

Programme

Friday September 22 - 2006 - 9:35		
9:35	<i>Welcoming address</i>	
9:45	Scientific committee	A panorama (Fre/Eng)

Employability from the employer's point of view (D. Gouadec)

The skill profiles of the a) translator-localiser-etc. b) reviser c) project manager d) 'others' as seen by:

10:00	Lionbridge Technologies	SDL International	STAR AG
11:00	The National Union of translation service providers (Fre)		
11:25	Freelance translators: <i>The freelancer : How « they » see « us »</i> (Fre)		
11:50	J. Elton : Employability of the new translators in Ontario (Eng)		
12:15	Survey results (collective) (Fre/Eng) Round table 1: getting the picture right (Fre/Eng)		
13:00	LUNCH – Restaurant universitaire (Meet at the registration kiosk at 12:45)		

Friday September 22 - 2006 - 14:00

Professional standards and the universities (J.M. Vande Walle)

14:00	John D. Graham	Standardisation for translators - a new aspect (Eng)
14:30	Marcel Thelen	The new European standards on translation services and translation quality assessment: their place and role in a professionally oriented course (Eng)

Friday September 22 - 2006 - 14:00				
Skills. Acquiring the skills				
Session 1a (L. Brunette)			Session 2a (R.M. Spittal)	
15:00	PACTE (Fre)	An empirical research on competence in translating	Avanti E. Calvo (Eng)	Employability from the students' perspective: an insight on job expectations among Spanish Translation and Interpreting students
15:25	Kuznik Anna (Fre)	Professional profiles – a survey	Skibińska, Elżbieta (Fre)	Insertion professionnelle des diplômés en études françaises–filière traduction
16:50	Hurtado Amparo	Curricular planning in translation	Lü Shisheng (Eng)	Trends in Translator Employment Market in China and Training Mode Selection
16:15	Pause café			
Session 1b (Y. Gambier)			Session 2b (E. Rees)	
16:30	Ladmiral, Jean-René (Fre)	Should we theory to future professional translators?	George HO (Eng)	T-training: admission criteria, training, employability, market and income
16:55	Oleksadr Cherednychenko (Fre)	The translator's professional skills at level 5	Indrek Koff (Fre)	Answering the challenges of diversity in student populations and markets – the University of Tallinn's answer
17:20	Michel Décombe (Fre)	Integrating professional projects – French-German cooperation	Awang Rokia (Eng)	Translator Training in Malaysia
17:45	Avanti (Eng)	The role of student mobility in university translation programmes	Angela Soltan (Fre)	Training translators in the context of the Moldovan Republic: going local or regional?
18:10	Bueno García, Antonio (Fre)	New tools for the teaching of translation: the QUEST system		A curricular models

19:00 Reception at Rennes Métropole by the Mayor of Rennes at « Champs Libres » (cf. invitation)

Saturday, September 23, 2006 – 9:00

Accreditation (Yves Gambier)

9:00	Alan K. Melby (Fre)	The need for accreditation of translator certification programs (ISO 17024) (Eng)
9:30	Claudia V. Angelelli	Bridging Assessment, Second Language Acquisition, and Translation Theory on the road to certification and accreditation: the American Translators Association model (Eng)
10:	Chris Durban (Fre)	What national and international associations can do (Fre/Eng)
10:30	CIUTI -M. Forsner H. Lee-Janhke	Contribute to the development of research in translation and interpretation and to the continued development of the training of professional translators and interpreters across the world (Fre/Eng)
11:00	Coffee break/ Presentation of SIMILIS	

The answers (1) (Elisabeth Lavault-Olléon)

11:10	Dorothy Kelly (Eng)	Reflections on current practices in university translation programme evaluation and accreditation (Eng)
11:40	Round table 1 : What skills, to what purpose? (Fre/Eng)	

The answers (2) (D. Gouadec)

12:20	Round table 2: Can we really do something about accreditation? (Fre/Eng)	
Summary (Fre/Eng)		
13:15 – Buffet lunch (cf. invitation)		

***Qualifying translators :
the role and responsibilities of Higher Education***

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Translator Training in Malaysia

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Abstract

Educational and language policies implemented by the government have directly or indirectly influenced the trend of translation activities in Malaysia. In addition to the educational factor, economic development and globalisation have also influenced translation activities in the country. Besides translations of academic texts, there has also been a need for translations of information materials and other text types particularly in meeting the requirements of the economic sectors. The demand for more and better qualified personnel in the translation industry has resulted in the introduction of various translation training programmes from short and intensive courses conducted by translation bodies to university-level programmes offered by the higher academic institutions. This paper reviews the translator training scenario in the country and discusses pertinent issues such as the need for professionally-oriented translation programmes, the suitability of current training programmes and the feasibility of offering other language pairs (besides the English-Malay/Malay-English pairs), in fulfilling the expectations of various sectors.

1. Introduction

When Malaysia achieved its Independence on 31st August 1957, Article 152 of the Federal Constitution formally recognises the Malay Language (Bahasa Melayu or BM) as the national and official language, replacing English, that was the official language during the British Administration. The provision sets as a basis for a series of change in the language policy of Malaysia, the most significant of which is in the Education system. Following the Razak Report 1956 which recommends the adoption of BM as the main medium of instruction in the Malaysian education system, the Education Act 1961 stipulates that the national language (BM) becomes the main medium of instruction in Malay primary and secondary schools. This was followed by the National Language Act 1963 and the Education Act 1996. The Education Act 1996 which repealed the Education Act 1961 has strengthened the use of BM as the medium of instruction in the national education system where it states that:

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The National language shall be the main medium of instruction in all educational institutions in the National Education System except in national-type schools established under section 28 or any other educational institutions exempted by the Minister from this section, (Education Act 1996, Sec. 17).

2. The Education Factor

The enactment of BM as a medium of instruction in the Malaysian education system has been responsible for influencing the trend of translation activities in Malaysia in general. Translation carried out during the decades before Independence and post-independence in the 1960s, were inclined towards literary and religious materials particularly translation of folk literature and religious books from English and Arabic.

When BM was first used as the medium of instruction in the early 1970s, the policy was greeted with enthusiasm particularly among Malay linguists and nationalists. With the language change, there were other development activities which were initiated and intensified. Education was made available to the people either free or at a nominal cost. More schools were opened and higher education institutions were opened. Education became the foundation for social and economic mobility of the people and the policy of developing human resources to fuel the economic growth of the country had resulted in Malaysia actively pursuing knowledge acquisition and transfer of technology.

As the national language is Malay, the demand for reading materials in Malay in all areas of academia and technology grew. However, the nation was also caught in a less-than-ready situation with respect to the availability of reading and reference materials in the Malay language. Consequently, translation

activities changed towards translation of academic books to meet the shortage of textbooks in Malay which was due to increase in demand in up-to-date knowledge and fields of study. Dewan Bahasa dan Pustaka (DBP), the Malaysian National Language Agency, was entrusted with the responsibility of fulfilling the shortage through original as well as translation works. The demand for such works was particularly acute in the higher education. DBP worked with the newly established universities and other higher education institutions to translate books for higher institutions. However, the result was less than satisfactory as the progress was too slow due to a number of problems such as the high cost of translation, lack of translators, and inconsistent translation quality. When the National University of Malaysia (Universiti Kebangsaan Malaysia) was set up in 1970, the university publication committee listed 200 books to be translated. In 1984, it was estimated that the country required about 2,000 textbooks in the Malay language to accommodate the universities' curricula (Hassan, 1986:55) in which comprised of as many as 8,451 subjects (Azizah, 1986:4). In comparison, the number of titles published by the DBP, the main publisher for higher education reading materials until 31 December 1984 was only 170, then also confined to a number of selected disciplines: namely, anthropology and sociology, biology, chemistry, economics and finance, linguistics and education, geography, history and political science, Islamic Studies, mathematics, medicine, physical sciences, and public administration and law. The problems, nevertheless persist until today and as such the number of translated books published each year is insignificant.

3. The Economic Factor

As stated earlier, education and economic development have provided the impetus that changed the direction of translation activities in Malaysia. Robust economic development for the past 20 years and the advent of globalisation increase the need for more international communication as the country participates in international business, politics, travel, education and other global activities. Multifarious activities in areas as varied as manufacturing, information technology, business management, tourism and the mass media have increased the need for informative material in these areas. Due to its convenient and expeditious method for accessing the ubiquitous knowledge, translation becomes an avenue for knowledge transfer and thus essential for economic development. Consequently, there is an increase in the translation of non-literary text types as compared to the traditional interests of translators in literary works.

4. Translator Training in Malaysia

4.1 Government/government related Institutions/Organisations

a. Malaysian National Institute of Translation (ITNM)

In its effort to meet the needs of the economic sector, the government has responded by establishing the Malaysian National Institute of Translation (Institut Terjemahan Negara Malaysia or ITNM) on 14 September 1993.

According to the ITNM's website, the purpose of its establishment is:

[to] facilitate the creation of a national translation industry. The institute deals with matters relating to translation and interpreting, apart from stimulating efforts to transfer information at all levels, national and international. It is guided by the corporate philosophy of creating a scientific and progressive society, striving to enrich the repository of knowledge and promoting the competitiveness of the nation in regional economics.

(<http://www.itnm.com.my/about.php>)

On its philosophy and commitment, ITNM strives to be a one-stop centre for various translation activities as follows:

- A centre providing translation services for books, documents, information, software and other literature from various languages into Malay and also other languages
- An interpreting centre for local and international clients
- A professional development centre promoting the science, technology and art of translation, interpreting and information exchange in various languages
- A human resource development centre developing and enhancing the skills of translators, editors, interpreters and other language professionals to fulfill the country's needs at national and international levels
- A reference centre establishing standards and quality assurance for multilingual translation, interpreting and information exchange in Malaysia

(<http://www.itnm.com.my/about.php>)

To fulfil these objectives, ITNM has embarked on translating academic books and materials particularly in the technical and economic fields. Despite being in existence for over a decade, ITNM is still besets with similar problems relating to translation activities as had DBP. By the end of 2004, it has only managed to publish around 50 translated books, most of them in the areas of computer and engineering, (Azlinariah, 2005). With the cooperation of the public institutions of higher educations, some 80 books are in the process of translation. ITNM, has since added other types of

books to its translation projects. These include children and adolescent literature series (ITNM, 2006).

Despite its slow progress in publishing translated books and the small volume of translated books published to date, ITNM's performance in other areas such as translator training and interpreting service is better. Its translation courses, either conducted on an intensive or part-time basis, have been in continuous demand since its establishment. It also provides interpreting service for English and other foreign languages. Its pool of interpreters are frequently recruited for local as well as international meetings, conferences and similar such events.

b. Malaysian Translator's Association (PPM)

Although ITNM's establishment has replaced DBP as the government agency dealing with translation, the Malaysian Translator's Association (Persatuan Penterjemah Malaysia or PPM) which is based at DBP, works in tandem with ITNM and other similar agencies in providing translator training for the public as well as government and private organisations. PPM offers a Diploma in Translation programme and provides in-house trainings to external clients. (See Table 1).

Table 1: Translator Training provided by the Malaysian Translator's Association

Type of Training	Languages
Diploma in Translation	Malay, English
In-house Trainings for the following organisations/institutions: 1. Judicial and Legislative Training Institute 2. MARA Training Institute 3. National Bank of Malaysia	Malay, English

4. National Institute of Evaluation 5. Astro (Satellite Television) 6. Department of Technical Education (Ministry of Education)	
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c. Higher Education Institutions

In the public higher education institutions, only Universiti Sains Malaysia offers full undergraduate and postgraduate programmes in translation studies. Universiti Kebangsaan Malaysia has only recently started a Diploma in Translation at the graduate level. At the undergraduate level, it offers guided electives in Translation. Universiti Malaya had in the past offered interpreting courses particularly in Court Interpreting. Other universities only offer translation either as core or elective subjects (See Table 2).

Table 2: Translation in Public Higher Institutions in Malaysia

Name of Institution	Type of Training	Faculty/Centre offering training	Level	Languages
Universiti Sains Malaysia	Bachelor of Art (Translation and Interpretation)	School of Humanities	Undergraduate	Malay English
	Master of Art (Translation Studies)	School of Humanities	Postgraduate mixed- and research mode	Malay English
		Centre for languages and Translation	Postgraduate Research mode	Malay English
Universiti Kebangsaan Malaysia	Guided Electives in Translation	Faculty of Language Studies	Undergraduate	Malay English
	Postgraduate Diploma in Translation	Faculty of Language Studies	Postgraduate	Malay English
Universiti Malaya	Elective Courses	Faculty of Languages and Linguistics	Undergraduate & Postgraduate	Malay English Mandarin Tamil

				Japanese Arabic French Italian German Spanish
Universiti institut Teknologi MARA	Elective Courses	Academy of Language Studies	Undergraduate	Malay English
International Islamic University Malaysia	Core Courses	Kulliyah of Islamic Revealed Knowledge & Human Sciences	Undergraduate	English Arabic

In the private higher institutions, to the knowledge of the writer, Han Jiang College in Penang is the only institution offering translation as a core course in its Diploma in Communication programme.

5. The Issues

From the above, it is obvious that there are several pertinent issues that need to be addressed before translation is able to satisfactorily meet the demand of the economic sectors. As can be seen above, only Universiti Sains Malaysia (USM) has a full programme in Translation Studies, i.e., Bachelor of Arts (Hons) in Translation and Interpretation. Other universities only offer translation as elective subjects or a core subject under particular programmes that they run. Most of the courses are offered as 3 or 4 unit courses and are introductory in nature. For example, The International Islamic Universiti Malaysia offers *Introduction to Translation* as a core course under the Human Sciences undergraduate programmes. The Academy of Language Studies, Universiti institut Teknologi MARA offers three translation courses which cater specifically to particular programmes such as Mass Communication and Law.

Students who enrol in the General Translation Course offered by ITNM and also the Diploma in Translation course conducted by PPM meet for 60 contact hours and are exposed to subjects such as principles and methods of translation, register and terminology, and translation of various texts. The in-house trainings conducted by PPM in various institutions range from a day to a week programmes with course contents that are tailored to the needs of the particular organisations although the basic contents are basically similar to the contents of PPM's own course. To date, both ITNM and PPM have yet to offer courses in interpreting although ITNM has listed interpreting as part of the courses in its training programme.

It is my opinion that Malaysia needs more full translation training programmes to meet the demands of the social, educational and economic needs of the country. The contents of short courses are too basic and limited in scope to cater to the vast and varied aspects of the relevant sectors, i.e., clients. Training of interpreters in particular, is a challenging area that needs to be tackled in a professional way and with adequate time given to the programme. Even though USM offers a full programme, there is a general feeling among its trainers their three year programme does not provide enough time for the students to gain all the knowledge, skills and maturity that they require to be competent and highly professional translators.

With regard to language pair, most of the translation training programmes offered by the local universities or by ITNM and PPM, concentrate mainly on the English-Malay language pair. Only two universities offer other languages

pairs - the International Islamic University and the University of Malaya. The International Islamic University whose medium of instruction is English and Arabic offers its translation course in the English-Arabic pair. The University of Malaya offers a Bachelor of Languages and Linguistics in nine languages (English, Chinese, Tamil, Japanese, Arabic, French, Italian, German and Spanish) and as such students who major in these languages include their language of study as one of the languages in the language pair.

As Malaysia embraces globalization, there is more demand for languages other than English and Malay, particularly from the economic sector. Malaysia has increased business relationships with multinational companies from outside the English or Malay speaking world. Malaysia's two major trading partners are the USA and Singapore but other leading partners include Japan, China, Hong Kong, Thailand, Taiwan, South Korea and Germany (2004 figure) (<http://www.infoplease.com/ipa/A0107751.html>). In 2005, Malaysia increased its trade with other countries such as Finland, Turkey, South Africa, Ireland, Egypt, Sudan and Ukraine, The Russian Federation and Luxembourg.

Tourism is now Malaysia's second-largest foreign exchange earner and is expected to increase next year as 2007 has been designated 'Visit Malaysia Year.' The government has set aside a total of 400 million ringgit to promote tourism in 2007. The target is for 20.1 million tourists, particularly from the Middle East and the Far East. Translation and interpreting will undoubtedly play a big role in the exercise. Starting August 2006, as part of the campaign, some 40 students from two local universities who are fluent in Arabic and

Mandarin have been placed at the Kuala Lumpur International Airport, the main gateway into the country to help the expected visitors.

This scenario augurs well for the translation/interpreting profession. How well do translation graduates and other trainees cope with the multilingual demands of the economic sector is hard to gauge because at present, there is no published study on the problem. There are, however, complaints from employers that graduates, irrespective of their field of study, has problem in communicating in English, the main language used in the private sector. USM also gets feedbacks from its translation graduates who, among others, complained that they could not find jobs in translation/interpreting per se and thus are forced to accept positions in other language-related jobs or in a completely different area which has nothing to do with translation, interpreting or languages. It is the opinion of the writer that should the graduates have proficiency in other foreign languages they would be better able to exploit the particular sectors' need for speakers of other languages besides English, Malay or Mandarin.

There are also other problems which can explain why there are few good translation jobs. As in many other countries, translation is not a profession that is well-recognised or has a high commercial value. Until the current academic year, USM has problems in recruiting students who apply for its Bachelor of Translation and Interpretation programme. In the past, a significant number of students joined the programme because they failed to get into other programmes of study of their choice. Some of these students were pleasantly surprised to discover the richness of the programme and capitalised on it by

doing well. They used the opportunity to develop their potentials and managed to get work, particularly in sales, in multinational companies. Those who took Japanese as a minor particularly are very marketable and highly in demand. Other students just wanted to get through the programme so that they could find jobs in other fields.

Lack of awareness and recognition of the nature of translation is also a challenge to translation trainees and graduates. Many employers have low regards for translation and many think that it is not worth paying their staff a high salary for a job which they think is not that hard to do. Thus, employers prefer to employ non-graduates such as school leavers to do their translation. This leads to the issue of quality as the quality of translation produced by these employees who do not have training in translation, leaves much to be desired. The examples of such work can be easily seen in the howlers and bloomers in film subtitles, in particular. The problem of quality is not limited to the private sectors as the government too has not given translation its due recognition. This is perfectly illustrated in the position of court interpreters. Although court interpreting is a challenging job that requires special skills and training, the position of an interpreter in the Malaysian courts is similar to that of a clerk whose qualification is only the Sijil Pelajaran Malaysia (equivalent to the GCSE level in the British education system). Compounding the problem is the issue of accreditation. Currently, there is no accreditation institution/agency to ensure the standard of translation in the country.

6. Meeting the Challenge: Translator Training at Universiti Sains Malaysia

In conclusion, I would like to touch on the translation programme at USM and its strategy in meeting the challenges of the economic sector Industry. The BA (Hons) in Translation and Interpretation or better known by its acronym BATI was established in 1992 as a major programme by the Centre for Languages and Translation. In 1998, it was transferred to the School of Humanities and placed with the Malay Language Section of the school. As a result of this 'merger', the Malay Language, Translation and Interpretation section was born.

Under the three-year programme, BATI students are required to complete a total of 100 units in order to graduate. (Initially the course was offered as a 120 unit programme). A total of 64 units are in major courses where emphasis is given to four main areas of training, i.e.: translation, interpreting, language skills and IT knowledge (See Table 3).

Table 3: Core courses offered by BATI, USM

Core Courses	Unit
Introduction to the Theory and Practice of Translation	4
Translation Methods	4
Sociolinguistics and Translation	3
Language, Law and Translation (I & II)	6
Computer-aided Translation: Theory and Strategy	4
Translation Project	4
Producing & Editing of Translation	3
Spontaneous Interpretation	3
Consecutive Interpretation of Technical & Non-Technical Text	4
Simultaneous Interpretation of Technical & Non-Technical Text	4
Contemporary English Grammar	4
Malay and English Grammar & Editing Strategy	3

Lexicology & Terminology	3
Syntax & Semantics for Translation	4
English for Interpretation / English for Translation	2
English Pronunciation Skills	2
Spoken English	2
Concept and Skills in Information Technology	2
Multimedia, Internet & Networking	4

The underlying philosophy behind the choice of the core courses is that the students would not only need core skills in translation, interpreting and languages but also additional skills in IT to prepare them for employment. The rest of the courses are minor courses, electives, co-curriculum courses and university courses. Students are encouraged to minor in any programmes offered by other sections in the School of Humanities or other Schools. However as the language pair used by the programme concentrates on English-Malay, students are strongly encouraged to minor in Foreign Languages (Japanese, Mandarin or Arabic) to ensure that they have a slight advantage over other graduates in the job market later. Students who do not minor in any of the foreign languages are encouraged to take option courses in any of the foreign languages, such as French, German, Spanish, Japanese, Arabic, Korean and Thai.

The undergraduate translation and interpretation programme is now complemented by a Master in Translation (mixed-mode) programme in 2004. The programme is offered on full- or part-time basis and students have to take

five 4-unit courses and complete a 20 unit dissertation or translation and commentary project. (See Table 4).

Table 4: Courses offered under the Master in Translation at USM

Course	Unit
Advanced Theories of Translation	4
Advanced Principles & Methods of Translation	4
Graduate Seminar - Issues in Translation	4
Translation as a Profession	4
Literary Texts and Translation / Scientific and Technical Texts and Translation	4
Dissertation/Translation & Commentary	20

The section is also encouraging its faculty to concentrate on other language pairs. Currently two of its staff are doing their PhD in Spain and France. It is hoped that this will start the ball rolling for more varieties of language pairs in the programme. At the same time, the section is also monitoring the recruitment of future faculty members, where preferences will be for those who will be able to teach other languages such as Arabic and Japanese.

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