TRANSLATION COMPETENCES, TRANSLATORS' NEEDS, AND

TRANSLATION MARKET STANDARDS AND DEMANDS:

VIEWS OF PROFESSIONAL TRANSLATORS

by

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LIST OF ABBREVIATIONS

BA: Bachelor of Arts

CAT: Computer Aided Translation

CFA: Confirmatory Factor Analysis

CFI: Comparative Fit Index

CQCM: Comprehensive Quality Control Model

DGT: Directorate-General for Translation

EMT: European Master's in Translation

GFI: Goodness-of-fit-Index

HRD: Human Resource Development

HTML: Hyper Text Markup Language

ITC: Intercultural Competence

IMC: Information Mining Competence

LC: Language Competence

PHP: PHP Hypertext Processing

NATO: North Atlantic Treaty Organization

OECD: Organization for Economic Co-operation and Development

OEM: Organizational Elements Model

SPSS: Statistical Package for the Social Sciences

PACTE: Process of Acquisition of Translation Competence and Evaluation

PhD: Doctor of Philosophy

QUAL: Qualitative

QUANT: Quantitative

R2: squared multiple correlation coefficients

RMSEA: Root Mean Square of Error Approximation

SL: Source Language

ST: Source Text

TEC: Technological Competence

THC: Thematic Competence

TL: Target Language

TT: Target Text

TSPC: Translation Service Provision Competence

UN: United Nations

WWW: World Wide Web

KEKOMPETENAN PENTERJEMAHAN, KEPERLUAN PENTERJEMAH, DAN STANDARD SERTA PERMINTAAN PASARAN PENTERJEMAHAN: PANDANGAN PENTERJEMAH PROFESIONAL

ABSTRAK

Program latihan penterjemah telah berkembang secara meluas selaras dengan keperluan terhadap komunikasi antara budaya. Akibatnya, terdapat pendapat yang menyatakan bahawa latihan bagi penterjemah sepatutnya berlandaskan asas pendidikan yang sesuai. Ramai yang bersetuju bahawa hubung jalin antara latihan penterjemahan dengan dunia sebenar adalah sangat penting. Beberapa sarjana penterjemahan mengutarakan bahawa pertimbangan tentang pasaran penterjemahan adalah suatu faktor yang penting dalam mengolah atau mereka bentuk program latihan penterjemah. Sehubungan dengan kekompetenan yang perlu diterapkan dalam program latihan penterjemah, satu daripada rangka kerja yang boleh diterima adalah European Master's in Translation, yang merupakan penambahbaikan daripada beberapa model yang pernah diutarakan sebelum ini. Namun demikian, input dan maklum balas daripada industri penterjemahan tidak diketengahkan dan kekompetenan yang diutamakan tidak ditentukan dalam rangka kerja ini. Justeru, kajian ini dijalankan dengan menggunakan satu soal selidik penilaian keperluan dengan tujuan menentukan kekompetenan yang paling serasi dengan keperluan penterjemah dalam pasaran dan kekompetenan yang paling penting diutamakan. Tambahan pula, berdasarkan bahagian kualitatif, soalan terbuka diolah untuk mengetahui pendapat penterjemah profesional tentang standard dan permintaan pasaran serta kekompetenan lain yang boleh ditambah pada rangka kerja tersebut. Kajian ini mereka bentuk satu kaedah bercampur untuk menganalisis kedua-dua data

kualitatif dan kuantitatif yang dikumpul melalui soal selidik dalam talian. Untuk mencapai objektif kajian, pensampelan rawak berstrata dijalankan. Sampel dipilih daripada komuniti penterjemah yang terbesar, Proz.com. Berdasarkan data yang dianalisis, dari segi kekompetenan yang diutamakan dan keserasian, kekompetenan bahasa menduduki tempat tertinggi, diikuti dengan kekompetenan tema, kekompetenan antara budaya, kekompetenan peruntukan khidmat penterjemahan, kekompetenan mencari maklumat, dan kekompetenan teknologi. Selanjutnya, kekompetenan lain ditambah pada senarai kekompetenan yang mencakupi kekompetenan pembangunan perniagaan, kekompetenan intrapersonal dan kekompetenan kesihatan. Tambahan pula, sesetengah standard pasaran seperti penterjemahan dalam talian, keselarasan dengan kod standard seperti kualiti ISO, dan pelaksanaan terjemahan melalui mesin seperti CAT dan TRADOS dikenal pasti. Akhir sekali, tiga jenis permintaan dikenal pasti sebagai profesional, berkelayakan, dan umum. Kekompetenan pada kedudukan tertinggi dan kekompetenan baru yang ditambah adalah dicadangkan untuk diterapkan dalam pembangunan kurikulum latihan penterjemah, sebagaimana yang diutarakan oleh penterjemah profesional yang terlibat secara aktif dalam perniagaan penterjemahan sebagai matlamat akhir daripada setiap program penterjemahan. Begitu juga, permintaan dan standard pasaran perlu diperkenalkan kepada penterjemah yang akan memasuki pasaran penterjemahan.

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ABSTRACT

Translator training programs have expanded extensively due to the need for intercultural communication. As a result, a growing sensitivity has formed stating that the training of the translators should be founded on a proper educational basis. There has also been a consensus that the establishment of a link between training and the real world is of paramount importance. Similarly, several translation scholars have highlighted that the consideration of the translation market is a significant factor in designing programs for translator training. Concerning a number of competences required for inclusion in translator training programs, one of the most acceptable frameworks is the European Master's in Translation which is an improvement of many previously presented models. However, the input and feedback from the translation industry are not highlighted and the priority of the competences are not determined in this framework. Thus, the present study was conducted to administer a needs assessment questionnaire to seek for the most compatible competences with translators' needs in the market and to prioritize the most important competences. Moreover, through the qualitative part of the study, the open-ended questions were administered to find the professional translators' views on the market standards and demands as well as other competences which could be added to the framework. This study formed a mixed method design to analyze both qualitative and quantitative data collected through an online questionnaire. To serve for the objectives of the study, stratified random sampling was conducted. The

sample was chosen from the largest community of translators, Proz.com. Having analyzed the data, it was found out while the prioritized competences and compatibility extent are concerned, Language competence had the highest rank followed by Thematic competence, Intercultural competence, Translation service provision competence, Information mining competence, and Technological competence. Furthermore, other competences were added to the list of competences encompassing business development competence, intrapersonal competence, and health competence. Moreover, some standards of the market such as online translation, compliance with standard codes such as ISO quality, and machine translation tools implementation such as CAT and TRADOS were identified. Finally, three demand types were identified as professional, qualification, and general. The higher rank competences as well as the newly added competences are recommended to be employed in translator training curriculum development as they are highlighted by the professional translators actively involved in the business of translation as the final goal of every translation program. Similarly, the demands and standards of the market have to be introduced to the future translators who will join the translation market.

Chapter 1

INTRODUCTION

1.1 Background

Interest in translator training as a subdivision of Translation Studies has dramatically increased over the past decade all around the world. As a consequence of the social and economic needs for intercultural communication, translation institutes have mushroomed in the previous years and there has been a mounting sensitivity that translators should be trained on a sound educational basis. There is a consensus among translator trainers that it is crucial to establish a link between training and the real world. Although numerous translation scholars have highlighted the significance of considering translation market in translator training (Durban, Martin, Mossop, Ros, & Searles-Ridge, 2003; Gabr, 2007; Li, 2000a, 2000b, 2001, 2002, 2007; Pym, 1993; Ulrych, 1996; Vienne, 1994), there are different views on how and to what extent translator training curriculum and translation market should become closer (Li, 2007).

Translator training programs should be in accordance with the needs of the society and market. Gabr (2007) states that the needs of the market, learners, and translation departments should be taken into consideration in the planning and developing processes of translation curricula to address the social needs. Translator training institutions all around the world strive to design effective training curricula so that an immediate bridge to work will be constructed; nevertheless, there are instances that the labor market is inundated with graduates rather than competent translators (Pym, 2011). An associated idea is that university training in general does not serve the needs of the market in most countries (Bowker, 2004; Chesterman &

Wagner, 2004; Gouadec, 2007). Pym (2011) maintains that professional translators believe that translator training programs are "inefficient, misleading, too theoretical, and irremediably out of touch with market developments". (p. 6).

Arguing that few studies have been carried out on planning and design of translation curricula, Li (2001) enumerates several deficiencies of translator training programs. He admits that although there is an agreement among trainers that curriculum design and innovation should be in accordance with learners' needs, many translation programs do not consider the learners' needs and they are designed based on "the academics' in-house theorizing and philosophizing" (p. 128). He maintains that translation programs are driven by educators' assumptions about translation and their own experiences of learning languages. More than that, trainers do not work as professional translators and their information about translation market is insufficient and outdated. What aggravates the situation is that several translator trainers have been self-made practitioners without any formal training on translation (Gabr, 2007). Furthermore, translator training and translation curriculum design do not take advantage of professional translators' contributions and experiences (Li, 2000b). The vague understanding of the required competences for translation profession also leads to overspecialization or insufficient specialization in translation programs (Calvo, 2011). For instance, Esselink (2003) claims, due to the influence of IT in the translator profession, in some instances students have to learn C^{++} which is largely waste of time and energy.

If translator trainers are asked about the content of translation curricula and the rationale behind translator training, the possible answer will be "to develop students' translation competence". However, the term is multifaceted and has

different interpretations. The dispute over the nature and notion of translation competence has provoked fundamental controversy about the objectives of translator training (Pym, 2003; Schmitt, 2012). This ongoing debate may be rooted in various elements. Correspondingly, the advent of new information and communication technologies, geopolitical and societal changes, along with globalization necessitate a different educational environment. Technology and the boom in translation agencies also influence the translation market, volume of translation, text-types translators should translate, and even the way translating is carried out. Hence, nowadays translators must perform an enormous range of tasks under the broad term translation profession. Some of these activities are terminology management, translation software tool development, software localization, language project management, bilingual technical writing, and creation and management of multi-lingual websites, etc. (Kelly , 2005; Kiraly , 2003 & 2004; Olvera-Lobo et al., 2005) . Thus, to promote a high level of qualification, there is undeniably a need to train multi-professional translators (Mayoral, 2003).

A concise overview of different definitions and interpretations of translation competence can provide more clarification on the controversy over this term and its components. Since 1970s, the notion and nature of translation competence have been investigated and defined as a mode of bilingualism, a question of market requirements and demands, a combination of sets of linguistic, cultural, technological and professional skills, and a supercompetence that somehow monitors and stands above the rest (Pym, 2003). Indeed, according to Kelly (2005) numerous translation scholars approach the concept of translation competence from a cognitive perspective to describe the actual translation process rather than identifying the skills

a training program should provide for the learners. In so doing, the educational point of view carried out by the curriculum designers should frequently be employed. In this regard, Pym (2005) lists some problems of translation competence models. He mentions that with reference to a wide range of skills crucial for the profession, the lists of required competences have been becoming longer and longer, and they vary in accordance with researchers' taste and institutional situations. To achieve the objectives of education, competences are very crucial in the construction of curricula in any field of study (González & Wagenaar, 2003). The authors also define competence as "a combination of set skills, knowledge, aptitudes and attitudes, and to include disposition to learn as well as know-how" (p. 10). According to this definition competence is of two types: specific competences (or discipline-related) that are inherent to each discipline and general competences (transversal) are the ones applicable to all disciplines (Albir, 2007).

In a similar attempt, the European Commission for Translation decided to converge and optimize translation programs and the development of training for translators in Europe after the Bologna process and enlargement of the European Union. The European Master's in Translation (EMT) expert group struggled to provide the framework which is coherent, high standard, and compatible with the demands of the international environment. The EMT expert group proposed the framework of the competences applicable to language professions or translation including a widespread professional range. The working group prioritized the learning objectives expressed in terms of acquirable competences. The proposed competences cover six areas (Gambier, 2009). The competences of the framework

are interdependent and fall within both general and subject specific categories (see section 2.4).

1.2 Statement of the Problem

With respect to the proposed models of translation competence, the EMT framework has largely used previous studies in the field to incorporate concepts put forward by several translation experts. It appropriately categorizes these concepts and operationalizes the competences through the implementation of practice-oriented dimensions for each competence (Chodkiewicz, 2012). The EMT proposed competences clearly reflect professional aspects (Schäffner, 2012) and are highly relevant for translation profession and translator training (Chodkiewicz, 2012). Also, many translator training institutes in Europe strive to be a member of the EMT network (Schmitt, 2012). The EMT framework benefits from insightful input put forward by translator trainers working in renowned universities throughout the European Union. Thus, the EMT framework is an improvement of the many models presented earlier which incorporates those concepts in other models, categorizes them, and operationalizes them through the inclusion of practice-oriented dimensions.

However, considering the EMT framework, there are some issues which should be taken into account. For instance, Pym (2008 & 2009) identifies some minor points such as:

- The "interpersonal competencies" concern only business relations. There is no reference to personal ethics, citizenship or career planning.

- No mention is made of area studies (i.e. studies of a specialized field of knowledge). It seems to be assumed that Master's programs are not to be specialized in this way.

- No mention is made of the levels at which the competencies are supposed to be acquired (novice, professional, expert, etc.).

Furthermore, it seems that the feedback and input from translation industry are not highlighted within this framework and Li's 2001 criticism about translation programs (the academics' in-house theorizing and philosophizing) may be applicable to the EMT framework. Also, as it is mentioned in the EMT expert group's report (Gambier, 2009), the competences of this framework are the minimum requirement for professionals working in the market. Furthermore, the importance and priority of these competences are not determined. With regards to the long lists of translation competences, Kearns (2006) assumes that a needs assessment study may prioritize the competences which are highly required for the translation profession and translator training. Therefore, when there are time constraints the highly prioritized competences and sub-competences have to be focused on (Pym, 2005).

Having reviewed the deficiencies of translator training curricula and translation competence models, it is palpable that market demands and standards, and professional translators' experiences are fundamental in designing translation curricula. González and Wagenaar emphasize (2003) that constant changes and variations in society and market require a constant check for professional profiles. Pointing to this issue, Pym (2008) also states that contact with labor market and input from the professionals can assist program designers in planning an efficient curriculum. This sort of information will enable curriculum designers and trainers to

perceive what the focus of advanced training should be, and with which priorities (Pym, 2011). In addition, Kelly (2005) signals if one of the principal objectives in translator training is to train professional translators, it is reasonable to see what skills the professional translators must have in order to accomplish their tasks. Hence, this study was conducted to investigate the translation market demands and standards, prioritized competences in the EMT framework and their compatibility with the professional translators' needs as well as the competences which can be added to the EMT framework based on the professional translators' views who are dynamically working in the translation industry.

1.3 Research Objectives

The unceasing evolution in conjunction with variations in translation profession and market necessitate the consultation with professionals to collect adequate and accurate data for revision purposes. Following the systematic approaches to curriculum design and applying an analytical view of needs, the present study attempted to examine the views of professional translators who are members of Proz.com website which is the largest community of translators and interpreters on market demands and standards as well as the EMT competences framework. Hence, the objectives of the study are:

- ➢ To identify the prioritized competences and sub-competences in the EMT competences framework based on professional translators' views;
- ➢ To identify the compatibility of the EMT framework competences and sub-competences with professional translators' needs based on professional translators' views;

➢ To identify the other important competences that can be added to the EMT competences framework based on professional translators' views

➢ To identify the demands and standards of the translation market based on professional translators' views;

1.4 Research Questions:

Based on the aforementioned objectives, the following research questions are formulated to direct the course of the study:

1) What are the prioritized competences and sub-competences in the EMT competences framework based on the professional translators' views?

2) Which competences and sub-competences in the EMT framework are compatible with professional translators' needs based on the professional translators' views?

3) What are the other important competences that can be added to the EMT framework based on the professional translators' views?

4) What are

a) the standards of the translation market based on the professional translators' views?

b) the demands of the translation market based on the professional translators' views?

1.5 Significance of the Study

The current challenge for translator training intuitions is to ensure whether they train qualified graduates who can satisfy the needs of the translation market. This implies that translator training programs should take the demands and standards

of the market into account and there should be high level of compatibility between graduates' competences and market requirements (Schäffner, 2012). To yield these educational objectives in programs, the first step is the identification of social needs and market demands (Kelly, 2005). Furthermore, consultation with professional translators can provide a better picture of suitable educational experiences (Li, 2001). Thus, needs assessment, applied in social research, attempts to form a platform for program development and policy-making. It specifies what skills and knowledge trainees should acquire to be prepared and qualified for the challenges of society and market (Kearns, 2006).

Regarding the abovementioned issues, the findings of the study may be useful in different respects. Initially, like any other study they add to the body of knowledge available for literature on translation and the allied fields. Secondly, the data collected through needs assessment can assist the administrators on the one hand and the trainers on the other hand in assessing and developing curricula for real-life situations. Accordingly, different elements of a curriculum such as the related materials, syllabuses, competences, as well as resource allocations will be determined.

Moreover, priorities in training can be specified and objectives will be ordered. Thus, Instructors may make use of directions to evaluate the current courses to ensure whether they are pertinent to students' needs and address the real-life situations adequately. In addition, the administrators can rely on the results for the presentation of the best practices for employment of time and resources for such curricula. In the same way, based on the comparisons with the data it may be possible to identify the strengths of the current curricula; thus, to be maintained.

Alternatively, through implementing the findings of the current study, the potential would be provided to detect deficiencies of a curriculum; consequently, there is an opportunity for on-the-spot amendments so that the quality of the current and future courses could be augmented.

1.6 Scope and Limitations of the Study

The present study was set out to determine the standards and demands of translation market along with the prioritized competences required for translator training based on the EMT competences framework. Considering the limitations of this research, the following issues are mentioned:

1) Although commonalities between interpreting and translating are much greater than their differences, this study centers only on translator training.

2) With regards to various stages of curriculum design, this study mainly focuses on the identification of market demands and standards as well as the content of curriculum.

3) Among various stakeholders of curriculum design (trainees, trainers, administrators, alumni, employers, and professionals), the professional translators will be consulted to collect the data for the objectives of this study.

4) Through applying a needs assessment approach, this study will provide some guidelines for translation curriculum renewal in terms of market demands and standards, as well as prioritized competences so that the graduates will work in the professional market. However, a situation analysis study which can determine regional, national, and cultural differences in translator training is not the objective of this study.

5) This study is concerned with the outcome of translator training curricula not the available resources (human, financial, institutional and technical); to put it in another way, it concentrates on ends (competences) rather than means (resources and teaching methodologies).

1.7 Definition of Key Terms

Market Demands:

Kotler, Keller, Ancarani, and Costabile (2014) define market demand for a service or product as "the total volume that would be bought by a defined customer in a defined geographical area in a defined time period in a defined marketing environment under a defined marketing program". Thus, the integration of individual demands of each person's tendency and the capability to buy a particular good and service forms market demand. Based on the above mentioned definition, for the case of this study, market demand is the tasks and services that clients refer to translators for and expect to be undertaken and accomplished by the translators.

Market Standards:

In this study, market standard is defined as patterns and models generally accepted in the translation business.

The EMT Competences Framework:

The European Master of Translation (EMT) project aims to help raise the standard of translator training in the EU and foster cooperation and exchanges between higher-education institutions offering translation courses. The EMT Expert group prioritizes the learning objectives expressed in terms of acquirable competences. The EMT framework comprises six ―minimum competences (Translation service provision competence, Language competence, Intercultural competence, Information mining

competence, Thematic competence, Technological competence) which pertain to professions involving multilingual and multimedia communication, translation, and different modes of interpreting (Gambier, 2009).

Competence:

González and Wagenaar (2003) define competence as "a combination of set skills, knowledge, aptitudes and attitudes, and to include disposition to learn as well as know-how" (p. 10). For the present study competence refers to the skills and knowledge required for the translators to complete the task of translation.

Translation Competence:

Translation competence is defined as "the macrocompetence that comprises the different capacities, skills, knowledge and even attitudes that professional translators possess and which are involved in translation as an expert activity. It can be broken down into the sub-competencies, which are all necessary for the success of the macrocompetence." (Kelly, 2005, p. 31). For the present study the set of skills and knowledge essential for the business of translation is referred to as translation competence.

Professional Translator:

A professional translator is a person who works full-time and has been actively translating from a variety of fields in translation market for at least five years (PACTE, 2008).

Proz.com

As the "world's largest community of translators", Proz.com is an online portal for translation. It was established in 1999 and has 674,814 registered users. Eighteen employees are currently administering the portal from their offices which are located

in the United States of America, Italy, Germany, France, Argentina, and Uruguay. The users are freelance translators/interpreters, outsources, translation companies, translation students, vendors, and translation customers.

Need

For the case of this study, need will be used as a noun and is defined as "the gap between current results and desired results not gaps in resources, method, procedures, or means" (Kaufman, Herman, & Watters, 2002).

Needs Assessment:

According to Kaufman, Herman, & Watters (2002), needs assessment is the process that provides "the unravished results-based data required to identify the gaps between current and desired results" (p. 79).

Chapter 2

LITERATURE REVIEW

2.1 Introduction

The present chapter reviews the related literature. It starts with a review of literature on translator training and curriculum development. Then, it continues with the definition of competence as well as the discussion of competence as a general term. It further discusses translation competence. Moreover, a discussion on the needs assessment is provided. Furthermore, translation market is explained. Finally, the theories of the study including strategic planning and social constructivism as well as the theoretical framework are presented.

2.2 Translator Training

Translator training as a fairly new subdivision of the discipline of Translation Studies has developed out of the need to systematically train translators. Despite the fact that there are voluminous publications concerning various aspects of the field worldwide, there is still no consensus among translation scholars about how the translators should be trained and what has to be taught to them. The problem becomes further complicated since the history of Translation Studies dates back to no more than three decades and translator training has only been systematically addressed in the last decade. Consequently, the dearth of literature on translator training is not surprising.

The act of translating is performed in different countries and civilizations for centuries. With regards to the historical background, translation was largely associated with translating religious texts particularly in Chinese institutions from the

fourth to the ninth centuries, the Islamic college of 'House of Wisdom' in the ninth-century Baghdad, Toledo School in twelfth-century, and court scholarship in the thirteenth century (Caminade & Pym, 1998). The great European colonization resulted in a certain political interest in translation activities. Thus, translator training was practiced to some extent where the natives of the colonized countries were trained to act as bilingual intermediaries (Pym, 2011).

On the other side, the practice of translation has a long tradition in foreign language learning classrooms where the 'Grammar-translation' method of language teaching significantly employed translation in its context (Richards & Rodgers, 2001). However, translator training has been merely practiced informally based on trial-and-error and trainers' experience until recent time (Caminade and Pym, 1998). The institutionalization of translation is also a modern phenomenon. The first formal translator training may date back to 1669 when the Colbert decree in France organized training for French students as interpreters for Turkish, Arabic and Persian languages. Nonetheless, the initiation of institutional translator training was during the mid-twentieth century. According to Sachinis (2011), the first universities that started running translation programs were the Moscow Linguistic University in 1930, the Ruprecht-Karls University in Heidelberg in 1933, the University of Geneva in 1941, the University of Vienna in 1943, Innsbruck University in 1945, Karl-Franzens- University in Graz in 1946, the Johannes-Gutenberg-University Mainz in Germersheim in 1947, and the University of Saarland in 1948. However, due to internationalization, globalization, and new technologies, there is a growing need for experts in translation and bilingual communication. Therefore, the number of translation institutions has been growing steadily worldwide.

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The development of educational approaches along with the development of Translation Studies and Linguistics have considerably played a focal role in the evolution of translator training since those early days. Dorothy Kelly (2010) attempts to trace this evolution through describing translator training approaches. As Kearns (2006) mentions:

> [in the evolution of translator training] … a general movement can be discerned from approaches such as that characterized by Vinay and Darbelnet derived from contrastive-linguistics (Vinay & Darbelnet 1958 / 1977), through to approaches which are informed by a more eclectic range of backgrounds such as text linguistics (Hatim and Mason 1997:179-196), corpus linguistics and corpus TS (Zanettin et al. 2003) real-life translation projects (Schopp 2006), or approaches which focus on the translator him/herself as a human professional to be emulated (Robinson 1997 / 2003, along with approaches such as those of Pym and Kiraly which develop from the work of Gideon Toury and the tradition of Descriptive Translation Studies.

Thus, the need for training translators has increased over the years and institutions and universities have offered translator training programs accordingly. However, in conjunction with the development of modern educational approaches to learning and knowledge acquisition, translation educators also need to consider the most significant ways in preparing the curriculum for such programs.

2.2.1 Translator Training Approaches

For years, translator training was based on the lecture format as a classical model employed in university education. Training was merely product-centered and students' translations were evaluated as either right or wrong. Nowadays, the teacher-centered approach is considered as outdated and has largely given its place to the learner-centered approach. In a learner-centered approach the concentration is on the students' autonomy and the teacher is regarded as the facilitator who assists students to learn not an omniscient person who is capable of solving all problems (Olvera Lobo et al., 2007).

Translator training seems to be an obstacle where training is centered on the problems which translators may encounter in the process of translation. This involves reading the source text, reformulating the source text, and finally revising the target text (Gerding-Salas, 2000). Translator training integrates a series of elements to develop trainees' translation competence which is one of the first issues in Translation Studies (Colina, 2003; Gouadec, 2007; Kelly, 2005; Nord, 2005; Robinson, 1997; Vienne, 2000). The discussion about the notion of translation competence, its constituents, and how this competence can be taught to translation trainees has a long history in the translator training literature (see section 2.2 translation competence).

The observation of the profession and how professional realism should be applied in the translator training classrooms have also been treated extensively (Colina, 2003; Gouadec, 2007; Kelly, 2005; Nord, 2005; Robinson, 1997; Vienne, 2000). Moreover, some translation scholars have insisted on the significance of a process-oriented approach to translator training as opposed to traditional tendency which highlights the product. The proponents of this approach believe that training should concentrate on how to tackle with translating itself not the actual written text that is the product of that complex process (Gile, 2009; Kussmaul, 1995).

Within the process-orientated approach, several researchers have also used cognitive and psycholinguistic paradigms in training translators (Kelly, 2010). Kiraly (1995) argues that theoretical description of translation practice is fundamental for preparing a systematic and effective translation pedagogy. On the other hand, the application of task-based learning in foreign language teaching has found its way in

translator training. In this approach, the overall curriculum is designed in accordance with learning outcomes (Kelly, 2005).

Owing to the change in his viewpoints, Kiraly (2000) criticizes his previous work (1995) and emphasizes the significance of social interaction in translator training. Indeed, he uses the social constructivist theory to propose an alternative approach for the acquisition of translation skills and knowledge which is based on the collaboration between trainers and trainees. This approach focuses on student empowerment in the translation classroom. Other subjects discussed in the translator training literature include "flexibility versus standardization in translator training, sequence/grading in translator training, technology and translator training, as well as student and teacher motivation in translation classroom" (Sachinis, 2011, P. 1).

Yet, another approach to translator training is proposed by Olvera Lobo et al. (2007) as the Professional approach. This approach emphasizes the familiarization of the students with typical works that are carried out in the professional workplace. These include the tasks performed by information scientists, terminologists or revisers. This approach also focuses on teleworking in teams as well as self-instruction. Nevertheless, this approach is developed and many of its concepts have been refined substantially and many of the refinements are mainly based on social constructivism (Robinson, Olvera Lobo, & Gutiérrez-Artacho, 2013). The approaches to translator training which are affected by social constructivism have also included in their concepts the idea of technological environment effects on the translation profession on the whole (O'Hagan, 2008).

2.2.2 Issues and Challenges in Translator training

The advent of new information and communication technologies, geopolitical and societal changes, along with globalization necessitate a different educational environment. Technology and the boom in translation agencies also influence the translation market, volume of translation, text-types translators should translate, and even the way translating is carried out. Hence, nowadays translators must perform an enormous range of tasks under the broad term of translation profession. Some of these activities are terminology management, translation software tool development, software localization, language project management, bilingual technical writing, and creation as well as management of multi-lingual websites, etc. (Kelly, 2005; Kiraly, 2003 & 2004; Olvera -Lobo, et al. 2005). Thus, to promote a high level of qualification, there is undeniably a need to train multi-professional translators (Mayoral, 2003).

On the other hand, there is a significant disagreement on what should be taught to translation students. Pym (2003) recounts his students' complaints about not really translating in their Advanced Translation course. In a response to their complaints, Pym reminds them that they have learned so far the application of Revision tools and Comments in MS Word, the creation and localization of the sophisticated websites, the discovery of good tricks for Internet searches, the employment of translation memories, etc. However, most of his students believed that their training had to enhance their linguistic skills and entail some practice on specialized texts. Likewise, two prominent translator trainers, Gouadec (2003) and Mossop (2003), working on the same language provide dramatically opposed answers to an online symposium; while Gouadec prioritizes training students who

can work as soon as they have graduated, Mossop advocates the humanistic aspect of translator training rather than vocational-oriented training (Gambier, 2003).

The nature of translation as a communication activity intensifies the controversies over the objectives of translator training programs as well. Translation is typically a vocational act; therefore, the chronic Translation Studies discussion is whether translation theories should find their way into translator training or not (Kearns, 2006). Another issue is whether trainees should receive an exclusively vocational training or vocational elements should be embodied within a more general and liberal education (Ulrych, 1996); should translation programs be market-oriented or based on classical rationalism or both? While vocational training attempts to familiarize trainees with the real-life work and the reality of competent professional translators; academic approaches concentrate on the description of more translation theories, intercultural transfer, analysis of literary translation, linguistics, etc. (Kearns, 2008).

Nevertheless, a great number of authors highlight the importance of embodying real-world criteria within the translator training curricula (Gabr, 2007; Gouadec, 2003 & 2007; Kelly, 2005; Li, 2000a & 2001; Olvera-Lobo et al. 2005; Pym, 1993 & 2003; Schäffner, 2012; Ulrych, 1996). Thus, accurate and sufficient information on the standards and demands of the translation market is of great value to design translator training programs (Gabr, 2007). Students must be prepared for the working world conditions that they will encounter after graduation (Ulrych, 1996). Trainees should learn how to interactively work in a team with other translators, editors, terminologists, project managers, and clients. Obviously, the translation profession requires skills that far exceed the ability to produce a text in

the target language based on the pre-existing text in the source language (Kiraly, 2003). In this regard, Pym (2011) identifies that trainees do not simply require linguistic knowledge to be a member of professional communities involved in the provision of translation services.

Accordingly, translator training programs should be matched with the needs of the society and market. In this regards, Gabr (2007) states that the needs of market, learners, and translation departments should be taken into consideration in planning and developing processes of translation curricula to address the social needs. Although translator training institutions strive to design effective training curricula so that an immediate bridge to work will be constructed, there are instances that the labor market is inundated with graduates rather than competent translators (Pym, 2011). An associated idea is that university training in general does not serve the needs of the market (Bowker, 2004; Chesterman and Wagner, 2004; Gouadec, 2007). Pym (2011) maintains that professional translators believe that translator training programs are "inefficient, misleading, too theoretical, and irremediably out of touch with market developments". (p. 6).

Arguing that few studies which have been carried out on planning and designing translation curricula, Li (2001) enumerates several deficiencies of translator training programs. He admits that although there is an agreement among trainers that curriculum design and innovation should be in accordance with learner needs, many translation programs do not consider the learners' needs and they are designed based on "the academics' in-house theorizing and philosophizing" (p. 128). He maintains that translation programs are driven by educators' assumptions about translation and their own experience of learning languages. More than that, trainers

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do not work as professional translators and their information about translation market is not only insufficient but also outdated. What worsens the situation is that several translator trainers have been self-made practitioners without any formal training on translation (Gabr, 2007). Furthermore, translator training and translation curriculum design do not take advantage of professional translators' contributions and experiences (Li, 2000a).

The vague understanding of the required competences for the translation profession also leads to the overspecialization or insufficient specialization in translation programs (Calvo, 2011). For instance, Esselink (2003) claims, due to the influence of IT in the translator profession, in some instances students have to learn C^{++} which is largely waste of time and energy. In this regard, Pym (2005 & 2011) lists some problems of translation competence models. He mentions that with reference to a wide range of skills crucial for the profession, the lists of required competences have been becoming longer and longer, and they vary in accordance with researchers' taste and institutional situations. Additionally, various researchers also make the point that while there is a recent growth in studies on translator training, authors make little effort to consider curriculum development theories and disregard basing their works on updated curriculum research findings (Calvo, 2011; Kearns, 2006; Kelly, 2005; Sawyer, 2004).

2.2.3 Translation Curriculum

Investigating the translator training literature, it is noticeable that there is no basic consensus among translator trainers even on the primary issues such as teaching methodology, syllabus, materials, objectives, etc. This controversy is well reflected in the responses that some translation scholars have provided for an online

symposium held in 2000. The questions dealt with rudimentary issues in training such as "Who should be trained?", "Who should be teaching?", "What do you actually do in class?" etc.

At the first look, it may sound peculiar to pose such questions in a forum of professional translator trainers; however, this fact reveals the infancy of translator training. The disagreement over the aforementioned issues is due to the absence of an integrated framework which can be utilized to decide on the goals and objectives in translator training. Providing such a framework is pertinent to curriculum design and development which is a subdivision of the Education discipline (Kearns, 2006). In every educational institute, curriculum is the primary means to yield the intended goals and objectives (Thompson & Gregg, 1997). Curriculum development aims at improving the quality of education systematically through planning, developing, as well as reviewing all facets of a teaching program. To this end, curriculum development arranges for a platform to analyze and develop a set of interrelated factors encompassing educational context, trainers and trainees' needs, syllabus design, development of materials, etc. (Kearns, 2008).

2.2.4 Curriculum Definition

Though very close definitions of curriculum might be observed in different books, there are very divergent opinions with respect to the notion of curriculum (Jackson, 1992). As Portelli (1987) mentions more than 120 definitions of curriculum have been suggested in the professional literature. Moreover, the definition often differs depending on the context where it is used; therefore, there is no widely accepted definition of curriculum (Connelly & Lantz, 1991). According to Goodson (1988), the definition of curriculum is particularly associated with social and political

priorities alongside the intellectual discourse. Possibly, the Latin root of curriculum which means 'a race course' is the origin of various definitions (Marsh, 2009). The Latin root also implies that a curriculum is dynamic and the student pursues the defined objectives through a structured and ordered course (Sawyer, 2004). Despite the disagreement on the definition of curriculum, the term curriculum has been defined as mainly as the following.

Coleman, Graham-Jolly, and Middlewood (2003) define curriculum as a formal academic program used in an institution for the clarification of subjects and its timetable. However, this type of definition is confused with the definition of syllabus (Kearns, 2006). Curriculum is also defined as a set of planned experiences that are obtained in an institution. This type of definition includes not only the subjects but also all the extracurricular activities such as play, lunch or sports (Wiles, 2008). Foshay (1969, cited in Henson, 2006) defines curriculum as an instructional plan which is tied to relevant goals and objectives. However, Henson (2006) believes that such a definition signifies that a curriculum intends to improve and facilitate the instruction. Similarly, focusing on goals, Wiles and Bondi (2007) define curriculum as a set of preferred values and objectives which are operationalized by the development process. This will result in gaining successful learning experiences by the learners.

Hence, considering the abovementioned views of the curriculum, it is apparent that they are not concerned with the guidelines for curriculum development in a specific discipline and mainly concentrate on education at primary and secondary levels rather than tertiary level. Nevertheless, the appropriate definition of curriculum to be adopted for this study is the one put by Kearns (2012) "…the

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