Revue de Traduction et Langues Volume16 Numéro 02/2017, pp. 42-49
Journal of Translation and Languages **مجلة الترجمة واللغات**
ISSN (Print): 1112-3974 **EISSN (Online): 2600-6235**

The Impact of Academic Training on Beginner Trainee Translators

Dr. Yakhlef Zoulikha
University of Oran 1 Ahmed Ben Bella -Algeria
yekhlef72@yahoo.fr
Laboratory of Translation and Text Typologies
0000-0001-8530-7949

To cite this paper:
Yekhlef, Z. (2017). The Impact of Academic Training on Beginner Trainee Translators. *Revue Traduction et Langues 16 (2),* 42-49.

Received: 04/ 12/ 2017; **Accepted**: 31/12/2017, **Published:** 31/12/ 2017

Abstract: *The current paper deals firstly with some theoretical reflections on the importance of universities as the first stage in training students of translation as professional and expert translators' in the future on the basis of translation teaching /learning process. Also, the various approaches, methods and procedures applied by teachers during the process that help to verge on texts to be translated the maximum adequate equivalents that correspond to the original text. Moreover, the role of the teacher as an educator and as a facilitator of the translation task will be discussed. As a matter of fact, this study takes into consideration the major roles as well as the consequences given by the academic training in training expert translators. So, to what extent do the pedagogical translation and the educational setting succeed in training the students of translation on the professionalism of translation? And what are the conditions that should be set up to realize such objectives for specific and general practice of translation process?*
Keywords: *translation teaching, translator training, professional translation, teacher's role, curriculum, teaching approach, teaching method*.

الملخص: ندرك أن فن الترجمة من أهم الفنون ووسائل التواصل بين الأمم والشعوب لذا أصبح لها دورا أساسيا في الجوانب الاقتصادية والثقافية والعلمية في عصر العولمة. ولهذا الغرض أصبح للتكوين الجامعي فضلا في تكوين مترجمين محترفين ذوو كفاءات ترقى إلى مستوى تطور سوق العمل ومتطلباته لبلوغ ذلك لابد من توفر شروط ضرورية تدخل في خضم التكوين الجامعي من برامج جامعية متجددة ومسايرة وتطور العصر تتمحور خصوصا على الجانب العلمي المعرفي والفكري والثقافي من الجانب النظري والتطبيقي الذي يصنع من الطالب مترجما محترفا في المستقبل. لهذا الغرض تأخذ هذه الورقة بعين الاعتبار مدى أهمية التكوين الجامعي في تكوين مترجمين متخصصين في شتى الميادين من خلال نشاط تعليمي قوامه استراتيجيات ومناهج دقيقة تمهدهم أثناء تكوينهم للانتقال من مرحلة تحضيرية إلى مرحلة تطبيق كل الكفاءات والمهارات المكتسبة وتوظيفها في مناصب مختلفة محليا ودوليا. فإلى أي مدى يمكن للتكوين الجامعي والأقسام الجامعية أن تساهم في صنع وتكوين طلبة أقسام

Corresponding author : Yakhlef Zoulikha

الترجمة وجعل منهم مترجمين كفؤ؟ وهل تحقيق ذلك يتضمن شروط يجب أن تؤخذ بجدية في العملية التعليمية للتكوين الجيد للمترجمين من اجل إدماجهم بالعالم المهني وسوق العمل؟

الكلمات المفتاحية :تدريس الترجمة، التدريب على الترجمة، الترجمة المهنية، دور المدرس، المنهج الدراسي.

1. Introduction

Every translation activity has one or more specific purposes and whichever they may be; the main aim of translation is to serve as a cross-cultural bilingual communication vehicle among peoples. In the past few decades, this activity has developed because of rising international trade, increased migration, globalization, the recognition of linguistic minorities, and the expansion of mass media and technology. For this reasons, translators play an important role as bilingual or multi-lingual cross-cultural transmitters of cultures and truths by attempting to translate/interpret concepts and speech in a variety of texts as faithfully and accurately as possible. However, translation service is required increasingly by the markets demanding that translators transfer texts to a target language that is not their mother tongue, but a foreign language which is the case in Algeria.

This fact makes the translation process a harder work which sometimes results in a mediocre and weak reproduction that should undoubtedly be revised before delivery to such a client. The consequences of wrong translation can be catastrophic and mistakes made in the performance of this activity can obviously be irreparable especially if done and realized by lay-persons. Thus, someone can ask himself and imagine what could happen in cases of serious wrong transfer of knowledge in the scientific/technical field such as Medicine, technology, or legal matters. Therefore, a poor translation can not only lead to hilarity or to minor confusion, but it can also be a matter of life and death. Hence the importance of training translators, not only in the acquisition and command of languages and translation strategies and procedures, but also in specific knowledge areas and, what is equally important in professional ethics.

2. The Importance of Pedagogical Translation

According to Klaudy (2003: 133), a discussion of translation pedagogy requires that a distinction should be made between two types of translation, which she termed pedagogical translation and real translation.

Our interest; however, focuses on the aim and function of pedagogical translation that is defined as an instrumental kind of translation in which the translated text serves as a tool of improving the language learners' foreign language proficiency. It is a means of consciousness raising, practising, or testing language knowledge. (Klaudy, 2003)

Translation skills are entirely related to an effective teaching process and to effective translation methods which are based on clear and well-defined notions of what constitute an adequate/acceptable translation. Accordingly, the translator is expected to reproduce the informational context of the source language text *(original text)* on the basis of an adequate transfer competence *(factual accuracy of the target text).* Thus, the achievement of such a degree of analytical and creative abilities depends largely on the linguistic skills, the knowledge of terminology and the appropriate use of different dictionaries.

Translation equivalents contribute to the formation of inter-lingual competence of language learners' ability to translate accurately. If this is the case, the use of translation in L2 education may faster the acquisition of the foreign language. Moreover, it helps the student and provides him with an adequate strategy for analyzing the meaning of the original text by decoding both its linguistic and non-linguistic clues and elements that are integrated and activated by the text function. Thus, pedagogical translation serves as a tool for improving the learner's translation skills and translation proficiency.

3. Some Conditions for Successful Pedagogical Translation

The adequacy of teacher's qualifications; that is, he should have a good cultural background, a good command of both languages English and Arabic SL/TL, should provide and introduce the students to different types of styles and methods of translating, testing transfer competence (Christiane Nord:2005 p177) should be familiar with theories of translating.

The time allocated to translation class should be increased.
The time allocated to English/French class; grammar, written (ESP) texts should be increased. More translation practice should be tackled directly in classrooms.
The need of qualified staff is necessary.
Practical translation training should be introduced, thus, allowing the students to integrate other companies and sectors for professional practice (training).
Practising on activities and short contextualized lectures which focus on specific matters and problems may help learners to raise their awareness the possibility of overlooking translation problems.

Yet, while discussing the failure of translation teaching, we tend to mention here, that there are three important and serious factors according to the analysis, all are inter-related. The first concerns the teacher's qualifications, the second concerns the course designers, and the last concerns the student's linguistic level and competence.

3.1. From the Curriculum and Teaching Content

Generally, all the works that were done on the teaching translation process recommend what to teach and how to teach. In other words, what to be taught is illustrated in the curriculum and syllabus designs. Accordingly, Allen (1984) gives a standard and a basic definition of curriculum and syllabus:

> Curriculum is a very general concept which involves consideration of the whole complex of philosophical, social and administrative factors which constitute to the planning of an educational program. Syllabus, on the other hand, refers to that subpart of curriculum which is concerned with a specification of what units will be taught (as distinct from how they will be taught, which a matter for methodology is ". (Cited in David Numan, 1988) Yalden (1984)

On the other hand, stresses that syllabus replaces the concept of method and the syllabus now is a very essential tool which helps the teacher to attain at least degree of fit

between the student's needs and aims. As well as the type and the degree of activities which take place in the classroom in the teaching/learning process as put forwards:

> The syllabus replaces the concept of method and the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve if fit between the needs and aims of the learners (as social being and as individual) and the activities which will take place in the classroom.

Henceforth, syllabuses supply an outline of what is to be taught and learned. However, there are differences among course designers as what to teach in translation course. This may be assigned to the different theoretical approach adopted by each course designer, the needs, the purpose and the aim of the course; Text evaluation (Basil Hatim & Ian Mason, 1997: 182). For these reasons, Reiss (1987) divides and establishes two basic didactic principles which govern the order of the teaching content (what and how to teach translation). She summarizes the teaching content in the following points:

- Progress from the general to the particular, which implies the establishment of competence, must start before training in performance. Students must be equipped with a basic knowledge of the complex factors of inter-lingual communication before they undertake practical translation task.
- Progress from the easy to the difficult. These principles must be done in mind both for the order of type of text selected to be taught, and in respect of degree of difficulty with in these types of text.

Yet, the separation of syllabus design that is the teaching content and methodology becomes increasingly a problem. Therefore, syllabus design is primarily concerned with the specification of what learners will learn, and methodology is concerned with specifying how learners will learn. Accordingly, it has been more recently suggested, that a curriculum should offer at very minimum the following principles:

3.1.1. In planning

- Principles for the selection of content: What is to be learned and taught
- Principles for the development of a teaching strategy: How it is to be learned and taught
- Principles for the making of decisions about sequence.
- Principles on which to diagnose the strength and weaknesses of individual students
- *In empirical study*
    - Principles on which to study and evaluate the progress of students
    - Principles on which to study and evaluate the progress of teachers
    - Information about the variability of effects in different contexts and on different students.
- *In relation to justification*

Formulation of intention or aim of the curriculum that is accessible. Nunan (1989)

3.1.2. From the Profile of Teacher

David Nunan (1989) defines the term "role" as follows: *"Role refers to the part that the learners and the teacher are expected to play in carrying out learning tasks as well as the social and interpersonal relationship between participants".*

Two important elements are essential to make teaching successful: methodology and the teacher's inner attitude. These two elements are interdependent and a balance between them is sine qua non condition that decides the result sought-after.

To put it in plain words using methodology on its own is but a vain effort. To make it worthwhile, the teacher has to draw on his inner attitude to realise the former provided that the materials are available. The teacher must be communicative, interactive, and expansive in order to be able to conduct the communicative language teaching methodology for translation purposes.

In some traditional thoughts, the teacher is seen only as the manager of materials. However, the teacher's role can vary according to the methods being used. This can ultimately reflect both the objectives of the method and learning theory.

- Profile of Learner Sound knowledge of the SL and the TL, translation theory, transfer procedures, cognition and methodology
- Comprehension of what translation is and how it occurs
- Permanent interest in reading various kinds of texts
- Ability to communicate ideas clearly, empathically and openly
- Ability to work out synthesis and interrelationship of ideas Capacity to foster search and research
- Accuracy and truthfulness; critical, self-critical and analytical capability.

3.1.3. From the Profile of Learner

Learner's role is different from that of the teacher. Richard and Rodger (1986) suggest that the learner's role should be related to the function and status of the teacher; in their comprehensive analysis of approaches and methods in language teaching they assign a considerable attention to the learner's role. They point out that a method will reflect assumption about the contributions that learners can make to the learning process.

- Sound linguistic training in the two languages.
- Knowledge covering a wide cultural spectrum.
- High reading comprehension competence and permanent interest in reading.
- Adequate use of translation procedures and strategies.
- Adequate management of documentation sources.
- Improvement capacity and constant interest in learning.
- Initiative, creativity, honesty and perseverance.
- Accuracy, truthfulness, patience and dedication Capacity for analysis and self-criticism.
- Ability to maintain constructive interpersonal relationships.
- Capacity to develop team work.
- Efficient data processing training at user's level.
- Ability to maximize speed and to minimize reliability in translation process in terms of translators' intelligence. (Douglas Robinson 2003:49)

4. Types of Problems in Translation

Translation is a written activity which requires both good environment and setting. The translators, however, can encounter different types of problems during the translating process. Whatever the difficulty in the translation process, procedure must aim at the essence of the message and faithfulness to the meaning of the SL text being transferred to the TL text. Accordingly, the quality of translation will depend on the teacher's and the translator's qualifications in the Teaching /Translating Process, i.e., on his or her knowledge, skills, training, cultural background, expertise and mood (Newmerk1988).

4.1. Psychological Problems

Professional writers would agree that writing is neither an easy nor a spontaneous activity. Sometimes writing comes easily if we are in the right mood (the fact that we are required to write on our own, without the possibility of interaction or the benefit of feedback, in itself makes the act of writing difficult.

4.2. Linguistic Problems

Ungrammatical sentences make ambiguous sentences. Thus, writing requires efforts of organized sentence structure and connecting sentences to ensure, both trough the choice of sentence structure and the way sentences are linked together and sequenced that writing or the text produced can have a sense effect.

4.3. Cognitive Problems

Writing requires conscious mental efforts. Drafting and revising, for instance, are used to master the written form of the language. Learners have to learn how to organize ideas in such a way that they can be understood by the reader (for further readings see Donn Byrne (1988).

On the other hand, Brookes & Grundy (1990) establish some of humanistic principles of humanistic teaching which follow from seeing the person at the centre of things and always thinking first of the learner and second of what to be learnt. They see that the learner's freedom to express himself or herself is clearly a central humanistic principle. This involves a number of sub-principles among which:

- Consider the learner as the main source of both meaning (things to check the book talks about) and language (ways of talking).
- Recognize that the learner should be free from authority, prescription over-correction and, according to some in the humanistic movement, the imposition of language models.
- Understand the vital need to create a context in which the learner's self-expression is encouraged and respected. (p. 9)
- Furthermore, they point out that a person-related approach recognizes the learner as an individual with intelligence, feelings, experiences, knowledge and information. In other words, as a person with a biography and seizes on this biography as a vital resource with learning process. It considers learning as a language, as a total experience and as a personal discovery with implication for commitment of time and energy. Also, for the sense of cultural belonging, and life style. It emphasizes the affective nature of exposure to a further language and

culture, and recognizes that differences in learning styles are inevitable and exciting. (p. 9).

- Specialized Translation Training.

Teachers of translation think that translation course can provide the students with a sufficient training in different subjects and all the fields of knowledge that the student can be familiar with. However, this view does not fit and concord with the recent research done on specialized translation. If so, one cannot state that such a translation is 'Specialized'. Hence, within the actual progress in science and terminology in the world, the need to technical and scientific translation is with no doubt necessary. For this reason, Citroen (1966: 143-144) stresses that:

> The growing demand for specialized translators by science, industry, and certain international organizations, however, cannot be disregarded and, hence, at least a part of the manual crop of translations students showing aptitude (SL) should be able to receive a specialized training. The demand for translators is a fact. Some of the newer schools of translators are actually introducing engineering into their programmes. There seems no reason why this trend should not continue.

In fact, the necessity in providing the students with specialized training requires a certain level of technical competence among the students who want to specialize their training and knowledge as well as, a specialized staff who tend to perform the process too. Therefore, the teaching content in specialized training and course designers may help the students overcome the obstacles and the difficulties they encounter in technical registers and ideas distinctive of a particular subject matter. Indeed, the students should be prepared for practice after having got a large amount of information on the subject matter. For instance, they should join employment with companies or international organizations, of course, it is essential to have practical training.

5. Conclusion

Linguistic competence in both languages source and target languages on the part the translator is an important but not a sufficient condition for translation adequacy/ proficiency. In addition to translators' linguistic level, cultural competence of both languages is required to achieve a good contextualization of the source and the target language in their respective cultures. Therefore, dealing with language use in many different natural situations shows that a change in the context can result in a change in the meaning of utterances. Similarly, translation leads to a change of context since it is based on the transposition of the original text into a completely different cultural context. In fact, the demand for professional translators is of a great importance. Some of the newer schools of translators are actually introducing engineering fields into their programmes.

Language **(L1)** or the target language **(L2)** and **(FL)** involves something that goes beyond the acquisition of structures and ability to make adequate choices in the realization of particular language functions. It also depends, all importantly, on the ability to use this language to produce meaningful utterances that fit or make sense within a given stretch of

discourse, the ability to translate and interpret the meaning of utterances produced by the others (faithfulness).

An adequate competence leads to adequate performance and a successful performance requires an accurate cognitive competence and also the teachers/ the translator's expertise. Not any bilingual teacher can perform translation, in fact, translation nowadays, is expanding to all domains, and specializations from social, political, scientific, literary to philosophical. In addition, this discipline is concerned with the problems raised by the production and description of translation as well as theory/practice and also, the quality of translation reproductions of target texts that result from the quality of translation teaching/learning process.

References

[1] ALLEN, J.P.B. (1984). General purpose language teaching: a variable focus approach English syllabus design. *A Paper Presentation,* Pergamum press.

[2] BASIL, H & IAN, M. (1997). *The Translator as Communicato.* Rutledge.

[3] BYRNE, D. (1988), *Teaching Writing Skills*, Longman U.K Limited.

[4] DOUGLAS, R. **(**2003). Becoming A Translator: An Introduction to the Theory and Practice of Translation. Routledge.

[5] KLAUDY, K. (2003). *Languages in Translation.* Budapet Scholastica.