

# The British Centre for Literary Translation and the PETRA-E Network

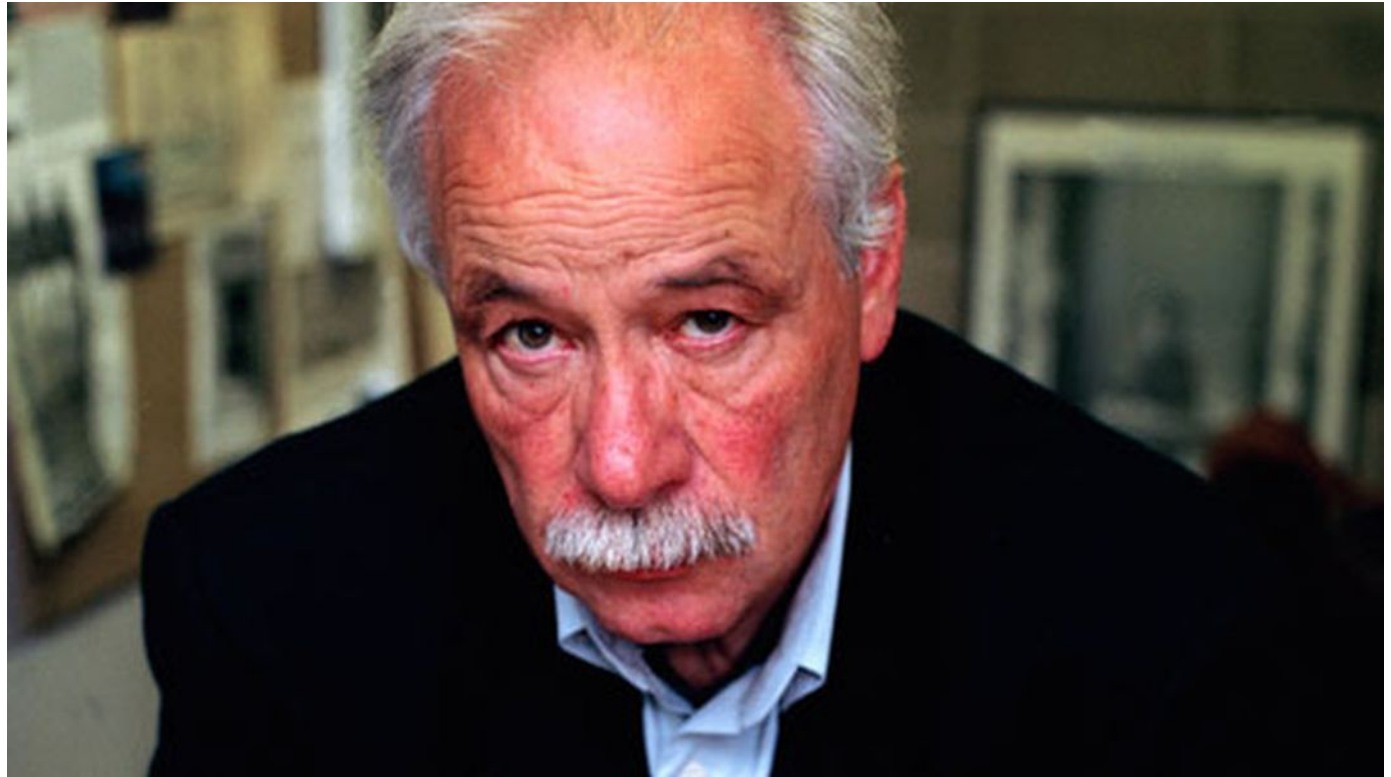
Duncan Large (UEA)  
[d.large@uea.ac.uk](mailto:d.large@uea.ac.uk)



# British Centre for Literary Translation



W.G. (Max)  
Sebald



# BCLT Library





# University of East Anglia, Norwich



# National Centre for Writing, Norwich




# RECIT

# RECIT

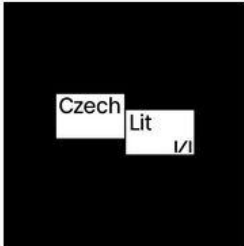
Réseau Européen des  
Centres Internationaux  
de Traducteurs littéraires

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The College of Eastern Europe / Kolegium Europy Wschodniej [Poland]

[Read more](#)






Czech Literary Centre / České literární centrum [Czech Republic]

[Read more](#)



Trinity Centre for Literary and Cultural Translation [Trinity College Dublin / Ireland]

[Read more](#)



## RECIT and its members

### #StandWithUkraine

We condemn the aggression and the war that the Russian military has started in Ukraine. We at RECIT express solidarity with the people of Ukraine, with the translators, writers, publishers and those working in the book sector, as well as with all those around the world who are opposing the criminal actions of the Kremlin.

Our members support Ukrainian translators, writers and all people in culture who had to flee Ukraine. For more information, visit the members' websites or contact them directly.



# Emerging Translator Mentorships



## Meet The Future of Literary Translation

Founded by Daniel Hahn in 2010, NCW's translation mentoring programme aims to develop successive new cohorts of literary translators into English, particularly for languages whose literature is currently under-represented in English translation.

The Emerging Translator Mentorships scheme matches experienced translators with emerging translators for a six-month period during which they work together on practical translation projects, developing their craft through working on a chosen text or texts. The mentor acts as an adviser to the mentee on aspects of life as a professional translator, such as time management, meeting deadlines, managing finances and understanding contracts, and as an advocate for their mentee with publishers in search of literary translators. The mentor will be a professional literary translator but may not translate from the language supported in the mentorship.

[MEET OUR ALUMNI](#)



# BCLT Summer School

## International Literary Translation and Creative Writing Summer School 2024

22—26 July 2024  
Online



Photo Credit: © Arifa Staff

### Fee — £350

#### Bursaries are available

The internationally renowned BCLT Summer School has been running for almost 25 years and brings together writers and translators from around the world for an intensive programme of hands-on literary translation and creative writing practice. The programme also includes plenary sessions on industry topics, as well as readings with both authors and translators.

*Not only has the Summer School made me more confident and provided me with a greater set of tools to deal with translating difficult texts, I now also have a much clearer sense of the next steps I should take to get my translations out into the world.*

*The Summer School provided me with valuable professional connections and information about the field, both of which will help me immensely as a full time freelance literary translator.*

### Workshop strands in 2024 are:

- Arabic
- German
- Italian
- Japanese
- Korean
- Literature from Flanders
- Portuguese
- Multilingual Poetry
- Multilingual Prose
- Multilingual Theatre
- Training the Trainer

Closing date for applications is  
Sunday 31 March 2024

[www.bclt.org.uk](http://www.bclt.org.uk)



# BCLT Advanced Translation Workshops



British Centre for Literary Translation

## **Advanced Translation Workshop Publishing Literature from Taiwan**

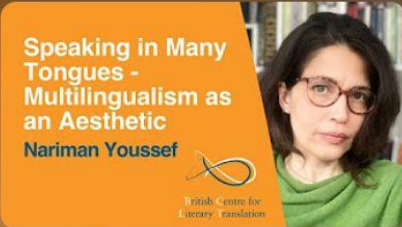
7th, 22nd and 23rd November 2024  
**ONLINE**  
[www.bclt.org.uk](http://www.bclt.org.uk)

**APPLY NOW**



Photo © Anita Staff

# BCLT Research Seminars



**Speaking in Many Tongues - Multilingualism as an Aesthetic**  
Nariman Youssef

British Centre for Literary Translation

### BCLT Research Seminars

British Centre for Literary Translation


30 videos • 400 views • Last updated on 10 May 2024

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**Speaking in Many Tongues - Multilingualism as an Aesthetic**  
Nariman Youssef

British Centre for Literary Translation • 410 views • 4 months ago
- 


**Kari Dickson - Active Listening - Music and Translation**  
Kari Dickson

British Centre for Literary Translation • 310 views • 4 months ago
- 


**Mohini Gupta - Language Politics, Education and Translation in India**  
Mohini Gupta

British Centre for Literary Translation • 288 views • 6 months ago
- 

**Henri Bloemen - Translating 'Sensitive' Texts and the Question of the Authenticity of Translations**  
Henri Bloemen

British Centre for Literary Translation • 491 views • 9 months ago
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**Helen Gibson - Translation and Stylistic Variation**  
Helen Gibson

British Centre for Literary Translation • 272 views • 9 months ago
- 

**Kobus Marais - Explorations into the Thermodynamics of Semiosis**  
Kobus Marais

British Centre for Literary Translation • 199 views • 10 months ago

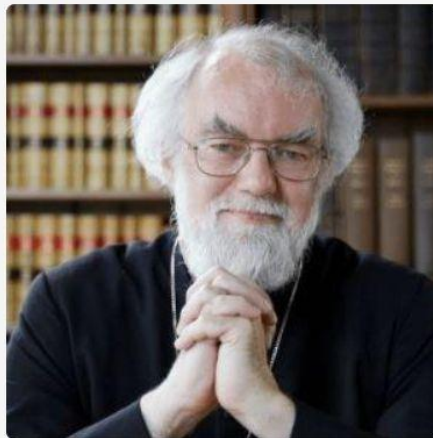


# W.G. Sebald Lecture

## The W.G Sebald Lecture 2024: Rowan Williams Tickets

British Library, London. Monday 02 December 2024

[Share](#)



British Library, London  
NW12DB

Monday 02 December 2024

### The W.G Sebald Lecture 2024: Rowan Williams

Monday 2 December, 19:00 – 20:30, British Library Pigott Theatre and online.

The annual lecture on literature in translation.

Enter code here

[Use Code](#)

### In Person Admission

Ticket type

Cost [\(face value\)?](#)

Quantity

# Literary Translation Centre at the London Book Fair



# PETRA-E

(petra-education.eu)

## PETRA-E NETWORK

[Home](#) [About Us](#) [Framework](#) [Membership](#) [Literary Translation Course Database](#) [News and Events](#)



The Petra-E Network (PETRA = Plateforme Européenne pour la traduction littéraire. The 'E' stands for Education) brings together institutions dedicated to teaching and training literary translation under a common **framework** of professional competences, levels and skills which are necessary to become a literary translator. Our aim is to offer support and collaboration through the exchange of ideas, materials and events to institutions and individuals teaching literary translation or becoming literary translators.

Posts from  
**@petraenetwork**

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# PETRA-E Framework

## PETRA-E FRAMEWORK OF REFERENCE FOR THE EDUCATION AND TRAINING OF LITERARY TRANSLATORS

Levels (5)	LT1 BEGINNER Description»	LT2 ADVANCED LEARNER Description»	LT3 EARLY CAREER PROFESSIONAL Description»	LT4 ADVANCED PROFESSIONAL Description»	LT5 EXPERT Description»
<b>Competences (6)</b>					
<b>1. Transfer Competences</b> The transfer competences consist of the knowledge, the skills and the attitudes needed to transfer across cultures and languages in a responsible manner and to develop in the target culture a new understanding of the original text and the ability to solve these problems in an appropriate and to account for the final result.	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>identification of translation strategies</li> <li>application of translation strategies</li> <li>justification of target texts</li> <li>justification of cultural choices</li> <li>translation approach</li> <li>linguistic quality</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> <li>evaluation of translation approaches</li> </ul>		
<b>2. Language Competences</b> Language competence refers to the knowledge, skills and attitudes necessary for the communication in the target language.	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>application of translation strategies</li> <li>justification of target texts</li> <li>justification of cultural choices</li> <li>translation approach</li> <li>linguistic quality</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>		
<b>3. Textual Competences</b> Textual competences consist of the knowledge of the target language and the ability to use it in the target culture.	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>application of translation strategies</li> <li>justification of target texts</li> <li>justification of cultural choices</li> <li>translation approach</li> <li>linguistic quality</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>		
<b>4. Interlingual Competences</b> Interlingual competences consist of the ability to understand and use the target language in the target culture.	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>application of translation strategies</li> <li>justification of target texts</li> <li>justification of cultural choices</li> <li>translation approach</li> <li>linguistic quality</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>		
<b>5. User-Professional Competences</b> User-Professional competences consist of the ability to use the target language in the target culture.	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>application of translation strategies</li> <li>justification of target texts</li> <li>justification of cultural choices</li> <li>translation approach</li> <li>linguistic quality</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>		
<b>6. Professional Competences</b> Professional competences consist of the ability to use the target language in the target culture.	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>application of translation strategies</li> <li>justification of target texts</li> <li>justification of cultural choices</li> <li>translation approach</li> <li>linguistic quality</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>		
<b>7. Evaluative Competences</b> Evaluative competences consist of the ability to use the target language in the target culture.	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>application of translation strategies</li> <li>justification of target texts</li> <li>justification of cultural choices</li> <li>translation approach</li> <li>linguistic quality</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>	<ul style="list-style-type: none"> <li>understanding of contexts</li> <li>identification of cultural problems</li> <li>analysis of translation strategies</li> <li>evaluation of translation strategies</li> <li>application of translation strategies</li> <li>justification of cultural choices and decisions</li> <li>evaluation of translation approaches</li> </ul>		
<b>8. Research Competences</b>					

# A Multilingual Framework



Introducing the PETRA-E Network after September 1st 2016

# PETRA-E Framework online

(petra-educationframework.eu)

## Levels (5)

### LT1 BEGINNER

### LT2 ADVANCED LEARNER

### LT3 EARLY CAREER PROFESSIONAL

### LT4 ADVANCED PROFESSIONAL

### LT5 EXPERT

#### Competences (8)

Descriptors ↓

Descriptors ↓

Descriptors ↓

Descriptors ↓

Descriptors ↓

account for the final result.

	can understand source texts	can understand literary source texts	can understand literary source texts in a detailed way	-	-
identification of translation problems	can identify translation problems	can identify literary translation problems	can solve literary translation problems in several ways	-	-
familiarity with translation strategies	knows several translation strategies	can see the implications of translation strategies	-	-	-
application of translation strategies	-	can apply translation strategies appropriately	can apply strategies in a purposeful way	-	-
production of target texts	can produce a target text	can produce a literary target	can produce literary target	-	-



# The Revised Framework (2024)

PETRA-E FRAMEWORK OF REFERENCE FOR THE EDUCATION AND TRAINING OF LITERARY TRANSLATORS



English

Framework About Additional Material Back to PETRA-E site

Levels (5)

LT1  
BEGINNER

LT2  
ADVANCED LEARNER

LT3  
EARLY CAREER PROFESSIONAL

LT4  
ADVANCED PROFESSIONAL

LT5  
EXPERT

Competences (8)

Descriptors ↓

Descriptors ↓

Descriptors ↓

Descriptors ↓

Descriptors ↓

1. Transfer Competence

The transfer competence consists of the knowledge, the skills and the attitude needed to translate texts into the main language at a required level. It comprises the ability to recognize problems of textual understanding and text production and the ability to solve these problems in an appropriate way, and to account for the final result.

understanding of source texts	can understand source texts	can understand literary source texts	can understand literary source texts in a detailed way	-	-
identification of translation problems	can identify translation problems	can identify literary translation problems	can solve literary translation problems in several ways	-	-

# An Interactive Framework

<https://literairvertalen.org/framework>



Vertalersbestand

Kennisbank

Vertaalpleidooi

Leerlijn

Onderwijs

Individuele begeleiding

Nieuws

Agenda

## Framework



The Framework for Literary Translation (PETRA-E Framework) allows translators to determine their competence level. Educators can use the Framework to define the level of the programmes they offer and design their curricula. In addition, professional translators can use the Framework to decide which competences they would like to develop further. The Framework is also a practical tool for institutions that focus on literary translation as part of their policy.

In the interactive Framework for Literary Translation, users can identify their current level for each competence based on self-evaluation. The Centre of Expertise for Literary Translation (ELV) uses this model as an additional tool to evaluate course participants. Based on critical self-reflection and a final evaluation interview with the moderator, participants examine which follow-up steps they can take to develop further in their translation career.

### Where are you in the Framework?

When you click on a competence, five horizontal levels are displayed. These show the various competences and sub-competences from top to bottom. Choose the applicable level for each competence and click on the **Save** button underneath to save a printout of the completed Framework as a PDF.

### 1. Transfer competence



# PETRA-E Conferences (2021, 2024)



## Literary Translation Studies

### Today & Tomorrow

Literary Translation as a sub-field of Translation Studies has historically been extremely important in the formulation of new theories, paradigms, and approaches. As Translation Studies has continued to broaden during the 21<sup>st</sup> century, what we know about literary forms of translation has been further enriched by new findings on technical, performative and political texts.

Today, literary translation is seen as the last bastion of human translation, still mostly beyond the scope of machine translation systems (Toral & Way 2014), and largely untouched by the computer-aided translation systems that have revolutionised many other forms of translation over the past four decades. Meanwhile, the [PETRA-E Framework for the education and training of literary translators](#) is shaping and developing the next generation of literary translators in new ways.

As we stand on the cusp of a new era for literary translation studies research and practice, this conference takes stock of the current state of the art, and also looks forward to see what the near-future might hold. It asks as its central research question how literary translation studies and/or practice might change and develop over the next decade.

Thus, it welcomes papers on subjects including, but not limited to:



- Recent developments in literary translation training and pedagogy, particularly with reference to the PETRA-E framework;
- The current relevance of literary translation to the formulation of translation theory;
- Recent and future developments of literary translation practice;
- Literary Machine Translation;
- Computer-aided Literary Translation;
- Literary Translator Studies / Human Aspects of Literary Translation Studies;
- New work on historically under-researched aspects of Literary Translation.

Contributors are asked to bear in mind the central research question of the conference when formulating their proposals, as they will be assessed on their relevance to this question, as well as the methodology they outline and the contribution to knowledge they make.

Abstracts should be no longer than 300 words (excluding bibliographies), and should be submitted using [this online form](#) by 6<sup>th</sup> April 2021 to be considered. Presentations at the conference will be in English and 20 minutes in length, followed by 10 minutes for questions and answers. All presentations will be recorded. By 6<sup>th</sup> May 2021, contributors will be informed whether they are invited to present. By the same date, the modality of the conference (in-person, online or hybrid) will be decided.

**PETRA-E NETWORK**

Toral, Antonio, and Andy Way. "Is Machine Translation Ready for Literature?" Proceedings of Translating and the Computer 36 (2014): 174-176.



## PETRA-E NETWORK

2<sup>nd</sup> international conference

### CONFLUENCES:

LITERARY TRANSLATION IN THE DIGITAL AGE

30-31 May, 2024



West University of Timișoara, Romania  
& online

keynote speakers

Waltraud Kolb  
"Machine Translation and Literary Post-Editing"

Dana Crăciun  
"The Life and Opinions of a Literary Translator"

Dacre Stoker  
"Stoker on Stoker Dracula Revealed, the Secrets Behind the Writing of *Dracula*"



PETRA-E conference 2024



# European School of Literary Translation



European School  
of Literary Translation

ESLT Summer School | online edition

## **“Training the Teacher of Literary Translation”**

### **Creativity and the Human Factor**

11-13 September 2024

#### **Programme**

The eighth annual ESLT Summer School will take place online, bringing together around twenty translators and educators from across Europe.

There is much discussion at the moment about the impact of artificial intelligence on the world of literary translation, but as the perceived threat of AI intensifies, so too does interest in the uniquely human factor that translators bring to their work. ESLT 2024 will focus on the creativity of the literary translator – on the extent to which the literary translator can be considered an original author, how

creativity can be cultivated in the classroom, how a translator's creativity might need to be constrained and how it thrives on constraints.

“I’ve benefited a lot from the experiences of my colleagues as well as the lecturers and mentors, and I’ve also found answers and solutions to many of the issues I had with teaching translation.”

“I gained a lot of tips I can implement right away and information to discuss with my colleagues to develop our curriculum.”

