Towards a Professional Approach in Teaching Specialized Language Translation

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Abstract:

We are living in the era of globalization and technology which requires from the professional translator to pursue his training and reinforce his dynamism and creativity. He has to face increased competition, in the labor market, from language experts taking as the starting point the idea that the learner-translator is bound to handle the translation process and management alike. Our study aims at identifying the approach of teaching the specialized language and those related new professions including: the documentalist, the reviser, the translator-localizer, the engineer translator and the copywriter which we think should be integrated into the learner-translator training process. Our approach is purely professional seeking to shed light on professions and occupations in the domain of translation which the phenomenon of globalization and the vocational modernization impose since the majority of specialists are not aware of these trades barely integrated in the training programme of the learner translator.

Keywords: Specialized translation; translation professions; learner-translator; documentalist; localization ; reviser; copywriter.

المستخلص:

تتطلب العولمة والتقدم التكنولوجي مترجمين محترفين ما يستلزم تكثيف تدريبهم من أجل الحفاظ على ديناميكيتهم وإبداعهم. يواجه المترجم في سوق العمل منافسة متنامية من طرف المتخصصين في اللغة ـ آخذًا كنقطة انطلاق فكرة أن المتعلم ـ المترجم يجب ألا يتقن عملية الترجمة نفسها فحسب، بل يجب أن يتم تدريبه أيضًا على إدارة نشاط الترجمة بكل ما يستلزمه. من خلال هذه الدراسة، نقترح تصورا لتحديد النهج الذي يجب إتباعه عند تدريس لغة التخصص، وكذلك المهن الجديدة المرتبطة بها والتي يجب، حسب تصورنا، دمجها في تدريب المترجم المتعلم، ضمن المهن الأخرى: المُوثق- المُراجع - المترجم أو المهندس - المترجم أو مؤلف الإعلانات. الغرض من دراستنا هو جزء من عملية ومنهج احترافي بحث يهدف إلى لفت الانتباه إلى مهن الترجمة التي تفرضها ظاهرة العولمة والتحديث المهني والتي لا

تزال غير معروفة من قبل غالبية المختصين في هذا المجال والذين لا يزالون حتى الآن ينأون عن الاندماج في الدورة التدريبية للمترجم المتعلم.
الكلمات المفتاحية: الترجمة المتخصصة؛ الترجمة؛ المتعلم؛ المترجم؛ التوثيق؛ التعريب؛ المراجع؛ المؤلف.

1- Introduction:

In the advent of globalization, new translation professions have emerged taking into account bilingualism and multilingualism which represent the features of individuals as well as supports and tools helping to ensure the success of the globalised information society. For media integration and information mastery provided in all languages, the translator has earned reputation and became a major actor within international institutions and organizations. The success of internet, new information and communication technologies should enhance the translator key role and his scope of intervention. Translation will be integrated in all communication system with the active participation of the translator who should call for ethical and professional conduct so as to preserve his legitimacy and edibility.

The profession of translation requires a high mastery of languages including mainly the perfect handling of the mother tongue and a broaden knowledge in myriad domains. Indeed, the translator needs to act in the frame of a wide range of subjects by using his high intellectual agility to enhance his knowledge in one or different disciplines. Meanwhile, the area of expertise for the translator is translation rather than technology for he is bound to use his proficiency in documentary techniques to look for information. Furthermore, he will use all kinds of software tools for a quick and better delivery of the translation.

Hence, the learners-translators training is relevant in specialized translation taking into consideration the market demand and those related professions.

To do so, the training of the would-be professional translator is meant for a didactic objective.

The main concern of specialized translation is the specialized (Bowker & Jennifer, 2003) language resulting from the specialists needs to communicate in a clear and a concise manner; it is a means of communication of individuals working in the same domain since they elaborate the specialized language to be used for professional practice. (Gouadec, 2009, p. 32)

It is borrowed by the translator to be utilized during the translation activity to produce a similar text that could be written by a specialist in the frame of a specialized translation.

This highlights the importance of the specialized language learning strengthening in the training programme of the learner-translator to enhance his mastery of the technical and scientific translation in order to reach the didactic objectives of the technical translation.

During the past few years, the number of scientific and technical publications has highly increased resulting in the necessity for the researchers, scientists and technicians from different fields to acquaint themselves with the content of these publications.

This need for knowledge requires a specialized translation providing for professionals in all domains highly-specialized texts. In this context, specialized languages also named "sectoral languages" or defined as "Micro-languages" by linguists emerged and became the main interest of teaching-pedagogy in translation and the learning process following the learner-translator needs within diverse sectors especially within the translation market needs.

These requirements created new professions in the frame of technical translation which we will also discuss in this study.

2- Towards a definition of the specialized language:

Anne-Marie Loffler-Laurian described the specialized language as: "We define the scientific language as a set of written texts and oral productions with a scientific content related to research, development and dissemination of

knowledge about nature as well as mineral, plant and human worlds." (Loffler, 1983, p. 51)

Moreover, the type of language and register should change whether meant to specialists or a wider audience.

The specialized language which is related to a specific communication situation represents the speaker, the receiver and remains the message channel. Those characteristics are critical for the learner-translator so as to reproduce a text with a similar context.

Considering the didactical aspect of the specialized translation, it is vital to be aware of the language specificities adopted within each scientific community, in other words, it is essential not to only acquire linguistic competence but a contextual communicative competence so as to identify the kind of writing will fit the audience and the written text.

In this context, Monique Cormier pointed that: the specialized discourse typology according to the target audience might be the starting point of the technical translation teaching… since it enables to define the challenges within an ascending progression." (Cormier, 1990, pp. 184, 185)

Once the typology of the text to be translated is defined, the learner-translator should learn how to arrange and rephrase the discourse following the receiver's knowledge; he is bound to intervene, keeping the same meaning, on the language structure by using the specific terminology of the subject area well-known to the targeted audience. Hence, he should reproduce a coherent structure and a highly technical text. (Khudaybergenova, 2021)

3- The process of the specialized translation: (Byrne, 2014, p. 125)

As the comprehension issue constitutes one of the main challenges in technical translation and in order to reach a level of comprehension and assimilation of the text to be translated, a well defined process should be respected which will enable to decipher the algorithm of the technical translation.

3-1. The analysis stage: this stage comprises four steps:

- Reading: For a clear understanding by giving an overview of the text to be translated and indicating the key words for the accurate terms to be chosen.
- Context: defining the context enables the translator to decide on the semantic plan he should rely on during the translation activity.
- Language level: in order to define the jargon he should use, the translator must know different language registers including technical, scientific, academic or simplified registers.
- Documentation: in this phase, the translator should know how to choose the kind of documentation he will rely on during the translation.

3-2. The comprehension stage: the comprehension issue by defining the following:

- Level of difficulty: to be identified along the reading to know whether the translator possesses the adequate linguistic tools, competence and documentation in order to translate.
- Type of difficulty: underlining difficult terms and extracts to be translated in order to utilize the appropriate documentation.
- Expert advice: consulting an expert if some terms remain beyond the translator comprehension.
- Responses processing: defining the translation techniques to be adopted after the process of the responses given by the expert.

3-3. The translation stage: the translator, in this stage, gets the whole meaning of the text and possesses the adequate tools to rely on; he proceeds to the translation by giving the equivalent technical terminology to respect the entire meaning of the original text.

3-4. The revising stage: it deals with the content rather than the form, accuracy and precision come before aesthetics and this

regard, a technical translation should be edited by a specialist in the domain.

The technical translation is for informational purposes and should carry a clear message. (Horguelin, 1966, p. 25)

4- Professional training and the market demand:

Training in specialized translation, from professional and practical perspectives, is a challenging task as several factors have to be taken into consideration mainly the market demand; it would be useless to train would-be translators in areas not needed or barely required in the market and offering no great opportunities.

Training should not be constrained to few domains in order to help the translator integrating the labour market without the risk of applying for positions not related to his profile as a translator. To do so, the learner-translator should acquire a technical as well a scientific knowledge which would offer the specialized translator a wide and flexible potential areas to exploit.

Indeed, the traditional translation approach does not expect from the translator to become a walking encyclopedia but the specialized translation requires from the translator to be able to translate a wide range of specialized texts in diverse technical and scientific domains. In this context, the translator- regardless of his initial training- is used to different texts typologies so as to deal with all kinds of professional situations and challenges.

Documentary research takes a major part of learner – translator 's university courses, whatever the learner's specialty, this essential tool contributes for a better understanding and rendering of the text by enriching and strengthening the learner's vocabulary. Documentation plays a vital role in the technical-translator's professional life as he is able to face and overcome myriad and unexpected challenges.

The specialized translator may use several documentation tools mainly:

1. Written documentation: including glossaries, dictionaries, encyclopedias, books and publications.
2. Experts and specialists: in the frame of specialized translation, translators and experts have to cooperate in order to transpose the original meaning as effectively as possible in the translation.
3. Translation files: since time plays an important factor in translation, the technical translator should identify the documentation sources swiftly by using the appropriate translation files. These files are constituted of predetermined glossaries, books, journals, bibliographical references and terminology lists inherent to each area or field.

Translating a specialized text neither involves a mere rendering of technical terms in a general language, nor finding the notions and the terms that are referred to, the translator has to produce a coherent text that reflects the domain specificities. (Rouleau, 1995, p. 18)

In order to render a specialized text, the translator should embody the specialist's thinking, be aware of the domain specificities and know the technical languages characteristics and purposes as the major challenge lays in his mental agility to vehicle the original meaning in a coherent and a well-structured text.

News translation trades have emerged to offer the translator the opportunity to exploit his multidisciplinary competence and knowledge related to language, culture, communication and technology.

5- Translation professions:

Diversity in the specialized translation domains created new professions which we think should be integrated in the learner-translator training process.

These trades require from the professional translator to use his interdisciplinary competence through language, cultural, communicative and terminological skills.

Localizer: is the first innovative profession which requires these skills, according to Gouadec, D. (Gouadec, 2009, p. 36; Guidère, 2010, p. 55)

It refers to the global translation and adaptation of products and services according to a locus (area, region, country, continent).

1. Engineer-translator: this profession also related to specialized and technical translation, the translator should undergo a consolidated and a rich technical training to respond the technical translation needs. The translator should be versatile and efficient in computing to process the language data using the adequate translation software and multimedia tools.

2. Terminologist: Terminology management includes compiling, storing, editing, and presenting terminology. The terminologist ensures term banks or electronic dictionaries, his task is to identify terms, clarify definitions, find equivalents and manage vocabulary.

3. Writer: the translator is in charge of writing, on his own, and rendering the original documents into the target language.

4. Documentalist: he has to find and manage relevant piece of information; documentation may be in the form of translation database, E-books and all kind of online documents related to the translation.

5. Reviser: the translator has to revise translations, adaptations, documents, books, handbooks, videogames, software, web sites, subtitling and dubbing from one language into another by rendering the same form and meaning, this profession requires high writing skills and the mastery of terminology and computer-assisted translation tools.

6. Translator-linguist: actual language specialist whose task is to analyze and study translations, languages, phonetics semantics and discourse.

7. Translator-mediator: he has to manage intercultural communication and act as a mediator when transposing diverse interest and opinions dialogues during humanitarian missions, military operations and armed conflicts.

8. Copywriter: he elaborates texts by defining the adequate terms which would express the exact original ideas; he is in charge of conceptualizing commercials, promotion campaigns and press releases by taking into consideration the target audience and transposing the appropriate words to achieve the text objective.

6- The contribution of the professional training in university programmes:

Some streams of studies in traductology do not take into consideration the translator professional needs and tend to overestimate the theoretical aspects of the discipline. The so called scientificity advocating that translation cannot be acquired through practice is irrelevant even if it is claimed to get the discerning reader's approval.

Academics institutions promising to provide "professionalizing" training instead of professional training available in LEA, should take into consideration the market targeted by students and adapt the training in this regard.

Taking into consideration some conditions occupational practice does imply any compliance with market players as it is – actually- the result of evasive commitment taken towards students.

To make it clear, only few teachers deal with essential issues in the domain including: business financing, customer acquisition, prices fixing, procedures for recovering unpaid work and alike. We believe that these deficiencies raise a serious problem of professional ethics.

The sustainability of teaching depends on the professional integration of our students even though our mission consists only of preparing them to the world of work. (Byrne, 2014, p. 125)

7- Conclusion:

In the scope of didactics related to specialized translation, the academic programmers' should be dedicated to the professional training of the learner-translator and the new translation trades required in the market.

During their academic training and courses, the learners should be aware that their main concern is to fulfill the objective of the initial text and render the accurate information contained in specialized text.

The training curriculum should be based and elaborated according to the study of the market demand and the opportunities provided by the domain.

Specialized translation implies the cooperation and the coordination between the translator and the technician, this profession calls for intellectual curiosity and a methodical mind eager for accuracy and precision.

The learner-translator should get used to documentary research in order to deal with diverse lexical and terminological challenges.

The professional translator undergoes a continual training, he will have to face endless challenges, acquire new knowledge and keep himself updated with new information so as to broaden his technical and linguistic savoir-faire.

To sum up, the translator is a specialist who intervenes on the information extracted from source language, unlike people who handle foreign languages, he combines his intercultural and translation skills and he masters documentary research techniques in several languages as well. His decision-making strategies and abilities gained through his contact with foreigners prove to be worthy as he is considered as a real specialist in the domain (GUIDÈRE, 2007, pp. 44, 62). Thanks to his multilingual skills, the translator regains the privileged status of

adviser. Like his predecessors during the "drogmans" era (Levant's interpreters), the translator's major task was not simply translate only but to enlighten the rulers with his opinions to contribute in decision– making. In this regard, the translator– nowadays- is likely to regain this power and this status lost over the last centuries. (Lethuillier, 2003, pp. 4-11)

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