

Translation Competence and Market-oriented Translator Training in a Globalized World

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ABSTRACT

Higher Education translator training programs have to keep in pace with market changes and students' expectation in a globalized world. Based on (European Master's in Translation)EMT's competence framework and European Union's EN 15038 classifications of translator competences, this study is to propose a specialized translators' training mode, which can be designed and implemented in a learner-centered and market-oriented curriculum. Provided in this paper is the detailed illustrations of the procedures for the related translation process and teaching focus to tap students' self-management potentials, and encourage group work and use of technical tools. This study aims to contribute to the improvement of the pedagogy in translator training by suggesting the procedures or strategies in translator training, and by serving as a reference source for future training programs.

Key words: Specialized Translator Training, Translation Competence, Globalized Market, Translation Service

TRANSLATOR COMPETENCE IN A GLOBALIZED WORLD

With the rapid exchanges of information and products, and the fast spreading of technology, translators' role in the process of globalization is becoming downsized. As Cronin (2003) has assumed that translators' role will be increasingly obscure despite the fact that translation used to be a vital driving force for globalization [3]. In the past decade, similar debates have been putting translators under the pressure to invisible and transient (Bielsa and Bassnett, 2009)[2]. It is well perceived, though unwillingly, by many translators that their professional statuses are being undermined in today's globalized world.

With the advent of new media, the translation process is fragmented to meet the deadlines are some of the factors accounting for the fragmentation of the translation process. Back to more than a decade ago, Gouadec (2007) mentioned a number of new skills and sub-competences for translators at that time: an information managing, term managing, multilingual translation, proof-reading, revising, quality control, post-editing, editor, technical writing, file managing [4]. This demand for a wide range of knowledge and expertise from translators is just one radical feature that leaves translators under the pressure to change.

Then the question arises that how translator training can deal with these new challenges. Higher Education translator training programs have to keep in pace with these market changes and students' expectation. The answer lies in the shift of focus in the design and implementation process of such training programs.

COMPONENTS IN TRANSLATION COMPETENCE

EMT's Competence Framework for 2018-2024

By competence, Yves Gambier (2009) claimed it was the combination of six competences necessary for a given task, i.e. language competence, intercultural competence, translation service provision competence, information mining competence, thematic competence and technological competence. In Gambier's model, translation and service provision is the core, with other competences around it [5]. Later in 2017, EMT (European Master's in Translation) modified this model, and proposed a five categories of competence [7].

- For translation service provision competence, translators need to rapidly react to the language industry's or customers' needs, such as marketing and negotiating skills, task specification for customers' requirements, skills to edit, revise and post-edit, quality control and assurance, and professional ethics, etc.
- The second one is the language and cultural competence, for which translator need to know linguistic knowledge of both ST and TT, and the socio-linguistic and textual levels of aptitude, which are the genres, intercultural communication rules, textual coherence and cohesion, etc.
- The third one is the strategic, methodological and thematic competence, which is to develop translators' strategies for problem detections and solutions, the research skills and domain-specific knowledge as well as language transference skills in domain-specific, media-specific and situation-specific types of translation.
- The fourth one is the technological competence, such as the abilities of Internet searching, term extraction, file management and retrieval and document formatting, and to know how to use tools to assist translation, such as CAT tools, TB, TM, QA tools, machine translation tools, corpora, desk top or online dictionaries, etc.
- Last but not least, the personal and interpersonal competence develops translators' generic skills, like time management and teamwork, that promote their adaptability and employability.

As is indicated by EMT's classifications, translators need to have those competences to foster their adaptabilities and promote all-round knowledge and skills rather than focus on domain-specific knowledge. This change is the reality that the need for specialization is no longer appropriate in a globalized world.

EN 15038's Five Classification Model

One of the influential standards in the translation industry is the European standard for translation EN 15038, which intend to promote the quality of the translation service [6]. The EN 15038 is also not pushing domain-specific knowledge as clear demands from professional translators, and promoting the five categories of translation competences in translating, language, research, culture and technology. A detailed explanation of the competences is provided in the EN 15038 (2006).

- Translating competence: the ability to translate under the guidance of translation norms and client instructions, and analyze translation difficulties;
- language competence: the familiarity with genres and their applications and the ability of ST comprehension and TT production;
- Research competence: the ability to retrieve by-text information to assist comprehension and production, and to use research tools and information sources.
- Cultural competence: the ability to use culture-specific knowledge of ST and TT conventions, behavioral standards and values.
- Technical competence: the ability to use computer-aided translation tools, term-bases, translation memory and quality assurance tools to prepare the TT.

In the EN 15038, the focus is on quality and market awareness as well as translators' abilities to translate in accordance with the client and translation service provider requirements. Similar views have been expressed in Anderman and Rodgers (2000) that translator training programs in universities should focus on fostering students' abilities in research, evaluation and translation practice, etc. instead of the narrow specialized translation [1].

To make judgments from those points, translators' market awareness and transferable skills should be developed in line with their core translation competence training. In that sense, the focus of specialized translator training should be shifted from cultivating the domain-specific competence to sharpening translators' adaptability skills or fostering the ability to learn to learn. Only in this way will universities, student translators, translation market, as well as the professional translators benefit. With this change in the diverse globalized translation markets, universities will be able to develop academic training scheme, student translators will develop all-round skills instead of narrow specialization so as to better adjust to the market demands, the translation market will get better quality translation from those who can quickly adapt to clients' diversified requirements, and professional translators will be able to stand out from other roles, such as terminologists, revisers, localizers, subtitlers and so on.

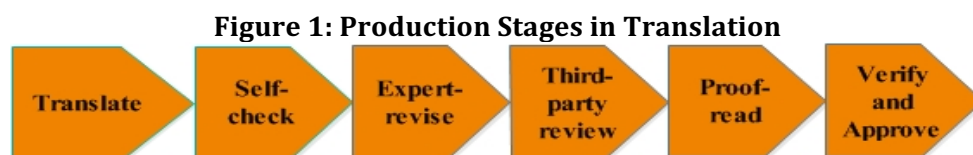
MARKET-ORIENTED TRAINING MODE

EMT competence framework(2018-2024) and En 15038 both concern the necessary requirements in translation and other relevant services. The overall objective is to make a market-oriented standard for translators and translation service providers. These standards also promote translation industry for the global market in accordance with the standardized requirements in other industries.

In this part, the researcher provides the detailed illustrations of the procedure to train specialized translators for a globalized market to be service-oriented with a focus on the procedures through the whole translation process. For research purpose, some terminologies are defined and their working definitions are used for the provision of translation services, around which are the requirements related to task specifications, translation quality assurance and project management, business-oriented service procedure, etc.

Production Stages in Translation

In the production processes, the stages in the translation are defined in a broad sense, which concern the whole translation procedure, namely preparation for translation, at-work translation, and post-translation. A short translation process includes translation, TT checking, and TT revision, while in a full translation process, there may also be expert review and proofreading in the production stages, as is illustrated in the following figure 1:



In the translation process, the first step in the whole production stages, it involves not only the transfer of meanings with the proper use of grammar, words and expressions, but also the correct interpretation of local customs, TT language styles and formatting. In translation, project-specific vocabulary or terms should be applied consistently. In the checking process, the translated texts are checked to eliminate empty or incomplete translations, etc., also correct the grammatical and lexical errors. The checking is done by the translators themselves as a part of the overall quality assurance. Revision is similar to checking, but is carried out by

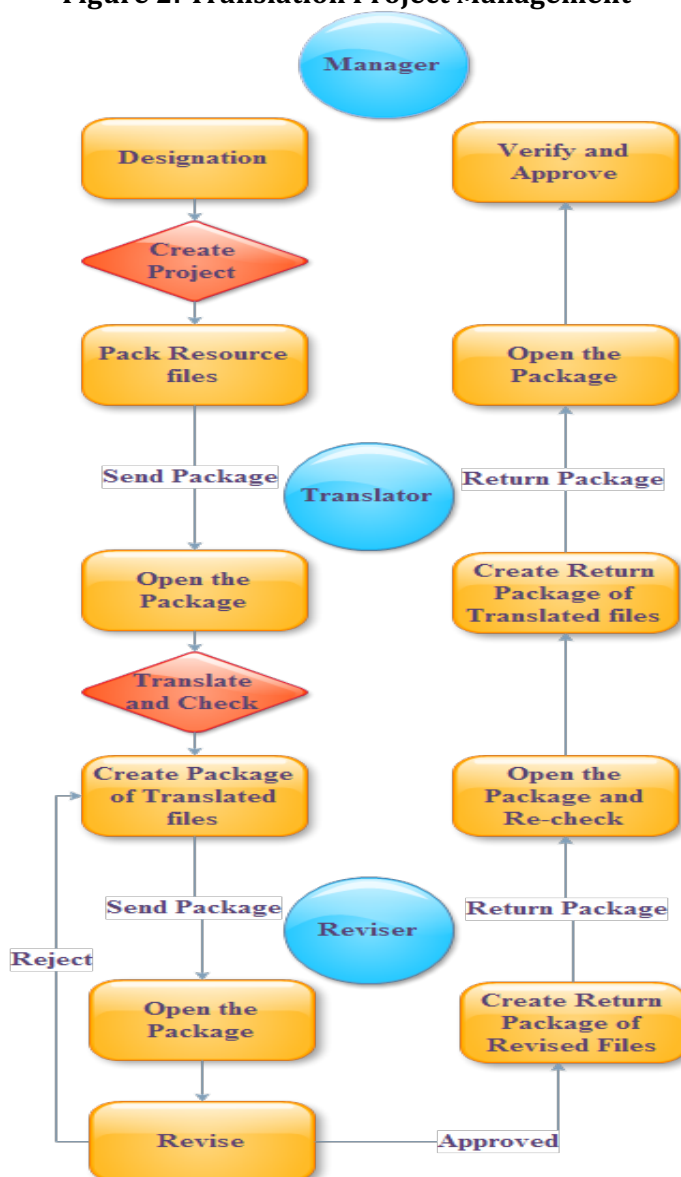
an expert in a specialized domain to verify the translations against the project instructions, such as terms, styles, etc. The revisers can propose advice for correction or ask the translators to retranslate. Both the checking and revision involve corrective behaviors by looking through the source translations and target translations. Review will be carried out if necessary, such as upon the clients' demand. But reviewers will only read through the target translations. Thus, this process can be carried out by a target language expert or a domain-specific expert who may have no translation expertise or not even know anything about the source language. Proofreading is also a choice at the clients' wishes. It can be extensive check to make the translations publishable or just a quick technical check to prepare the translations for desk top publishing. The last necessary step is to verify the provided services by a translation service provider are up to the requirements specified in the standards.

It is well-acknowledged that revision plays a crucial role in the translation process, in particular the quality assurance. After the translators' self-checking, another translator needs to revise the translation, so this double checking process will guarantee the translation quality to a greater degree. It is a must for a translation company to follow this mechanism of quality assurance, which will distinguish it from a translation agency because the latter only act as an inter-mediator between freelance translators and clients. As Shih (2006) stresses it is the feedback that matters the most in terms of what revision can bring to the translation process [8].

Managing Translation Project

The standard practice in a market-oriented translation project involves the translation project management. It is also essential for translator trainees to know project management. The manager need to carry out the following work, as is described in the figure 2:

Figure 2: Translation Project Management



In the preparation process, the project will be first registered under a designated category, such as text type, clients' name and so on. A pre-translation processing of the ST will also be done at the same time when the reference translation memory or technical documents or a domain-specific vocabulary list are ready. The next step is to distribute the work in one or several resource file package(s) among a group of translators, so the translators can open the designated package for translation and then self-checking when finished. Translators will continue to send the package of finished files to a group of revisers or reviewers for this project. So, the finished translations can be checked or reviewed with all the necessary files in the package. The manager will act as the mediator and maintain contacts between the clients and members of this translation project, such as negotiating translation adjustment and sending each side the necessary instructions about inquiries and demands. If the some or all of the translations are rejected by the revisers or reviewer, the translation package will be sent back to the original translators for reexamination or retranslation. So, consistency will be constantly monitored and the deadline will not be missed. At last when the process comes to the end, the manager can approve or disapprove the finished translation work against the standards. With the help of this work flow, the translations will be kept at a higher standard.

Additional Services

Additional services to the clients will mean added values and increased revenues for the TSPs. The related services should include text preparation, source text and target text adjustment, quality control, translation memory and term base assistance, DTP and designing, work language and culture consultancy, etc. These are indispensable parts of the translation competences to be ready for the needs of the translation industry and the wider labor market in the globalized world.

CONCLUSION AND FUTURE WORK

In all, translation competences are the combination of linguistic, social, and psychological knowledge or skills, and they can be fostered in a well-designed curriculum through practices. The present research proposes a specialized translator training mode based on the two translation competence classification schemes by EMT competence framework(2018-2024) and EN 15038 respectively. This mode focuses on the dynamic translation process with the detailed illustrations of the translation production stages, translation project management, and translation service provision all combined into one in the training.

The limitation of this research is obvious, i.e. lack of experimental research results from a real training class to prove the validity of the design of the training mode. The future work can focus on the curriculum design of such a course and the evaluation of the translator trainees' performances on the basis of this training mode.

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