetime and Honorary Lifetime. Applications can be sent online.

[RID – Registry of Interpreters for the Deaf](#) – RID was incorporated in 1972 and it is a national membership organisation. Besides advocating for high quality services, the association brings forward a series of scholarships for outstanding members.

[SEMIA – South Eastern Medical Interpreters Association](#) – The South Eastern Medical Interpreters Association is a forum for medical interpreters where they can exchange useful information.

[TTIG – The Translators & Interpreters Guild](#) – TTIG, formed in 1991 by a group of translators, is a volunteer-run organisation which stands up for the rights of its members, as well as promoting high quality services. Membership is open to individual translators (either freelance or in-house).

[WITS – Washington State Court Interpreters and Translators Society](#) – A volunteer-run organisation, the Washington State Court Interpreters and Translators Society was established in 1988. The society promotes high quality continuing education and good information of the public regarding the court interpreter/ translator profession. Those interested in the organisation can submit their application online, on their official website.

Uruguay

[CTPU Colegio de Traductores Públicos del Uruguay \(The Uruguayan Sworn Translators Association\)](#) – CTPU is a translation association in Uruguay, affiliated with FIT.

Venezuela

[AVINC – Venezuelan Association of Conference Interpreters](#) – AVINC was created in 1980 and one year later it was registered as a non-profit organisation. Members have to prove both their experience and their language skills, and up to the moment, the AVINC members have worked all over the world.

[CONALTI – Colegio Nacional de Licenciados en Traducción e Interpretación](#) – Born in 1980, A.C. CONALTI is the oldest association of its kind in Venezuela and it is also a member of FIT. Its members translate into/ from 19 languages and membership admissions are made through an application form which has to be sent via email.

PROFESSIONAL WEBSITES

1. Asociación Profesional Española de Traductores e Intérpretes
http://www.apeti.org.es/html/ic_info.htm
2. Association de l'industrie de la langue/Language Industry Association – AILIA www.ailia.ca
3. Asociación española de normalización y certificación - AENOR
<http://www.aenor.es/desarrollo/inicio/home/home.asp?cambiodioma=s&pag=0>
4. Association of Translators and Interpreters of Ontario - ATIO
www.atio.on.ca
5. Association Internationale des Interprètes de Conférence - AIIC
<http://www.aiic.net/>
6. Australian Institute of Interpreters and Translators - AUSIT
www.ausit.org/ethics
7. Bow Valley College
http://www.bowvalleycollege.ca/courses_programs/continuing_ed/interpreting.htm
8. California Healthcare Interpreting Association - CHIA
<http://cms.chiaonline.org/>
9. CHOATE, Denise Look. Labour Issues and Interpreters in the California Trial Courts: An Exchange. *Proteus* 8:3&4. 1999
www.najit.org/proteus/v8n3-4/exchange_v8n3-4.htm
10. Colegio mexicano de intérpretes de conferencia CMIC
http://www.interpretacion.org/index.php?option=com_content&task=view&id=29&Itemid=73
11. Cross Cultural Communications
<http://www.culturecrossroads.net/resources.htm#code>
12. Cross Cultural Healthcare Program. Bridging the Gap: A Basic Training for Medical Interpreters. Seattle, Washington. 1996.
<http://www.xculture.org/interpreter/overview/ethics.html>
 Diversity Rx. <http://www.diversityrx.org/html/MOIP.htm>
13. Healthcare Interpretation Network - HIN
www.healthcareinterpretationnetwork.ca

14. National Standard Guide for Community Interpreting Services
Healthcare Interpretation Network
International Association of Conference Interpreters - AIIC
<http://www.aiic.net/ViewPage.cfm/article24.htm>
15. International Association for Translation and Intercultural Studies - IATIS
<http://www.iatis.org/index.php>
16. Institute of Linguists. Code of Conduct of the National Register of Public Service Interpreters. United Kingdom. www.nrpsi.co.uk
17. International Medical Interpreters Association
<http://www.imiaweb.org>
18. Mirta Vidal Orrantia Interpreting and Translating Institute
<http://www.orgsites.com/ny/mvoiti/>
19. Michigan University Interpreter Services
<http://www.mgh.harvard.edu/interpreters/afr.asp>
20. National Association of Judiciary Interpreters and Translators - NAJIT
<http://www.najit.org/ethics.html>
21. National Accreditation Authority for Translators and Interpreters - NAATI
<http://www.naati.com.au/>
22. National Council on Interpreting in Healthcare - NCIHC
www.ncihc.org/
23. Registry for Interpreters for the Deaf. Code of Ethics
<http://www.rid.org/coe03.pdf>
24. The Critical Link
<http://www.criticallink.org/English/index2.htm>
25. Utah Code of Ethics
http://www.aslterps.utah.gov/policy_code.jsp
26. Vancouver Community College
<http://www.continuinged.vcc.ca/interpreting/index.htm>

