

How Literary Translation can be Professionalised

Mohammad Reza Rezaei

Email: fravahr1349@gmail.com, hatmansar@yahoo.com

Science and Applied university (Iran)

Abstract

The aim of this article is to examine how the role of literary translation teaching at university postgraduate level has changed over the last few decades. Presenting firstly an overview of the development of literary translation in British higher education, it is then suggested that literary translation programmes can currently be divided into three broad pedagogical categories. The third of these didactic groupings, the MA in Literary Translation, is identified and analyzed in detail. The objective of this third type of translation programme is, in addition to teaching students literary translation approaches and theories, also to train them in the practical and vocational aspects of translation. It is therefore argued in this section that the traditional term 'literary translation teaching' does not fully cover the modern educational challenges facing teachers in literary translation at higher education level, where the objective is, in part, to prepare students for work in the literary translation market. It is therefore proposed that the term 'literary translator training' be used, in order to better describe and understand the increasingly professional nature of this field in current translation education at universities. By emphasizing the 'training' of learners, this type of translation programme, in addition to incorporating literary translation teaching, then takes into consideration the vocational and professional elements of translator education in an age where there is increased emphasis on professionalism in the translating industry.