

Teaching Translation versus Doing Translation: a Connection between the Two?

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Abstract

Translation, as a profession, is relatively new; it goes back to Nuremberg trials or the recruitment of translators in the 1950s. It existed as a result of the rapidly growing increase in the translation types and the number of texts of different languages requiring translation (Newmark, 1991: 62). This was accompanied by a change in focus from literature to linguistics, from artistic work to skilful work and from proposition to communication (ibid: 62). The present paper discusses two crucial concepts in the field of translation studies; the first is translation teaching while the second is translation practice. These concepts are examined in an attempt to explore whether or not there is a connection between them. The paper probes into the concepts in question in view of three main areas: translation teacher and translator requirements, course syllabus and programmes designed for translation teaching as well as translation training and finally text types, problems and directionality in translation. The paper will argue that there is a clear link between translation teaching and translation practice as an important objective of the former is to achieve the latter. This link is clearly shown if sufficient consideration is given to the aforementioned areas.

Keywords: Translation; subject; profession; requirements; connection.

A. Introduction

Translation, as a profession, is relatively new; it goes back to Nuremberg trials or the recruitment of translators in the 1950s. It existed as a result of the rapidly growing increase in the translation types and the number of texts of different languages requiring translation (Newmark, 1991: 62). This was accompanied by a change in focus from literature to linguistics, from artistic work to skilful work and from proposition to communication (ibid: 62). Translation is an effective means of promoting understanding between individuals, nations, organisations, etc. It is an efficient way of transferring information, technology and culture. Translation is a source of pleasure as it has its particular attraction though it remains a mystery and does facilitate access to new facts and terms (ibid: 64).

This paper will revolve around two important concepts: translation teaching and translation practice, seeking to explore whether or not there is a link between the two. The paper examines at the outset translation as a subject, presenting three important issues relevant to translation teaching, which are translation teacher requirements, translating different text types with problems and contents of a translation course syllabus prepared for a university degree. In each of these parts,

important emphasis will be placed on the validity of the characteristics of the part in question to be important components in the field of translation practice.

The paper will then discuss translation as a profession, tackling three different areas related to translation practice, which are translator requirements, translation programmes design and directionality. Again, in each of these parts, the paper stresses substantial features specific to a particular part and are also crucial elements in the realm of translation teaching. Finally, the paper will argue that there exists a strong link between the concept of translation teaching and that of translation practice and that the link between the concepts in question can be found at various levels.

B. Translation as a Subject

Translation teaching is deemed an important activity that involves translators and interpreters training either through formal teaching in institutionalised bodies, such as universities, or through self-learning. Moreover, translation can be used as a tool to accomplish other goals, such as teaching a foreign language (Hatim, 2001: 162-163, 168; Bassnett, 2006: 173). This theme is stressed by Pym (1992) in the context of Spain, asserting that translation is and will always be utilised for the purpose

of learning foreign languages. He then clarifies that classes would be empty if students had to have a perfect command of a particular foreign language before learning about translation (p. 281). In theory, the ultimate goal of translation teaching is to achieve translation competence. This can be clearly understood in the ability of reproducing a range of target texts from a particular source text and the ability of electing a single target text from the array of texts to be the target text for specific purpose and readership (Hatim, 2001: 169-170). This shows a clear connection between translation teaching and translation practice in that translation teaching aims at providing students with the relevant qualification and the tools appropriate for translation practice.

Translation teaching takes place in different contexts, such as translation schools and in-service departments of local and international organisations. In teaching translation courses, different tasks are involved, ranging from curriculum design to course delivery and applications (ibid: 163). Two highly important issues which have been extensively discussed in the area of translation teaching lie in the way in which recent research in translation studies may be in agreement with individual practices and the general requirements of educational training. One assumption supported by applied translation studies is that in translation training courses, it is critical to have a theoretical framework (ibid: 163). This might create another connection between translation teaching and translation practice as they both have no theoretical framework. However, this is unlikely to be the case as teaching generally starts with giving the theories and methods that need to be followed in practice, which is also applied in the field of translation pedagogy. What is more, the aforementioned assumption started to decline in 1990s as theoretical basis informed by elements, such as text in context, involving discourse texture, the register membership of text, etc have become widespread globally (ibid: 163).

Chau (1984) has written his PhD thesis on *Aspects of Translation Pedagogy*. He chiefly provides a descriptive account of different approaches to syllabuses of translation theory. He also offers in his thesis a number of useful exercises parallel with translation per se. The thesis contains some discussion of different qualities that the translation students need to be characterised by and of those relevant to translation teachers. An important theme that can be concluded from the thesis is that translation pedagogy requires the theoretical as well as the practical part and that translation pedagogy can never be achieved with one part at the expense of the other.

B.1 Translation Teacher Requirements

Translation teachers, as all teachers, need to be organised in terms of their class procedures. In other words, they are required to inform their students of all procedures followed in the class. Students should have copies of the

syllabus which will be taught and they, at the same time, need to be given the opportunity to pass their comments on this particular syllabus. Teachers are required to inform their students of the titles and locations of references required for this particular course. Monolingual as well as bilingual dictionaries along with thesauruses, glossaries and collocation dictionaries are all useful tools that translation teachers need to show students how they are used. Degree of usefulness between dictionaries should be clarified and the reason behind the preference of a particular dictionary over the other should also be explained to students (Newmark, 1991: 129-130).

Teachers are strongly advised to be punctual; starting their classes on time and finishing them on time. Teachers should be confident enough to admit mistakes when they commit them and have been caught by gifted students. Teachers still remain in the dominant position as they can still impart their experience and knowledge to their students (ibid: 130).

There are different professional skills that the translation teacher needs to acquire through the milieu and motivation. He/she needs to be sensitive towards language in its two forms written and spoken. The teacher should be able to differentiate between tiny details of his/her mother tongue and write this particular language naturally and clearly using various stylistic registers. The teacher has to be fully aware of the mother tongue and culture from which his/her mother tongue is derived, with an extensive command of vocabulary and acquaintance with the main geographic and institutional facts. He/she should be cognizant of the metalanguage peculiar to his/her mother tongue in order to be able to describe and categorise linguistic terms and phenomena. The teacher should possess background knowledge of the topic in question. He/she should be versed in at least two languages with their cultures (ibid: 130). It can be argued that the success of a translation course is heavily contingent on the character of the teacher with the percentage of 65, while it relies 20% on the course design and 15% on the course material (ibid: 130).

Translation teachers are advised to find their own teaching styles. Some teachers are laid-back, patient and tidy, and they are successful in teaching (ibid: 131). The ability of teachers to enable students to work efficiently with being open and friendly with them is a clear evidence of the function of their personality. Teachers are also required to invite class participation and contribution. Other qualities specific to character may include qualities that are attractive and those which are compulsive. They encompass qualities and experience that influence course material as well as course design. The qualities also cover background knowledge of culture. They embrace personal features, such as enthusiasm, curiosity, energy, ability to achieve the work required as fast as possible, precision, etc (ibid: 131, 140).

Although the main job of the translation teacher is to select, explain, translate, evaluate and exploit texts, two other important areas are also of particular importance and warrant teaching by the translation teacher; these are note-taking and revision. Students should be strongly discouraged to write translation notes on their translation, rather they should be encouraged to include their notes in notebooks. Notes written in notebooks can be organised in such a way that secures different headings for each type of notes, e.g. lexical, grammatical, cultural notes, etc. Notes help students remember valuable information that has been delivered in the class. Unfortunately, hand-outs are often regarded by students as a substitute for note-taking as they prefer to be passive rather than being active in the class (ibid: 131). Revision, on the other hand, should at least take half of the time assigned to translating. Revision itself is deemed an independent subject and has paramount importance in translation (ibid: 132).

Attitude of translation teachers expresses their character. They are required to guide and lead their students in such a way where collaborative atmosphere is prevalent. This is to implement the essence of translation which is by nature open to discussion (ibid: 132). It seems that most of the translation teacher requirements, especially those related to the knowledge, capability and to some extent character, apply with varying degrees to the case of the translator. This again helps create another obvious link between translation teaching and translation practice.

B.2 Teaching Different Text Types and Problems

Some general cohesive stereotypes in a particular language may not fit in the target language when translated. Newmark (1991: 132) exemplifies for this case by introducing the title 'observations on planning work', stating that the aforementioned title looks absurd in an English textbook. There is also the question of how much extra information is required in the target language to be suitable for the target reader. This additional explanation exists to surmount problems of culture, linguistics or even to convey the meaning of technical terms. Another reason for this kind of explanation in the target language is to clarify and interpret obscure chunk of sentences (ibid: 132). Indeed, language norms, the question of equivalence and culture-specific terms can all pose translation problems that confront both the translation teacher in training his/her students to translate and the translator while translating, which offers another link between translation teaching and translation practice.

In spite of the fact that translation has to be precise and accurate, it is always amenable to improvement even when it looks at its optimum form. At its final stage, translation becomes subject to style; whether it should be in an authoritative, anonymous, literary, or other text (ibid: 132). Translation can have many possible

interpretations as time and mood of an interpreter change (ibid: 133). Taking the foregoing on board, the translation teacher has an arduous task; having to face the class and a specific text given for translation which needs to be fully discussed. He/she has to draw up a different plan for each text given for translation. The teacher needs to make sure that his/her students have fully understood the text at both linguistic as well as referential level (ibid: 133). The translator also needs to discuss, plan and make sure that he/she has understood the text prepared for translation. Unlike the translation teacher who will give the text to be translated by his/her students but may have unequivocally translated it before, the translator is responsible for translating the text in question on his/her own. Indeed, the translation teacher may not be able to correct students' translations of a particular text unless he/she has translated it or at least has read a good translation thereof. This provides another link between translation teaching and translation practice.

The teacher is responsible for elucidating meaning of the text at all levels; from full paragraphs to a single morpheme. The usefulness of the teacher does not only appear in identifying particular translation problems in a particular text, but in making general statements about similar problems and in determining how often the translator may encounter a particular type of translation problems (ibid: 133). Indeed, one important quality of the translation teacher is to be aware of how and when to make general statements regarding particular problems (ibid: 134-135). Special emphasis should be placed on the sentence as it forms the unit of translating. Translation problems are shown to students and they should be trained to deal with them (ibid: 134). The translator can also, if required, explore and analyse particular translation issues and problems which he/she has encountered in his/her translation, showing different plausible translation strategies that may be adopted in diverse translation examples to minimise translation loss. This can be formed as a linguistic analysis recorded at the end of the translation or as footnotes.

Translating activity given by the teacher is shown in his/her teaching technique. Lexical items used in texts introduced by the teacher, such as acronyms, neologisms, terms, etc have to be made clear and assessed in terms of frequent use and register. Every sentence almost passes between one of the two important tensions of translating; the first is represented by a precise rendering of nuances of the meaning conveyed in the original text with all its aspects, and the second points to the attempt at reproducing a text that reads natural to the target reader. If the source text is authoritative and well-written, the tension between meaning and naturalness may be substituted by the tension between meaning and aesthetic sense (ibid: 134). As the translation teacher is required to explain all these concepts to students in order to keep them in mind while translating, the translator is

also in need for considering all these elements while translating. Instances that cause problems at every level should be demonstrated to students regardless of their ability of understanding (ibid: 134).

Related to translation process in the light of translation theory is the concept of text types, which places different demands on the translator (Reiss, 1971). Therefore, it is crucial to provide students with a diversity of texts of different types, ranging from informative to anonymous to classical authoritative texts, as is the case of professional translators. In authoritative texts, form and content are of equal force, and they have to be both transferred to the target text. On the other hand, form and content in informative texts vary in value; content has to be relayed completely whereas form can be improved in the target text if having any kind of deficiency (Newmark, 1991: 135).

Three basic text types may be distinguished and students need to be trained in all of them, as is the case of professional translators. The first is known as an argumentative text in which an evaluation of concepts or beliefs clearly prevails. Two forms of argumentative texts may be distinguished: through/argumentation in which a thesis is mentioned and then supported, and counter-argumentation in which a thesis is stated and then contradicted. The second is called expository text where there exists a particular presentation of concepts, events, etc with no evaluation whatsoever. This kind of text has three different forms: description, which is concerned with viewing a particular object in terms of size, narration, which focuses on viewing a particular event temporally and conceptual exposition, which deals with the analysis of concepts resulting in a number of text forms. The third is known as an instructional text in which there is a clear focus of formation of future behaviour, such as contracts, treaties, resolutions, agreements, etc (Hatim and Mason, 1990; Hatim, 2001).

B.3 Teaching Translation: a New Profession

Teaching translation is deemed new and needs to be distinguished from teaching translation within the realm of language teaching and learning. Also, it needs to be distinct from conventional style of university teaching, in which translation has long lacked a literature as non-subject in different fields (Newmark, 1991: 137). Teaching translation is worth discussing, particularly when some veteran experts believe that translation cannot be considered a subject that can be taught while beliefs of various academics run contrary to the aforementioned argument, confirming that translation can easily be taught at a university level. Generally, the translation teacher follows the same path as that followed by skilful teachers. He/she never lectures, rather he teaches. His/her role is similar to that of a literary critic where every text prepared for translation forms an arduous task that demands his/her skill and knowledge (ibid: 137).

Cultures of source and target language are important subjects in the translation course at a university level. A cultural background course should involve three crucial elements, which lie in transference, cultural adaptation of the target text and universal sense, which represent functional and descriptive equivalent. It is the third element, which is represented by universal sense, which makes translation possible (ibid: 137). Knowledge of culture specific to both source and target language needs to be utilised during the text discussion (ibid: 138). Chau (1984), giving credence to the aforementioned notion in the context of intercultural syllabus, points out that students, in the intercultural stage of training, should be trained to notice and appreciate the cultural differences between the societies of the source language (SL) and the target language (TL) alongside their implications for translation. He then adds that students should be provided with relevant information regarding the gaps between The SL culture and the TL culture in addition to offering them various strategies to bridge these cultural gaps. The same unequivocally applies to professional translators who are also required to identify the cultural differences between the SL and the TL and have also to be armed with diverse translation strategies which need to be adopted in the relevant translation situations.

The teacher is required to use two languages to make succinct analogies and contrasts and to highlight important points. The translation teacher also needs knowledge of linguistics as well as translation theory as he/she is required to introduce and explain to students different linguistic terms, grammar, stylistics, vocabulary, phonology, all from the semantic point of view for the sake of describing and analyzing issues resulting from translating. Knowledge of linguistics and to a lesser degree translation theory should also be acquired by the translator as he/she can never be able to achieve any translation work without knowledge of the linguistic systems of at least two languages. The teacher should be specialised in translation. He/she should have the experience of not only translating, but also the experience of contacting with translation agencies, clients, etc, alongside keeping in touch with translation professionals and attending translation workshops (ibid: 138). The same can also be said about the translator as he/she needs to attend translation events contact people in the same field and so on.

The translation teacher needs to be engaged in at least one translation research, such as translation and culture, computer-assisted translation, translation processes and so on (ibid; Newmark, 1986). The translator might also carry out some translation research to find out about a specific concept or answer a particular question though he/she is not obliged to do so as this is not regarded as his/her main task.

Another important concept related to translation teaching, which may be worth mentioning here is the concept of teaching about translation. It is concerned

with translation discussion, moving from consideration of examples to the notion of generalisation and back to examples. It encourages students to find different examples and study them. This kind of teaching demands note-taking during discussion rather than dependence on all-purpose handout (Newmark, 1991: 145).

C. Translation as a Profession

The training of translators unequivocally forms an important part of both intercultural relations and the transmission of science and technology (Robinson, 2003: 1). Translators can be trained and need training in order to carry out their translation task professionally (Kelly, 2005: 150). It is pure speculation to say that a good translator is born rather than being qualified as a translator through training (Healey, 1978) and that a good translation cannot be accomplished under pressure. In this age of discipline, translations are performed under time and quality controls. Translators can no longer indulge in reverie and infinite finishing touches (Pan, 1977: 40).

C.1 Translator Requirements

Generally, there is no academic qualification required for somebody to become a professional translator (Samuelsson-Brown, 2004: 1), however, it is believed that the major characteristics that the translator has to possess are the same as the expectations of the translation audience. The translator should be able to translate reasonably fast and should be also reliable (Robinson, 2003: 24). He/she needs to have a feel for language and appreciate the fascination thereof (Samuelsson-Brown, 2004: 5). One of the important characteristics of the translator is to be able to write clearly, naturally and deftly in his/her language (Nida, 2003: 150) which he/she uses regularly, in a range of registers peculiar to the situation and topic in question. Another characteristic is the use of fresh language, avoiding outdated grammatical rules and confused as well as obscure words (Newmark, 1991: 62). The translator should be capable of examining and analysing acute words, phrases, sentences or cultural terms meticulously with special ability to suggest plausible solutions for potential problems. He/she is required to process linguistic materials efficiently, needs to recognise areas of problems and be able to solve them using analytical and complex strategies (Robinson, 2003: 2).

The translator needs also to be well versed in the topic in which he/she is translating, with full control of the target language (Samuelsson-Brown, 2004: 5; Nida, 2003: 150). He/she needs to be cognizant of the referential meaning with all of its subtleties and the stylistic features which govern the feel of the message (ibid: 150). He/she has to be certain of the facts, figures, etc which are deemed part of the text. The translator is

responsible for adherence to the truth, and this responsibility becomes of paramount importance in informative texts and precedes the translator's responsibility towards both the text's author and readership (Newmark, 1991: 62). Also, the translator is required to follow the principles of human rights, which take away from both objectivity and anonymity. He/she is usually knowledgeable of two or more languages (ibid: 62-63; Samuelsson-Brown, 2004: 5).

Robinson (2003) provides three important characteristics, through which the translator can take professional pride, and which are also regarded as important requirements that the translator has to meet; these characteristics are reliability, involvement in the profession and ethics (p. 24).

C.1.1 Reliability

Reliability is a crucial element in translation, which primarily lies in meeting the needs of the target audience; translating the text requiring translation according to the method required by the audience and achieving the translation within the deadline given by the audience (Robinson, 2003: 24). At times the demand placed by the audience on the side of the translator is impossible; mentally exhaustive and sometimes even morally repugnant. In many cases, the translator's desire to take professional pride in reliability results in undertaking a rush job or rendering a text reliably into another language, a text the political nature of which is opposed to morality (ibid: 25).

The translator may spend hours trying to figure out the meaning of a particular term in the source text and render it correctly and precisely into the target language in an attempt to take professional pride in reliability. All this huge amount of time spent by the translator to find the exact equivalence that should be employed in the target language is virtually unpaid, however, the translator does that and feels that all this work is pertinent to his/her profession. Doing so not only satisfies the audience needs, but it unquestionably makes the translator achieve self-satisfaction and professional pride (ibid: 25).

C.1.2 Involvement in the Profession

This is deemed an important issue to translators. It encompasses a variety of things, such as translators' unions, translation conferences, translation courses, communication between translators, etc. Being involved in such tasks unquestionably improves the performance of the translator, which is of paramount importance to the audience and to the professional pride the translator takes in reliability. These involvements strengthen the translator's professional self-esteem, which would protect him/her from any negative effect that may reduce the translator's productivity. Involvement in the

translation profession may provide the translator with intellectual strength and professional efficiency to be prepared for any demand, raise the level of audience instead of handing in translation work deemed unsatisfactory to the translator. Finally, involvement in the profession helps translators realise that audience and translators are in equal need for one another (ibid: 25).

C.1.3 Ethics

The professional ethics of translation have been narrowly defined as the distortion of the meaning of the source text (ibid: 25). Indeed, the translator may overtly be asked to distort the meaning of the source text in different ways; he/she may be asked to adapt the translation to be suitable for a children's book, a television programme or an advertising campaign. In the aforementioned cases, it is clear that the distortion has been caused because of the audience. From the translator's point of view, the matter seems even more complex. Translating offensive texts, translating sexist texts, translating an advertising campaign for irresponsible chemical company, etc run contrary to the professional ethics of translation (ibid: 26).

Taking on board that the translator is required to translate according to the audience wills and wishes, consideration of the concepts presented above may not be relevant. The translator translates whatever text prepared for translation, taking into account the audience needs. He/she has no personal opinion that may affect the act of translation (ibid: 26). He/she may be responsible for translating highly sensitive texts, such as political and legal texts or translating less important texts, such as the menu for a restaurant (Gile, 1995: 1). However, from an internal point of view, the aforementioned concepts should be taken into consideration. Translators, like others professionals are human beings, with opinions and feelings. Translators who are required to translate politically immoral texts may at times be able to suppress their revulsion, but they unfortunately cannot do so forever. Like other professionals, translators seek to take pride in their work; if there has been a serious conflict between the translators' personal ethics and the professional ethics, which has resulted in making difficult to feel the professional pride, the translators may be forced to make momentous decisions about where and how they want to work. Doing so, translators are attempting to find new avenues through which they can strike a balance between their personal ethics and their professional ethics (Robinson, 2003: 26).

It can be argued that all these requirements represent important issues that have to be discussed in translation classes. Students should be fully aware of all these requirements and have unquestionably to apply them if they seek to be successful translators in the future. This

with no doubt creates a clearly noticeable connection between translation teaching and translation practice.

C.2 Translation Programmes Design

Currently, the most widespread pedagogical assumptions concerning the translator training programmes are based on two crucial factors. The first is that there is nothing to compensate for practical experience; whoever is interested in learning how to translate should practise translating. The second is that there is no way to expedite such process without affecting the ability of students to find errors in their translation work. Robinson (2003) agrees with the first factor that practical experience is highly required to learn translating, while disagreeing with the second notion. He believes that the process of learning translating could be accelerated through different ways that do not foster bad translation work (p. 1). The translator usually receives training through vocational courses, which are usually run in universities. The syllabus of these courses often involves 50% of practical translation, more than 25% of background information relevant to the subject of translation alongside the technical part of the area to which the translation belongs. The syllabus should also include translation theory in addition to methods and approaches to translation. This involves in particular syntactic rules, neologisms, metaphors, culture-specific terms and so on. The syllabus should contain about 10% of translation theories and methods of translation as they represent the nucleus of the field of translation. Translation criticism should occupy a place in the syllabus as it enables students to view their translation work by a critical eye. The syllabus might also include optional courses in the translation of other languages along with the main languages (Newmark, 1991: 63, 139).

McAlister (1992) discusses the possibility of establishing translation programmes designed for the preparation of professional translators to work into a foreign language. He believes that such programmes are possible on condition that they contain courses which are deemed different in both scope and nature from those which are usually offered in typical translation training programmes which qualify translators to translate into their native languages. In such training courses, notions like professionalism and range of knowledge are not regarded as absolute. McAlister suggests that criteria, such as the insistence of translating only into the native language, etc should be avoided to allow the development of more flexible translation programmes. With regard to course content of such programmes, he proposes that training programmes aimed at training translators to translate into a foreign language would be primarily built upon form of needs analysis carefully negotiated with employers. Such a framework would cover both translation theory as well as translation practice. Texts offered for translation in such programmes

would neither ignore nor completely be directed toward routine tasks, such as technical specifications and business texts. Translation in fields, such as tourism, culture, administration and entertainment would be available as such information would result in a kind of texts characterised by flexibility and diversity.

In crude terms, it can be claimed that both course syllabus for teaching translation at a university level and programmes designed for training professional translators include both translation theory and practice. Universities or institutions that offer courses in translation at a particular level may differ in terms of their focus on either component depending on the objectives of the course offered. Training programmes for professional translators place more emphasis on the practical component though they never disregard the theoretical component, especially in the last few years. This again offers a further link between translation teaching and translation practice. Moreover, objectives and intended outcomes of course syllabus offered at a university level tend to be more general, covering more generic areas in translation theory and practice than those covered in vocational programmes. This is unlikely to be the case of the programmes designed for professional translators, which are known to be more specific than academic syllabuses, focusing on specified areas (Kelly, 2005: 62). However, this does not change the fact that both academic as well as vocational translation programmes include both theory and practice.

C.3 Directionality

The concept of directionality refers to the notion of whether the translator should work from his-her mother tongue into the foreign language or vice versa. It is generally believed that translating into one's mother tongue is deemed the natural way for translation. This assumption is informed by claims made in the field of bilingual education, which indicate that linguistic competence is hardly symmetrical. In other words, a person's performance in his-her native language is likely to be much better than his-her performance in the foreign language. By contrast, both translation Teachers and translators hold the view that bilingual linguistic competence is symmetrical. In that, the translator is supposed to have no difficulties translating efficiently from and into his-her mother tongue (Hatim, 2001: 164).

The issue regarding whether or not translators should only translate into their native languages has had important implications on translation teaching and translation training (ibid: 164). Ladmiral (1979: 46) does not place particular importance on the concept of translating into the foreign language, with the exception of the case of translation teaching to test competence in the foreign language. Following the same path, Newmark (1988: 3), while acknowledging the importance of what he terms 'service translation', claims that translating into

the mother tongue is considered the only way in which one could translate naturally, precisely and proficiently.

In the majority of European translator training institutions and according to UNESCO's recommendations, translation into the native language is the normal practice, a stance which is further supported by international translation associations. Conversely, there exist dissenting voices and opposing views which show the need for translating into the foreign language (Hatim, 2001: 164-165). McAlister (1992), for instance, points out that there is a high demand worldwide for translating from minor languages, such as Finnish into major languages, such as English. However, the number of people who are native of a major language and speak a minor language as a second language usually does not keep up with the de facto demand. A study made in Finland showed that 69.7% and 91.7% of the 18 text types contained in the survey sent out to translation agencies were rendered into the foreign language. The survey also demonstrated the fact that only 6% of the members of the Finnish Translators and Interpreters Association were not native speakers of Finnish or Swedish (McAlister, 1992; Hatim, 2001).

Another argument that supports the concept of developing the translation into the foreign language seems evident in the large amount of translated texts within the context of 'service translation' sector (ibid: 165). This is advocated by McAlister (1992: 292-293), who asserts that a large number of different translations are not particularised to a specific target language, but rather aimed at different audience worldwide. The same theme is lent credence by Ahlsvad (1978), who claims that translating technical texts into a foreign language may seem preferable as the translator may find translating into non-native language more flexible and interesting. This is probably due to the fact that the translator had first studied these texts in the foreign language with all their terms before being acquainted with these terms in his/her mother tongue.

From a cultural perspective, Beeby (1996) points out that translators who translate into major foreign languages enjoy knowledge of the indigenous culture of the target language. She confirms that people who place great importance on native translators' ability to translate texts into their mother tongue and its culture do not usually pay enough attention to the language and culture of the source text, especially when there is a noticeable difference in discourse patterns between the culture of the source and target text (p. 121). This theme is echoed by Campbell (1997), who argues that one important difficulty encountered by the translator who translates into his/her native language is the question of comprehension of the source text as linguistic and textual resources of the native language are easily handled. Conversely, knowledge of the source language which is not the translator's native language in this instance requires far more efforts and work to comprehend.

On the contrary, Campbell (1997), addressing the issue of translating into the foreign language from the perspective of translation competence, holds the view that a major aspect of this competence lies in the facility of the target language with special reference to the level of text and discourse (p. 56). This highly important characteristic is not usually possessed by trainees, novice translators and students, a situation which creates serious problems in the field of teaching as well as practising translation. These problems become of paramount importance when considering situations where translating into the foreign language is in high demand and where native speakers of the language into which the translation has to be made are of a very limited number (Hatim, 2001: 167). At the same time, these problems create a strong link between translation teaching and translation practice in such a way that both students of translation and fledgling translators encounter almost the same difficulties when rendering texts into a foreign language. A noticeably prominent difficulty faced by the translator when translating into the foreign language is the question of composition, taking on board that the translator will have little difficulties if any dealing with the source text (Campbell, 1997). The same can perfectly apply to students of translation with varying degrees, which again enhances the connection between the two concepts in question.

D. Concluding Remarks

It can be claimed that the concept of translation teaching with all its elements teachers and students and the concept of translation practice including trainers and trainees can be at some degree interrelated. There is a clear connection between the two concepts in different areas. One important objective of translation teaching is to arm students with relevant qualifications and training to be able to practise translation properly. Translation teacher requirements are not greatly different from those of the translator, especially because translation teacher does also practise translation before teaching his/her students the translation of a particular text. Other important characteristics specific to professional translators and through which translators can take professional pride, such as reliability, involvement in the profession and ethics can form crucial issues that should be discussed in a translation class.

Other topics that are worth discussing and explaining at a translation class are the question of equivalence, methods of translation, the tension between precision and naturalness and the tension between precision and aesthetic sense. Professional translators are also required to express their translation strategy albeit in writing covering the above points in either their translation notes or in a linguistic analysis that usually tails their translation. Acquaintance with translation of different text types, linguistic and cultural differences between the source and target language and translation theory should

apply to both translation teachers with their students as well as professional translators.

Translation problems caused as a result of the difference in language norms between the source and the target language, lack of equivalence, and translating a text which is full of culture-specific terms are common problems that encounter both translation teachers with their students and professional translators. Moreover, translating into the foreign language may form a real obstacle to translation students who are regarded as beginners in the field as well as novice translators. Even at the level of the course syllabus prepared for teaching translation for a particular university translation degree and the programmes designed for training and qualifying professional translators, it is evident that both involve translation theory and practice though the focus on either component may vary according to the objectives of the course syllabus or the programme in question. Furthermore, some MA and PhD programmes offer particular modules on translator training and a number of academics who undertake translation research have teaching posts and are also involved in translation training (Kelly, 2005: 154). With all these points in mind, it seems evident that there is a clear connection between the concept of teaching translation and that of doing translation at different levels.

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