

## COMMUNICATION TECHNOLOGIES

Immediately after World War II, when the so-called international world needed professional support in its multilingual 'services', the creation of training institutes of a new kind began in a number of countries. Universities in these countries rejected the translation task as incompatible with their own mission. Two decades later, when translation theories suddenly looked attractive to academia, a complex internal struggle started within universities, on the one hand, and between universities and the new translation training institutes, on the other, about competencies in matters of translation. The academic issue focused mainly on the dilemma between linguistics and literary studies (i.e. 'Is translation an art or a science?'), but the majority of linguists and literary scholars still tended to forget (or exclude) the translation issue in their everyday lives. There was still no space for translation as a canonized topic until the end of the twentieth century, when it was recognized that internationalization deserved to be taken seriously, under the label globalization and that changes outside the realm of academia justified a few reconsiderations academic structuring, such spaces might be called 'shoeboxes', because their shape and format depend mainly on local options rather than worldviews. Although 'translation' was obviously supposed to be part of language departments, the issue was never what 'language', 'languages', translation and multilingualism were supposed to mean. After all, would there be any departments without language(s)?

The sudden development of communication technologies at least made it clear that there are no departments without communication (technology). The link with language(s) or with 'the language(s) of university' became apparent through e-mail, the Internet, etc. The need for 'services' became part of the academic world a few decades after it had become part of the business world. Whether such new needs changed the prerequisites of teaching, research, administration or public relations was not really the issue, not even in the multi-production of multilingual websites.

According to researchers in both organization studies and translation studies, it is clear that particular departments as well as universities (university management) embarrassingly confuse their everyday activities, on the one hand, and the requirements of research, on the other. While mixing up the levels of everyday life/action and research, problems such as where exactly to put given departments in the (closed?) world of academia and what kind of questions and disciplines are involved in a given investigation (or training method) are very different things. Universities seem to ignore such distinctions in matters of management (management as research or as an organizational activity) as well as in matters of language(s). In fact, the academic approach to language (and translation) is dismantled on every academic website because it appears that the world of global (scientific) knowledge does not yet include language.

In terms of social psychology, management studies and language, academic communities are part of society, though they may represent a peculiar kind of half-international, half-local society, which makes them an interesting case as 'communities of practice'. Given the mobility of societies, research is and will be needed about the exact situation of and approaches within such communities.

Lambert, José. "The Institutionalization of the Discipline." *The Routledge Handbook of Translation Studies*, edited by Carmen Millán and Francesca Bartrina, Routledge, New York, 2013, pp.

**1. When did the creation of new training institutes for translation begin?**

- a) During World War II
- b) Two decades after World War II
- c) At the end of the twentieth century
- d) It is not mentioned

**2. Which of the following best describes the initial attitude of universities towards translation?**

- a) Embracing translation as part of their mission
- b) Rejecting translation as incompatible with their mission
- c) Integrating translation as a separate department
- d) Prioritizing translation over other disciplines

**3. The academic issue surrounding translation mainly revolved around:**

- a) Linguistics vs. literary studies
- b) Art vs. science
- c) Research vs. teaching
- d) Globalization vs. localization

**4. Which development made the connection between communication and language(s) apparent?**

- a) Internationalization
- b) Globalization
- c) Communication technologies
- d) Multilingual websites

**5. Academic communities are considered as:**

- a) Closed societies
- b) International societies
- c) Local societies

d) Communities of practice

Answer 1: b) Two decades after World War II

Answer 2: b) Rejecting translation as incompatible with their mission

Answer 3: a) Linguistics vs. literary studies

Answer 4: c) Communication technologies

Answer 5: d) Communities of practice