The Use of Technology in Academic Translator Training in the Restructuring Process of Higher Education

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ABSTRACT

As the present age is communication age, the function of translation in this environment is gradually increasing. As a consequence of the developments occurring in the present century, it seems inevitable that translation be performed by means of today's technological/electronic tools and resources. Accordingly, technological tools have taken their place in translation education as well. The most important reason of this is the expansion of translation fields and the increase in what is expected from the translator. In this framework, the translator is expected to use computer assisted translation tools, to create translation memory, to access information and use resources. In this article, it has been focused on how and for what purposes technological/electronic tools and resources such as computers and computer hardware will be included in translation education within the context of Bologna process for the purposes of gaining these skills and meeting the expectations. In this regard, how the Bologna process is reflected in translation education will also be examined carefully. Translation occupational standards and specifically the use of information technologies have been discussed within the framework of the projected revisions in Bologna process. Besides, the approaches towards the academic translation education have been examined within the scope of this process. In addition to this, parametres necessary for the future of translation education have been determined and some conclusions have been reached for future studies to be carried out in translation.

Keywords:	*Bologna Process, Translation Occupational Standards, Academic Translation Education, Computer Assisted Translation*

INTRODUCTION

The establishment of the departments giving academic translation education dates to early 80's. The increase over time in the number of the departments giving translation education brought various approaches in this field. Among those approaches, the most common one is the view that market expectations should be kept in mind while creating programs. However, it is not possible to train students as ready staff for the market in a 4-year education[1].

As a result of the developments taking place in the present century, the restructuring of higher education has become a current issue. In 1999, the first steps were taken in this direction. How did/will the revisions realized/to be realized in line with the objectives of the Bologna process and be reflected in academic translation education? How did/will these revisions affect the academic translation education? In this study, these questions will be answered by focusing on the use of technology in translation education. Accordingly, the approaches towards academic translation

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[1] c.f. Eruz 2004:158

education will be examined. In addition to this, the Bologna process and occupational standards of translation in parallel with it will be examined; current parameters will be determined and conclusions will be drawn about the inclination of translation education. The aim of this study is not to make characteristic determinations and providing a closing remark to the discussions but to bring questions about the objectives of translation education and to ensure that they are being reconsidered according to the changing conditions.

The Use of Technology in Translation

It is known that the translation activity is not just a simple transfer occurring between the languages. The need for translation, which increases each day in every field started to require better quality the translators performance during the translation activityBesides the existing fields, new fields started to emerge with the recent developments in translation and related fields. What needs to be questioned at this point is how the use of technology is involved in education programs. Examining the use of technology in translation will be providing answers to these questions.

Various developments that took place in the 20th century were also reflected in science and technology as well as in social life. These developments affected international relations and increased the need for translation. Computer -aided translation became a current issue in translation field with the invention of computer in 1950's. In his article titled "Foundation of Computer Assisted Translation Activity", İlyas Öztürk explains the developments in "mechanical translation" as follows:

> The period when works in this subject intensifies is 1950's and 1960's. As the progress and success in these years were limited, satisfactory translations were not achieved. The works that started in 1950's continues powerfully and as a result of them, significant achievements have been made today. Fully automatic translations have not been reached with these accomplishments and human translation should undoubtedly be put into use. While on one hand works on scientific methods are carried out in order to create better and more accurate translations, on the other hand new theories and views come on the scene." [2]

The expansion of the working field of translators has brought with it various expectations such as technology use. Translators as experts are expected to improve themselves and to cope with the needs of the current conditions in order to meet the demands. This is also reflected in education. Developments taking place in our century increased the responsibilities of the institutions giving translation education and forced them to change their objectives and introduce innovations.

> "It is surely important to learn how to use technical tools, such as computers. Computers are important tools for both creating texts and correcting them rapidly, and prepare the list of literature and databanks. Today we can say that there is no field left operating without using computers."[3]

Margret Amman emphasizes that technical tools are used widespread in every field. As a consequence of the developments taking place in our age and especially in parallel with the prevalence of technology, the use of technology has taken its place in translation activity as well. We noted above that the most important reason of it has been the increase in what is expected from the translators due to the same developments.
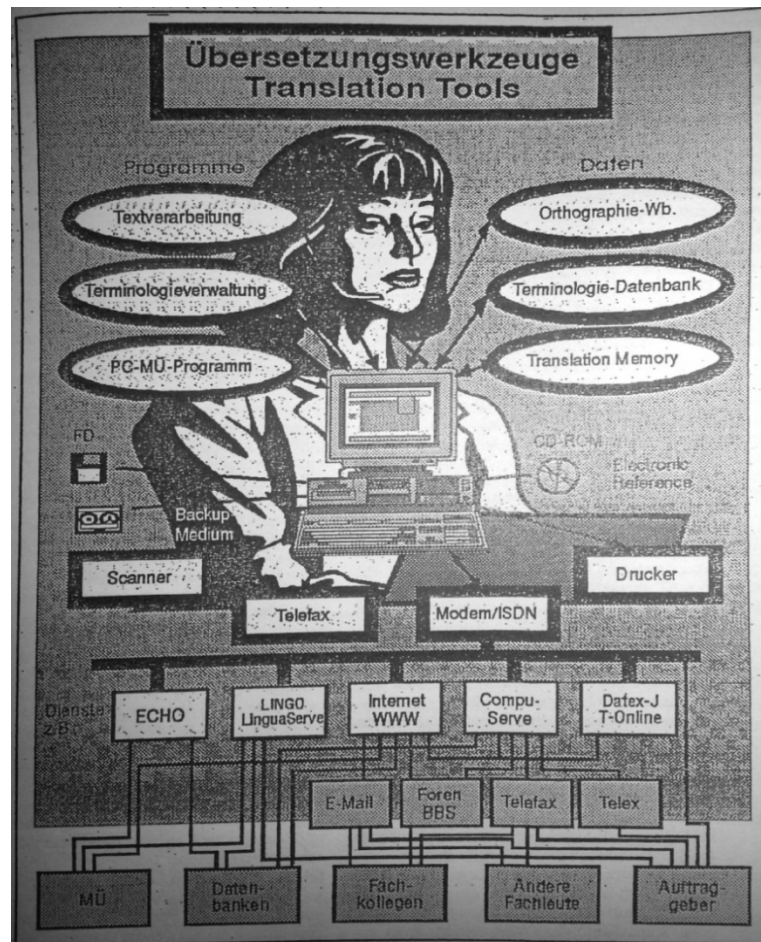
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[2] Öztürk

[3] Eruz 2004:24

Figure 1: Tools that the translators benefit from[4]

According to Peter A. Schmitt, the above figure is important in that it clarifies the sources that the translators benefit from in technology use. By making good use of this figure it is possible to say that technology from a translation point of view shows its face in three ways. The tools and devices used by the translators (for instance, computers, printers, scanners etc.), translation material (for example website localizations) and the tools and resources the translators benefit from in translation process (online dictionaries, translation programs, memories etc.) are important in this process.

As the fields expand accordingly, what is expected from the translators has also increased in this framework. While translation demands increase in such fields as technical text autorship, localizations of computer software, website translations etc, the translators are expected to perform computer-assisted translations, to use translation programs and translation memories etc.

In her book Susanne Hagemann "Translationswissenschaft und der Bologna-Prozess: BA/MA-Studiengange fur Ubersetzen und Dolmetschen im internationalen Vergleich" tells the developments and transformations about translation education andexplains the changes as follows:

> "The tools and the equipment of the translators are not any more just paper, pencil, typewriter and printed sources, but computer, internet and all the opportunities it provides."[5]

The vastness of the opportunities quoted by Hagemann is known by everyone. For the translator, it means to know how to utilize increasing opportunities with an ever advancing technology. Since the working area of the translator is the market, then the expectations of that market are too important to be underestimated. The importance of translation education should be stressed at this very point. In order to answer such questions as "What is the situation of the institutions that give translation education?", "What sort of an endeavour do the candidate translators need to show and who are able to follow the progressing technology and who are able to know how to

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[4] Peter A. Schmitt(1998) "Technische Arbeitsmittel" in Handbuch derTranslation"

[5] Hagemann, 2004:10

profit from that technology ?" and "Do the education institutions train ready personnel for the market within this sense?" In order to answer these questions it is essential to examine the Bologna process and translation occupational standards closely.

Bologna Process And Translation Occupational Standards

The effects of technological and scientific developments are deeply felt in translation activity when it is compared to various different fields. Bologna process is one of the most visible indications of this effect. It is the restructuring process of Higher Education System implemented by the member states. All the actions performed by professional competency board do have an utmost importance in this restructuring process.

In regard to shareholders, all the attempts related to the restructuring of higher education system have been conducted in Bologna process where Turkey along with many countries have also been a part of this process. The reasons of this need and its relation with the market that are explained in the booklet of Bologna process are as follows:

"Economic, social, cultural, political, scientific and technological developments taking place in the present century make it necessary for the higher education to be restructured. As the demand for higher education increases in information societies, it requires the higher education systems to develop accountable and transparent processes. New technologies make it possible to use new materials in education and research fields and increase the importance of flexible learning ways and life-long learning. In addition, the importance of the relationship between the higher education institutions and business world increases along with the increasing demand for the higher education in globalizing economies."[6]

Bologna process formally began with the Bologna Declaration signed in 1999. The studies carried out within the framework of this process, have ensured and consisted of two-stage degree system consisting of higher education undergraduate and post-graduate with a European Credit Transfer System (ECTS) provided the mobility of students and instructors. It is aimed to develop the quality assurance and European dimension in higher education system.

Within the framework of these objectives, shareholders of the professions have taken their position in the program improvement stepsfor higher education. External shareholders, graduates, representatives of employers and professional chambers and an advisory committee were also involved in this process. The contributions of all the shareholders revealed the importance of relationship between academy and market. If it is interpreted in terms of translation education, then the shareholders, graduates, translation business enterprises become the objective group. In this regard, it is essential to take into consideration and involve all the related shareholders in the restructuring process of translation education.

In the light of all these datas, firstly the expectations of the market needs to be determined in order to interpret the reflections of Bologna process in translation education. Benefiting from not only the studies "Professional Competency Board", which is specifically acting as a decision body in the restructuring process of higher educationbut also the translation occupational standards will make it possible for us to progress over concrete determinations.

Professional competency board "determine the essentials of national competencies in technical and occupational fields, and conduct activities related to inspection, assessment and evaluation, documentation and certification"[7]. It is also mentioned in the explanations of Bologna Process that the studies conducted by the board should be taken into consideration in the structuring process of higher education;

"Determining the professional competencies is among the main tasks of PCB. Professional competencies are essential in terms of forming educational programs in line with the requirements of

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[6] "Restructuring in Higher Education: Applications of Bologna Process in 66 Questions", http://bologna.yok.gov.tr/?page=yazi&c=0&i=129 , 2010:2

[7] These information has been taken from the formal website of Professional competency board http://www.myk.gov.tr/index.php/tr/hakkimizda/genel-olarak

business market and determining the skills of the individuals to perform the profession. "[8]

Occupational standards directly contribute to the translation education. Occupational standards have been defined by a group of professionals whom have taken the views and perceptions of the related shareholders. . These shareholders are as follows;

Ministry of European Union Translation Coordination Directorate, Turkish Translator's Association, Conference Interpreters Association of Turkey, Association of Translation Enterprises, Republic of Turkey Ministry of Foreign Affairs, Translation Enterprises, Translator Associations and Universities. Since the determination process of the translational professional standards studies are still ongoing, the information that has been analysed within the framework of our study has been taken from the existing draft.

Technology use in the translation profession has been particularly included in the examined draft. Among the tasks of the translator which are defined inseven categories, do have relations with technological tools;:

- He/she eliminates Translation Memory repeated entries

- He/she performs updates and improvements in an effort to keep the memory clean according to terminological changes and content similarities

- He/she makes possible the width of translation memory usage area relating to the operations of import and export

- He/she checks the appropriateness of the cabin and voice hardware of the environment where simultaneous translation will be performed according to the standards

- He/she checks the functionality of the technical hardware and software by means of which he/she will perform written translation and renders them suitable for use

- He/she translates the content of the speaker simultaneously with the help of technical equipment

- He/she follows the professional and sectoral developments through relevant sources and reflects them in his/her works.[9]

When we have a look at these tasks, we see that the area of responsibility for the translator is not only limited with the translation product. The translator is expected to have a command of the tools he/she uses and benefits from, and checks and updates them continually. Considering the technological tools used by the translator in the working environment, the importance of technology in the translation profession is revealed. The first thing that comes to mind when talking about technology is the use of computer . Text creating programs, skills of creating terminology, mechanical translation programs, skills of creating memories and utilizing them, database use are included in it as well as the use of printer, scanner and in general computer. It is necessary to examine the objectives of academic translation education in order to explain how much it is possible to make the students to gain all these skills.

Objectives of Academic Translation Education

It would not be wrong to say that translation education is formed according to the translation understanding prevalent in its existing period. According to the traditional point of view, translators "are persons that mediate between different languages"[10]. This point of view which attributes the language primary importance is directly reflecting on education as well. Translation education was formerly given by the departments of foreign language teaching and philology, but after the translation studies was gained its position as a scientific approach, departments of translation have started to be founded.[11]

The increase of translation need in the market brought new responsibilities for education institutions each day. The expansion of translation field led to the questioning of the **objectives** of translation education. These approaches

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[8] "Restructuring in Higher Education: Applications of Bologna Process in 66 Questions", 2010:33

[9]   See   Professional   Competency   Board   Translation   Profession   Standard   Draft   Text http://www.myk.gov.tr/index.php/tr/haberler/34-meslek-standartlar-dairesi-bakanl/1056-myk-calma-grubu-tarafndan-taslak-meslek-standard-hazrland 2012: 10-17.

[10] Ammann, 2008:14

[11] For detailed information in translation education, see Eruz, Sakine (2003, 2008)

particularly focus on the formation of translation education and the extentşon of translation staff whom could be trained for the market. One of the most important approaches commonly adopted among these views is the opinion of Christiane Nord. In her article "Praxisbezug im Übersetzungsunterricht – Wie realitätsnah muss eine universitäre Translatorenausbildung sein?"she mentiones her ideas as follows;

> "Eine Universitätsausbildung soll eine wissenschaftlich fundierte, breite Grundlage für ein Berufsfeld vermitteln. Das heisst, es werden Juristen, nicht Richter oder Staatsanwälte, Mediziner, nicht Neurologen oder Genforscher, Translatoren oder Experten für interkulturelle Kommunikation und nicht Konferenzdolmetscher / Fachübersetzer für Elektrotechnik ausgebildet."[12]

These words seem to sum up Nord's views on translation education. Nord points out the fact that there is neither any education for the specific field of expertise in academic translation nor in other professions. What is stressed here is that it is not possible to train translators prepared for the market. Nord also explains the point that the translation education should be including theoretical and historical information (contemporary translational theoretical models, the history of translation theories, translation oriented text analysis, communication models etc.) so as to form the basis of translatological competence.

Noting that it is also important for the translation oriented research and documentation methods to be taught in a systematic and application-focused manner, Nord lays stress on the necessity that the students ought also to be informed about the technological supplementary tools for translation act. In addition, Nord makes it clear that it is necessary to inform the students about translation problems and finding a solution for them on the basis of the theoretical information given in translation education and real or near-real examples in translation practice.[13]

There is a need for translation in every field of life. How could the expectations in many fields like medicine, law, technique, politics be taken into consideration?The answer of this question lies at the objectives of academic translation education. In her paper where she examines "The Relation Between Academic Translation Education and Translation Market", Neslihan Demez interprets Nord's statements in such a way:

> "I am of the opinion that it would be wrong to interpret Nord's opinion that academic education should offer a wide viewpoint towards a given profession rather than offering an expertise in that profession in the manner that the academy is against expertise, that it does not consider the conditions of the market and that it does not prepare the studens for the market. What is wished to be emphasized here is that academic education aims to give the students the skills of multi-purpose thinking, evaluating the events from different points of view and positioning them within different contexts."[14]

This explanation of Demez should not be overlooked. It is acceptable that the educational objectives of the translation education departments can be different however the above mentioned points need to be taken into consideration as a priority in curriculum and content planning. Likewise, approaches overlapping with this view have been brought by various translatologists.

Turgay Kurultay discusses the main objectives of translation education in his article "WWhat are the "condiciones sine quibus non" of Translation Education? An Essay on Determining Main Principles in Translation Education" and states that a graduate of translation studies should have;

- To be able to create functional and active texts with specific aims, to be able to criticize the texts of others and suggest corrections.

- To be able to approachanalytical to a given translation task, to make suggestions about the features of the final product to the person who gives the task and act as consultant (if necessary to give suggestions about the translated text in question).

- To decide whether taking or not taking the suggested work, to make a self assesment about the personal

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[12] Nord, 1990:9

[13] c.f. Nord, 1990:11

[14] Demez, unpublished paper, 2008, titled "The Relation Between Academic Translation Education and Translation Market"

skills, knowledge and working conditions.

- To be able to translate for different purposes and to be able to take decisions as required by the communication environment.

- To be able to perform consultancy and mediation in an interlingual communication; to be able to determine, the necessary knowledge and comprehension for creating a common understanding ground for the related parties

- To be able to create a realistic working network in order to perform the undertaken task with a productive and satisfactory manner.[15]

It is particularly remarkable that the skills listed by Kurultay are broad in scope. It is the 'consciousness' that is being tried to be earned by the student for this objective. Accordingly, a translator is expected to be aware of the work he/she is performing and the responsibilities he/she will be undertaking. Stating those facts requires a specific intellectual background besides those skills. Kurultay lists the main parameters for translation education as follows:

- Creating a substructure with a wide perspective for a basic education;

- Introducing the translation process as a whole;

- Leading the student for an individual study;

- If a skill-focused field is chosen it is necessary to define the objectives of vocational educationand related fields;

- Treating different fields, different texts and different translation tasks in a comparative manner;

- Offering theoretical information as a justification tool for practice;

- Gainining translation skills not a matter of having high quantity in translationpractice but rather performing translation with a manner of methodical class practices oriented for specific skills;

- Teaching to practice with a systematic way and making use of supplementary tools and showing the students how to approach critically and come to an evaluation (within this scope, teaching the students to work with the field experts and benefit from them for the purposes of translation in a practical way);

- Informing the student about the field of practice (market).[16]

It will be fruitful to consider these parameters in when preparing programs for the translation education in order to to reach its objectives. It is observed that these points also cover technology use in translation education. It is clearly seen in the profession standards draft that technology is an necessary in translation profession.

Technology in translation activity is devided in three parts. In order to objectify this study to make evaluations within the framework of parameters mentioned above it will be beneficial to give an example about translation program that the translator benefit from as a research field and supplementary tool.

Technology in Translation Education

Today it is inevitable to use translation technologies and computer assisted translation tools not only in the marjket but also in translation education programs. The student is informed about the importance of technology use both in research methods and in computer assisted translation practices.

The classes that have computer assisted translation are included in education programs in general. Within the scope of computer assisted translation classes of some departments introduce Trados to give translation education. Trados is one of the most commonly used program . the presence of these kinds of software programs included in education programs can be interpreted as a result of market expectations. However, if the content of the class is examined, it is observed that this class has been included in curriculum only for teaching the Trados program. The

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[15] Kurultay, 1997

[16] Kurultay, 1997

developments that have been occurring since the beginning of mechanical translation history until today are being the matter of discussions within the scope of the class practices. The students are informed about theknowledge and skills that are essential within the market such as computer assisted translation programs and online dictionaries. The Trados program is given after the students have all of these related information about technology usage. Here are the following features:

A. Translation Memory: One could benefit from the translation memories offered by SDL Trados as well as from the ones offered by other servers. For example, IATE.

B. Automated Translation Server: Translation is performed by a machine. The resulting translation is formed in a server and therefore it is realized by means of connecting to a server. For example, SDL BeGlobal or Google Translate.

C. Termbanken: You can use your databases or those databases created by others. You can also use server based term databases.

D. AutoSuggestWörterbücher: This feature enables the translation to be completed rapidly. When you enter a letter for the objective text the system automatically makes a suggestion and you can use those suggestions as well. You can create new ASW or choose the existing one.[17]
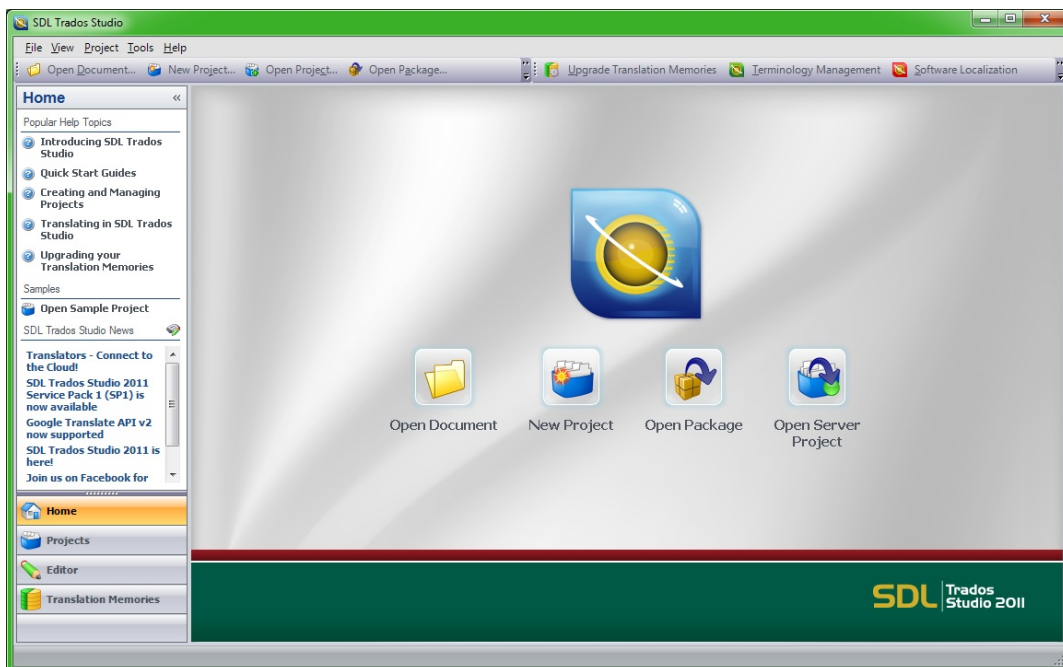

Figure 2: SDL Trados Studio 2011 Main Page View[18]

Here the students are informed about the features of Trados, a computer assisted translation program, and the students are taught how to use it. What if Trados, which is commonly used in continually developing technology, loses its popularity?

If we start from the objectives of academic translation education explained above and to study carefully the technology use in translation education, it is necessary to say that it would be appropriate to adopt an approach similar to the translations of specific fields. It is evident that it is impossible to train translator candidates /the students with a high level of competency with all of their skills developed .

At this point the question of how to keep up with the ever progressing and developing technology in education programs comes to mind. Undoubtedly, this should not be considered as an exclusion of translation programs from

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[17] Can: EBS Trados Lecture Notes: http://www.ebs.sakarya.edu.tr/ebs_2012/?upage=fak&page=drs&f=02&b=16&ch=1&dpage=tnm&InKod=8265&dpage=all

[18] SDL Trados web page: http://www.sdl.com/products/sdl-trados-studio/

the education. What matters here is the skills that are desired to be acquired by the students. For instance, translation programs are all essential in the field of translation activity. Yet, one should not forget that the translation programs used in the market may also differ from each other.

If we consider the education objectives that we have discussed above, we can list the skills that are aimed to be earned by the student about technology use as follows:

- To be able to evaluate technology as a whole;

- Comprehending the general logic of computer assisted translation programs;

- To be able to benefit with a conscious manner from the technological supplementary tools with the method knowledge he/she has learned;

- To be able to envision -and provide solutions to- the problems that he/she could face when working with programs of this kind;

- To be able to compare and critically question a new program he/she could come across;

- To comprehend the logic of translation memories and term databases, to make use of them, update and create them;

- To be able to adapt to the new situations that he/she could find himself/herself in.

In addition to these, the expectations in the translational professional standards that we have told above should be taken into consideration in the technological objectives of translation education.

CONCLUSION

In this paper, technology used in translation education was discussed within the scope of restructuring process of higher education. In this context, one of the main objectives of Bologna process which was creating relationship between the higher education institutions and business world, was taken into consideration. The studies of Professional Competency Board about the professional translation standards were discussed. Objectives of translation education were taken within the framework of the acquired information and the issue of technology in translation education was examined within the scope of computer assisted translation. The expectations from the translators about the computer assisted translation were mentioned and accordingly some skills that a translator candidate should possess in his/her translation education were listed.

Although the fact that such programs as Lingua-soft, Trados, Systran which are used in translation market are given in translation education create some further problems they may have some help for the translation market. In this process, the acquired information will lose its accuracy by the developing technology and the translator will encounter new, much more advanced programs. Despite the fact that the daily increase of the translation programs used in the market make it harder for the translators to follow these developments; education programmes may turn them into a possibility and an opportunity to develop basic competence and coping skills in use of translation technology. However it is not realistic to consider that all of the translation programs can be taught when we consider the variety of market expectations. The institutions giving translation education should be aware of this fact.

In the light of the above mentioned facts, it is necessary to consider market expectations within the objectives of academic translation education. It is possible to claim that this act of turning towards the market will be more intense in the future. While the supplementary tools which are included in translation education such as Trados are introduced to the students, the intention should be to give basic information about the general logic of using such programs. Training the students for the market conditions is not only the matter of teaching one supplementary tool but rather ensuring that they are able to approach with a wider perspective and know how to use technology. Performing the translation act by using the technology in an education process is also the prerequisite of Bologna process.

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