



# Training Translators for the Market in Turkey: What Should We Teach to Future Translators?

Volga Yılmaz Gümüş

Department of Translation and Interpreting, Anadolu University, Turkey

Received: 04-11-2016

Accepted: 28-12-2016

Published: 31-01-2017

doi:10.7575/aiac.ijclts.v.5n.1p.1

URL: <http://dx.doi.org/10.7575/aiac.ijclts.v.5n.1p.1>

## Abstract

This study investigates the position of the translation market in translator-training and curriculum-design practices in Turkey from the perspective of various stakeholders, mainly the graduates of translator-training programs at the undergraduate level. The role of the market in curricular design and education practices in higher education has been at the core of discussions in education, specifically for disciplines that have a vocational aspect. The discussions are mostly based on theoretical grounds. This study derives from the need for empirical research on what the market expects from translators and how training programs meet these expectations. This study first presents data from a survey and interviews with graduates of translator-training programs, as this group of stakeholders is familiar with both training and market practices (supposing that they are employed professionally on the market after graduation). The initial findings obtained from the graduates were supported with interview findings from other stakeholders. The point of departure in this study was that translator training and the translation market – as two parties to translation service provision – should be in close interaction in order to improve the quality of training in higher-education institutions and the quality of translations on the market. In the present study, almost all the stakeholders agreed that there is a need for greater interaction between training and the market, and that the elements that prepare students for the market should find a place in the translation curricula. However, the results suggest that there is a need to handle the efforts to solve the problems related to training and the profession with the involvement of various stakeholders in a more *systematized* way. Furthermore, it is desirable to integrate market-training elements into training practices rather than offer them only in individual courses – including translation technologies and professional work procedures and ethics.

**Keywords:** Translator Training, Translation Market, Translator-Training Curriculum, Curriculum Studies, Market Demands, Professionalism

## 1. Introduction

This study investigates the position and role of the translation market in translator-training and curriculum-design practices in Turkey from the perspective of various stakeholders, mainly the graduates of translator-training programs at the undergraduate level. The main objective of university translator-training programs is to train translators for the translation market, although not all graduates work as translators. The role of the market in curricular design and education practices in higher education has been at the core of discussions in education, especially for disciplines that have a vocational aspect. The role of the market in translator training, defined by Kearns (2008: 185) as a “typically vocational activity which is often based in, and in other ways contingent on, academic settings”, has been discussed extensively in Translation Studies literature. Nevertheless, discussions have been mostly based on theoretical grounds. This study collects empirical research directly from stakeholders, regarding what the market expects from translators and how training programs respond to these expectations.

My belief is that, before carrying out classroom research on the *process* of learning or the *products* of translation graduates, there is need to make a general evaluation of translator training in the Turkish context from the perspective of various stakeholders. The classroom members – namely, students and trainers – are certainly not the only stakeholders of training. Other people must also have a say about the training: for instance, administrators of training programs play a significant role in curriculum design and institutional training policies, employers recruit translation students after graduation, graduates are familiar with both training and the market practices, and professional associations defend and protect the rights of various stakeholders. They are all somehow involved in the training of professionals.

This paper presents the results of surveys and interviews conducted with the graduates of two undergraduate translator-training programs in Turkey, and further interviews with employers in a translation company, and a representative of Translation Students Association of Turkey (Türkiye Çeviri Öğrencileri Birliği – TÜÇEB). Rather than prescribe what should be done in translator training and how it should be done, this study attempts to describe what has actually been done in translator training and how it has been done, and sets out to discuss these practices with respect to market needs, with specific focus on teaching technology, teaching professional skills, and any possible dichotomy between translation theory and practice, which are the most commonly referred topics in discussions related to training and the market.

This study exclusively deals with *translator* training. It does not involve interpreter training, although departments of translation and interpreting or departments of translation and interpreting studies in Turkey confer a single degree for translation and interpreting at the undergraduate level. Given the recent tendency to specialization within the translation market, it would be unreasonable to deal with translation and interpreting together based on undifferentiated professional skills and market expectations.

## 2. Literature Review

The researchers writing on translator training mostly concur that preparing students for professional life is a major objective of training programs. Their viewpoints nevertheless vary on the degree and definition of the professional set of skills that students need to acquire during their training in academia. With regard to the place of the translation market in translator training, the Translation Studies literature presents two tendencies:

- preparing students for the market in view of what the market *actually* expects from a professional (see for example Aula.int 2005; Kiraly 2000, 2005; Li 2000, 2002, 2007; Mackenzie 2004; Olvera-Lobo et al. 2007, 2008, 2009; Schäffner 2012); and
- furnishing students with *transferable* skills that allow them to adapt to changing market demands (see Mossop 2003; Pym 2003; Bernardini 2004; Kearns 2006).

The theoretical discussions basically represent these two approaches to translator training. Kearns (2006: 206) refers to these two approaches as the Kiraly vs. Pym camps on translation competence, where Pym (2003: 489) adopts a minimalist definition of translation competence, defining it as “the ability to generate a series of more than one viable target text (TT<sub>1</sub>, TT<sub>2</sub> ... TT<sub>n</sub>) for a pertinent source text (ST)” and “the ability to select only one viable TT from this series, quickly and with justified confidence”, and Kiraly distinguishes between translation and translator competence:

Becoming a professional translator clearly entails more than learning specific skills that allow one to produce an acceptable target text in one language on the basis of a text written in another. That is what I would call ‘translation competence’. Acquiring ‘translator competence’, on the other hand, in addition involves joining a number of new communities such as the educated users of several languages, those conversant in specialized technical fields, and proficient users of traditional tools and new technologies for professional interlingual communication purposes. (Kiraly 2000: 13, bold in original)

The two camps present dissenting opinions on the definition of translation competence and hence the outcomes that translation students are expected to gain during training. The scholars that tend to define translation competence in terms of professional reality assert that a translation student should graduate with word-processing skills and basic localization skills, the ability to work in a team, to translate into L2, to manage a project, to establish effective relations with clients and so on. Their particular focus is on teaching technology and workplace procedures to prospective translators. For instance, Olvera-Lobo (2007: 518) suggests that translator trainees may be expected to “know how to insert an equation into a text, how to present the date in German, and the standard abbreviations for a telephone number in France” or submit target texts to the client in different formats that require the use of specialized software. The defenders of this camp are generally inclined to favor the use of authentic or simulated tasks in translation courses, arguing that future translators need hands-on experience before they are employed on the market. Kiraly (2005: 1109), for example, argues that by enabling students to complete projects under real-life conditions, “we can empower our students as autonomous semi-professionals, ready to move out onto the market upon graduation and assume the expert roles that will be expected of them”. Kelly (2010: 89) holds that training programs should prepare trainees for not only today’s but also future social and market needs, and that this requires trainers to have thorough knowledge of present and future trends on the market as well as “close contact with the market”.

However, the other camp argues that the world of translation and hence the skills that translators require have been changing rapidly. Thus, prospective translators should be equipped with the major skills that take a long time to learn. The following quotation from Mossop is probably familiar to all interested in translator training:

So what are the general abilities to be taught at school? They are the abilities which take a long time to learn: text interpretation, composition of a coherent, readable and audience-tailored draft translation, research and checking, correcting. But nowadays one constantly hears that what students really need are skills in document management, software localization, desktop publishing and the like. I say nonsense. If you cannot translate with pencil and paper, then you can’t translate with the latest information technology. (Mossop 2003a: 20-21)

Thus, the second camp in translator training mainly argues that translators need to gain *translation* competence during training, and need to be trained as flexible professionals so that they can adapt to the *changing* dynamics of the market:

However, not only can universities not guarantee the ‘production’ of good translators, but to attempt to do so would be to deny the contemporary dynamics of the labour market, which increasingly is characterised by rapidly changing employment trends. The best way in which people can be trained to be flexible is to focus on the development of transferable and life-long learning skills which can be adapted to many tasks. (Kearns 2006: 50-51)

After this brief summary of theoretical approaches to translator training, let us take a look at the empirical research which assumes that there is a gap between translator training and the translation market demands, and tries to measure it. Some studies have drawn attention to the lack of market involvement or disregard of market demands in the planning of training programs (see Li 2006, Milton 2001 and 2004, Doğan 2001, and Schellekens 2004). From another

perspective, Ulrych's (2005) study with tertiary translator-training institutions reveals that the majority of programs consider professional criteria in designing courses. Furthermore, the administrators as well as senior translators and revisers in international organizations mostly refer to text-production skills when defining challenges for new recruits (Li 2007) and high-impact but often lacking skills among new recruits (Lafeber 2012). Katan's worldwide study with various stakeholders (2009) also reveals that text-production skills are among the most important that training programs are expected to provide students with. The professional skill most commonly expected from translators is time management (Li 2000, Li 2007, and Lafeber 2012). Li's studies with professionals, students and administrators have all addressed the language-teaching function of translator-training programs, and have suggested that the programs are required to put more emphasis on teaching the foreign language especially.

Thus, the literature provides empirical research suggesting that translator-training programs fail to equip students with *profession-related skills* required to enter the market on one hand, but showing that *text-production skills* are more valuable on the market on the other hand. As a point of departure, this study is predicated on neither of the two theoretical approaches, and does not intend to take sides with the empirical approaches to translator training. It sets out to describe empirically what is actually happening in the object of the study.

### 3. Methodology

The methodology used to describe the current situation comprises three stages: surveys with graduates, interviews with graduates, and interviews with other stakeholders. Mixed methods approach is adopted to support quantitative findings with qualitative data.

In the first place, an online survey was designed for graduates of translator-training programs<sup>1</sup>, as this group of stakeholders is familiar with both training and market practices (supposing that they are employed professionally on the market after graduation). The population of this study comprises all persons holding a four-year undergraduate degree in Translation and Interpreting from universities in Turkey. However, I restricted the study to the graduates of two translator-training programs in Ankara. One being a state university and the other being a foundation-funded university, these institutions represent the two types of universities in the Turkish higher-education system. The main aim of the study was to identify any possible weaknesses in translator-training programs in preparing trainees for the market.

The survey form first asked for demographic data, including sex, age, and educational background. The subsequent questions sought to find out 1) the main roles of graduates (e.g. translator, interpreter, trainer, researcher, etc.) and if they do not work in the translation, interpreting and localization sectors, the reasons for this, 2) professional data, including years of experience in translation, interpreting or localization, specialization areas in translation, and any activities carried out to improve translation skills, 3) whether graduates believe that all professional translators should have a degree in translation or if translation is best learned on the job, 4) how frequently the given course components were dealt with in their training program, 5) how graduates rate the importance of course components with regard to their professional work, 6) their perceptions of how well their academic training prepared them for professional work, and 7) their perceptions of the frequency and forms of interaction between academic training and the translation market. This paper reports the results related mainly to course components perceived by graduates to be important for professional work on the market. For this purpose, the respondents were asked to rate each item in a ready-made list of 15 items on a five-point scale with regard to their importance for professional work as a translator.

Distributed by snowballing in 2010, the survey was completed by 125 graduates of the two programs. The number of respondents that answered all questions in the survey was 89. The respondents were not required to answer every question because not all graduates work as translators currently. Descriptive statistics and frequency tables are used to provide a general overview of responses to each question, and the rates of items listed in the questions regarding the importance of course components. The demographic data related to the respondents is presented in Table 1.

Table 1. Survey respondents

Sex	Number	Rate (%)
Women	105	84
Men	20	16
Total	125	100
Undergraduate degree received from		
State university	89	71.2
Foundation university	36	28.8
Total	125	100
Undergraduate degree received in		
1996 – 2000	14	11.2
2001 – 2005	39	31.2
2006 – 2010	72	57.6
Total	125	100

In the second place, using maximum variation and criteria sampling, which are both purposive sampling methods, I selected twelve graduates for the interviews. Maximum variation sampling, also known as heterogeneity sampling, enabled the representation of the three main roles defined by the graduates of translator-training programs and also the representation of the two universities from which the respondents were selected. In order to gain maximum variation, I selected the most recent graduate and the least recent graduate from each box. The data-collecting instrument was a semi-structured interview protocol that was constructed to gain deeper insight into the link between training and the market from the perspective of graduates, who are now actors on the market. For the purpose of this study, twelve cases that represent the slots in Table 2 were selected to obtain in-depth and first-hand information about conclusions derived from the quantitative phase of the study. The interviews were made in 2012. The textual data were divided into thematic segments in consideration of the main focuses of this study.

Table 2. Survey respondents eligible for being interviewed

Type of university	State university	Foundation university
Profession (main activity)		
In-house translator	22 respondents	4 respondents
Freelancer	10 respondents	2 respondents
Language teacher	6 respondents	2 respondents

In the third place, the initial findings obtained from the graduates were supported with interview findings from other stakeholders, i.e. the owner and project managers in a translation company (employer of graduates) about the recruitment of translators and interaction with training settings, and a founding representative of the translation students association, who was actively interested in training and market procedures during his study and still takes an active part in activities of the association.

#### 4. Findings

##### 4.1 How well academic training prepared for professional work

Graduates of translator-training programs were asked how well academic training prepared them for professional work. Slightly over half of the respondents (51.7%) agreed that the academic training had prepared them *fairly well* and 12.4% said that the training prepared them *extremely well* for professional work, whereas one third of the respondents (34.8%) said that the academic training had provided *only basic preparation*. The result shows that the majority of the respondents (64.1%) have a positive opinion of their training, apparently rejecting the assumption that training practices fail to correspond to market needs. The number of respondents that claimed to have had only basic preparation is nevertheless still high (34.8%). Table 3 provides the results of respondents' answers to how well academic training prepared for professional work.

Table 3. How well academic training prepared for professional work

How well academic training prepared for professional work	Response percent (%)	Response count (n)
Extremely well	12.4	11
Fairly well	51.7	46
Only basic preparation	34.8	31
Badly	1.1	1
Very badly	0.0	0
Total	100	89

##### 4.2 Curricular components important for professional work

Respondents were given a ready-made list of curricular components – developed after an overview of curricula in undergraduate translator-training programs in Turkey – to rate the components that are important for professional work on the translation market. The results are presented in Table 4.

Table 4. Importance of course components for professional work as a translator

Course components	Extremely important	Fairly important	Occasionally important	Rarely important	Not important	Rating average
Communication skills in A language	86.5%	11.2%	1.1%	0.0%	1.1%	4.82
Communication skills in B language	85.4%	11.2%	1.1%	1.1%	1.1%	4.79
Translation practice	84.3%	10.1%	3.4%	1.1%	1.1%	4.75
Specific field knowledge	77.5%	19.1%	2.2%	1.1%	0.0%	4.73
Terminology management	78.7%	15.7%	3.4%	1.1%	1.1%	4.70
Professional work procedures and professional ethics	67.4%	22.5%	7.9%	1.1%	1.1%	4.54
Intercultural communication/cultural issues	66.3%	20.2%	6.7%	3.4%	3.4%	4.43
Research techniques	49.4%	28.1%	13.5%	3.4%	5.6%	4.12
Text analysis	44.9%	28.1%	16.9%	6.7%	3.4%	4.04
Translation technology	42.7%	24.7%	19.1%	5.6%	7.9%	3.89
Discourse analysis and pragmatics	29.2%	36.0%	18.0%	7.9%	9.0%	3.69
Knowledge of linguistics	32.6%	25.8%	21.3%	11.2%	9.0%	3.62
Translation criticism	21.3%	19.1%	23.6%	23.6%	12.4%	3.13
Translation theory	12.4%	14.6%	22.5%	22.5%	28.1%	2.61
Translation history	3.4%	7.9%	25.8%	21.3%	41.6%	2.10

The results indicate that language skills are at the top of the list, and translation criticism, theory and history are at the bottom of the list. The rating averages of almost all items are over 3.5, except translation history (2.10), translation theory (2.61) and translation criticism (3.13). This study puts specific emphasis on the relationship between translation theory and practice, technology used in translation, and professional issues, which are considered significant in discussions with regard to translator training and the market. Survey results combined with interview results are discussed below with reference to each of these specific items.

#### 4.2.1 Theory and practice, or theory versus practice?

The survey of graduates demonstrates that about half of the respondents see translation theory as *rarely important* or *not important* for the profession. Theory ranks next-to-last and practice ranks 3<sup>rd</sup> in the list of curricular components important for professional work. The perceptions of graduates about translation theory do not differ according to the university from which they received the undergraduate degree. Katan (2009), in his global survey, asked the respondents to rate the importance of translation theory module on a 5-point scale, ranging from essential to optional. In the group of translation-trained professionals, 30% of the replies to the question were concentrated on the middle point, i.e. translation theory model is useful, whereas about 25% of the respondents found theory important and another 20% essential (Katan 2009: 143). On the other hand, the respondents without a degree in translation tend to agree that a translation theory module is important (32%) and useful (about 25%) (Katan 2009: 146). In Doğan's (2001) study, graduates suggested that translation programs should establish a link between theory and practice, focus more on practice, work with authentic texts and support computer skills. Li's survey (2000: 132-133) of the Hong Kong market showed that translators mentioned English language and literature (90.5%) and Chinese language and literature (85%) as the most helpful courses, while translation projects (19%), linguistics (19%) and theory (14.3%) received the lowest scores. As revealed by these empirical studies, practitioners generally tend to give low scores to theory in academic training and complain about the lack of connection between theory and practice.

I observed in the interviews that the graduates who have not received theory courses fail to use basic translation terminology and adopt more prescriptive approaches to translation. Thus, what trainers tell about theory is important. Translator trainers may be motivated to use and teach theory more effectively in consideration of the needs of future translators. Graduates do not complain about learning theory, but about the lack of the link between theory and practice.

One of the project managers in the company suggested that translation criticism is a very useful course component for preparing prospective translators for translation practice if students are allowed to work with good translations of various types of texts. He added that this course is mostly dedicated to literary translation criticism, even though only a slight proportion of graduates are employed as literary translators. The employers in this company stated that they can teach computer-assisted translation (CAT) tools to new recruits in the office if they already have basic knowledge of the functioning of these tools, but cannot teach them legal or medical translation. If students desire to work in a translation company, they must be prepared to work with diverse types of texts. That is why the place of literary translation in translation curricula may be reconsidered in view of employment opportunities for graduates.

The stakeholders mostly concentrate on the link between theory and practice, and find theory useful if it is for the sake of practice. However, it is worthy of note that one interviewee, the founding member of translation students' association – now an actor on the market – mentioned that theory should be a part of training programs for the sake of science, i.e. for the improvement of Translation Studies as a science. He added that first trainers should be convinced about the benefits of theory for both practice and the discipline. Then students will easily comprehend the use of theory, and will not reject learning theory.

#### 4.2.2 Technology: expectations and challenges

The survey suggests that 65% of graduates believe that technology is *extremely* or *fairly important* for professional work. However, it ranks 10th in terms of importance in the 15-item list of course components. In the group of interviewees, only one of 12 graduates (9 of them are translators) reported using translation memories in professional work. The others also argued that it is important to learn translation technologies, but they were using only word-processing tools and the Internet for translation purposes.

In interviews, when the graduates were asked about the use of technology in translation, they mentioned five purposes: 1) simply using word-processing tools to type a translation, 2) using the Internet to seek information, 3) using social media to remain up-to-date on both global events and progress in the translation world, 4) using technologies to communicate with and exchange information with clients and colleagues, and 5) using specifically translation technologies. It is worth noting that relatively older graduates among interviewees complained about the lack of a computer laboratory where they would be able to type their translations and use the Internet, whereas recent graduates are expectedly more inclined to use translation-specific terms such as CAT tools or translation memories (TMs). The interviews have shown us that the graduates employed in more competitive settings, i.e. on the freelance market and in translation agencies, are more inclined to use translation technologies, and strongly agree that translation technologies as well as communication technologies should be learnt during training. In this context, working in a competitive environment means “not being an in-house translator”. In the interviews, one translator – earning his life only from freelancing – and the owner and project managers in the company were the interviewees that put the most emphasis on the importance of teaching technology.

The graduates' reports suggest that they use the Internet for information mining and keeping up-to-date with the latest developments in translation, and the communication technologies for keeping in touch with clients. For instance, one of the interviewees, employed as an in-house translator, stated that social media could be used more effectively to improve language skills of future translators and to enable them to familiarize with the translation world. Another interviewee drew attention to the globalizing translation market, and added that he usually received work from international clients (mostly companies based in a foreign country), working from his home in Istanbul. As a freelancer, he highlighted that technology provided him with the mode of working that he has always dreamt of, in addition to allowing him to translate faster and thus to respond more easily to market demands.

Both recent and older graduates contended that technology-related knowledge was limited to the knowledge of the instructors, and no systematic training on technology was offered. Even the graduates not employed on the translation market believe that they need to acquire basic technology skills during the training in order to enter the market more confidently and not to waste time gaining basic skills after being employed. Three graduates added that employers or colleagues in the work place are usually reluctant to help novice translators learn these skills.

The employers/professionals (owner and project managers of a translation company) argued that the most important requirements of the translation market today are quality and speed. Translators need translation technologies and advanced word-processing skills to achieve both speed and quality to complete a translation task. The employers suggested that every student planning to be a translator should receive advanced word-processing training to be able to solve problems when working with different file formats. A four-year training program may not guarantee the inclusion of such a component, due to lack of competent trainers or time constraints related to the curriculum. However, trainers should at least inform students that this is one of the main requirements of the modern translation market.

Supporting this point of view, the representative of the student association was against Mossop's argument that if one cannot translate with pencil and paper, they cannot translate with the latest technology. He argued that pencil, paper and print dictionaries were the tools used to translate in the past; however, today, they are replaced by computers and technologies. Therefore, claiming that they teach the practice of translation, translator-training programs must teach computer and technology skills as well. He also held that associating translation technology only with translation practice or sector does not make sense. Translation practice is a part of Translation Studies, and hence translation technology is a part of translation practice. Not only practicing translators but also practicing translation scholars need technology.

The Internet has transformed translation from a paper-based activity to a computer-based activity, as a result of which the market now demands faster, more competitive and versatile translators (Byrne 2007). Translator-training programs are expected to teach the basics of translation-specific technologies, including translation memories and terminology management software. They can also teach how to make effective use of the Internet in the translation process and for secondary purposes such as seeking work, communicating with colleagues or self-improvement through online programs. Yet, adding individual technology courses in the curriculum does not always mean that the program teaches technology. There is a need to integrate technologies into translation practice courses. One of the most effective ways of doing this is authentic or simulated tasks used in training (for the most recent examples see Kiraly et al. 2016).

#### 4.2.3 Professional work procedures: on-the-job and in-school training

The survey of graduates shows that 90% of the respondents believe professional issues are *extremely* or *fairly important* for professional work. The interviewees were also asked to what extent they learned and they would prefer to have learned about professional issues and the functioning of the translation market. The highlights in graduates' reports about learning professional issues and gaining professional skills during training may be summarized as follows:

1. Work placement is important and is a significant opportunity to learn about the profession during the training.
2. The more trainers work on the market, the more they know about the market. Younger trainers have more market experience.
3. Students generally gain knowledge of the market through their own efforts, whether it be from professionals or trainers. Such information is not provided systematically in the training process.
4. Legal rights of translators and financial issues, e.g. taxation, particularly related to freelancing may be offered as an individual course in translator-training programs. Thus, upon graduation, more translators may choose freelancing, rather than seeking a safer job or an unsatisfying in-house job.
5. Managing time in a project, meeting a deadline or establishing effective written and verbal communication with clients are considered details of the profession. But the contemporary world is more demanding in terms of speed, work discipline and communication. Thus, if translators acquire these skills before graduation, they "take stronger and more self-confident steps when they enter the market", as argued by one of the freelancing translators (I6). Otherwise, graduates have to grope their way in the market after graduation, which is a challenging process that may result in discouragement or exploitation of new graduates, or they may seek a safer profession that has more established recruitment and performance standards (which seems to be language teaching, according to the survey data).

The interviews with graduates suggest that, again, the graduates employed in more competitive settings, namely freelancers and company translators, mentioned more about professional issues such as time management, speed, pricing and invoicing, translator and translation-related legislation, ethical issues in translation and so on.

The suggestions to improve student skills related to professional work procedures and ethics mostly focus on work placement, which allows professionals (or employers) and trainers (or training program designers) to get familiar with each others' procedures, and exchange information. Working with trainees, employers identify the strengths and weaknesses of training programs with regard to market expectations, and can communicate their demands to training programs based on more sound justifications. On the other hand, training programs may indirectly have a say in market procedures through their students that have developed greater awareness of translation practice and ethics owing to academic training. Thus, work placement component of a training program has effects on both the quality of training in the university and the quality of translation on the market.

However, the interviewees also referred to drawbacks of work placement. Two interviewees warned against the tendency of workplaces to exploit translation students, and stated that negative workplace experience may play a discouraging role in future career choice of students. The interviewees drew attention to the reluctance of employers to recruit trainees. Two interviewees suggested that the training program may get in touch with work places, including those of former graduates, to create a sort of pool for trainees. The interviewees further argued that the training program should set criteria for the selection and completion of the placement, and supervise the process. Otherwise, students tend to see it as a waste of time, not taking full advantage of it.

The employers agreed that work placement is an important opportunity to learn what is going on in the market. Yet, they believe that students need to develop awareness of the importance of this experience, and see this process as a chance to shape future career plans. When seeking a placement, students should ask what they will learn during the workplace training (ask for example with which types of texts they will work or which translation technologies they will learn and use) to make best use of the process. Otherwise, they may find themselves translating the same long text during the whole period of the placement.

Considering that employers and training programs have common interest in work placement, the parties should cooperate to ensure that students make the best use of it.

The interviewees see trainers employed professionally on the market or professionals teaching in the program as a sort of cooperation between the training and the market, and tend to criticize training programs for the lack of such cooperation. It is also worthy of note that several interviewees perceive interpreter training closer to the market than is translator training. The graduates said that the interpreting courses are mostly delivered by professionals employed in

the market, and that they had been to conferences in these courses to observe and in some cases to experience interpreting practice. Translation courses were nevertheless delivered by trainers in the department who generally have limited professional experience in translation.

Another form of interaction and cooperation is inviting professionals to the classroom so that they share experiences with future translators. One of the recent graduates argued that, as most trainers in programs may not have recent professional experience as a translator, the seminars with professionals and employers are useful for receiving up-to-date information about market practices. However, several graduates interviewed, again, referred to drawbacks of this. One of them, probably with his past experience as a translator trainer, pointed out that students are usually not mature enough to understand what professionals say. Another one warned against the content and tone of professionals' talks, which she usually found discouraging. This argument related to motivating students is disagreed by the employers who report that future translators are mostly inculcated with the idea that they cannot earn well as pure translators employed in a company or as a freelancer. That is why students tend to look for another job, e.g. language teaching, after graduation.

With regard to professional work procedures, the employers noted that speed is mostly more important than quality on the market. Some documents were translated just for the purpose of being archived. In those cases, there may be no need to produce high-quality translations, but to submit the work on time. They expect translation students to graduate with thorough knowledge of the profession, e.g. at least with the patience to sit in front of the computer for long hours, and the discipline to complete a project by the deadline. They argued that students acquire limited knowledge of the translation market and translation work procedures during their study. Students that have started translating for the market during their study become more successful translators. Thus, the market also assumes a sort of training role.

One of the problems that the employers observed in applications is CV writing. Graduates need to know what to include in a CV, how to add a photograph, and even what kind of photographs they should use in the CV. In the CV, the employers demand specific information on each translation job or project completed (i.e. content and volume of the work) in the form of a list. Students may not be aware of this need. However, when trainers are informed of what is expected from their graduates, they can guide students on CV writing as well.

The representative of the translation students' association contended that motivating students to be translators is one of the main problems in translator training. In training programs, on the one hand, trainers recite the importance of translation in the globalizing world. However, on the other hand, they paint a dark picture of the translation market and encourage students to choose options other than translation. The translation market certainly does not function perfectly, and there are companies in the sector that survive by exploiting novice translators in particular. However, this does not mean that the whole sector is awful. The tendency to demotivate students at universities mostly derives from trainers' lack of information or misinformation about the workings of the market. Trainers should be aware that they could contribute to the improvement of the sector by training translators to become more aware of their responsibilities and rights. For instance, a course on "The Translation Profession and Rights of Translators" may be added to the curriculum. When they graduate, translators do not know the limits of their liabilities and rights. This is an important issue, and since there is no governing authority, the market manipulates the whole process.

He argued that, if the academy sets one of its aims as teaching practice to translation students, then they are required to teach the translation profession as well as translation technologies, which are components of the practice. Translation professionals, particularly company owners and freelancers, have much to do with invoicing and taxation. Thus, these also fall within the scope of Translation Studies, and the most readily available setting to teach these issues to prospective translators is the university. However, the university expects students to learn these procedures through their own efforts. This is the point where students start questioning the function of university training. This approach may also support the thesis that there is no need for university training in order to be a translator. In order to refute this thesis, profession-related issues should be focused on more intensively in the university.

The interviews with graduates have provided significant conclusions regarding what the market expects from the programs that train future translators, what graduates think about the link between training and the market, and how to bring together professionals, trainers and students. The undergraduate programs in translation (and interpreting), as training programs in the university context, do not hold the sole purpose of training professionals for the market. In line with the principles of academic education, they need to cultivate individuals' mind. But still, one of their aims is to train professionals for the market, which requires updating the content regularly and cooperating with the market to respond to their needs.

## 5. Conclusion

The point of departure in this study was that translator training and the translation market – as two parties to translation service provision – should be in close interaction in order to improve the quality of training in higher-education institutions and the quality of translations done on the market. Translation programs in higher-education institutions train the labor force for the translation market. Thus, the more they are aware of market demands, the better they should be able to respond to market needs in their curriculum design. On the other hand, the translation market employs the graduates of translation programs and needs a well-qualified labor force. Thus, the more market stakeholders interact with training institutions and the more they provide feedback to these institutions, the more they can contribute to curriculum and course design in training programs. The relationship between translator training and the translation market is shown in Figure 1.



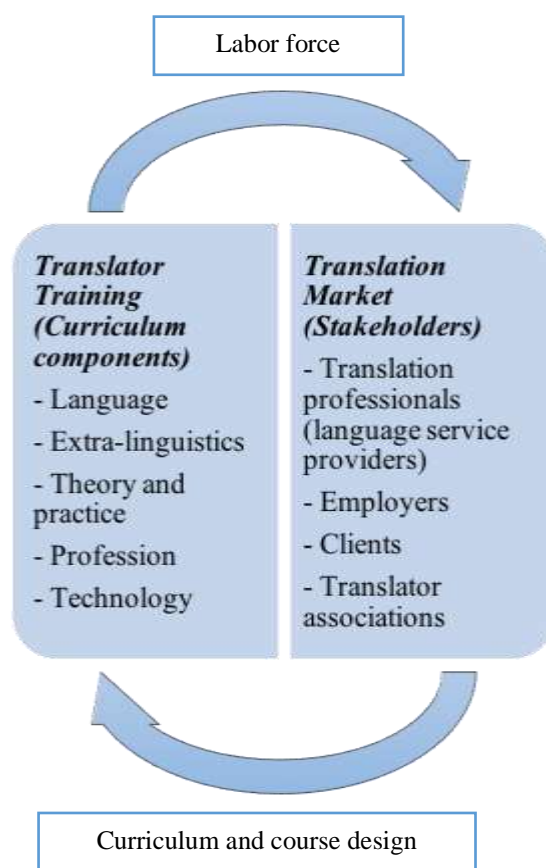


Figure 1. Relationship between translator training and the translation market

In the present study, almost all the stakeholders agree that there is a need for greater interaction between training and the market, and that the elements that prepare students for the market should find a place in the translation curricula. However, the results suggest that there is a need to handle the efforts to solve the problems related to training and the profession with the involvement of various stakeholders in a more *systematized* way. Furthermore, it is desirable to integrate market-training elements into training practices rather than offer only in individual courses – including translation technologies and professional work procedures and ethics. This requires all trainers in a program to become familiar with what awaits trainees when they enter the market.

The study is expected to have some major implications on translator-training and curriculum-design practices. First, the desired elements should be present in all programs that aim for the market. In order to ensure this, there is need for closer contact with stakeholders outside of the academy. Second, as mentioned insistently by one of the interviewees and the employers, the translation market has been globalizing. Thus, the training should globalize, too. Through mobility and work placement agreements, the institutions in different countries should cooperate to ensure international agreement on some basic principles. The present efforts seem to remain at national and even institutional level.

## References

- Aula.int. (2005). Translator Training and Modern Market Demands. *Perspectives: Studies in Translatology* 13 (2): 132-142. Available: <http://www.tandfonline.com/doi/abs/10.1080/09076760508668982> (December 2016). <http://dx.doi.org/10.1080/09076760508668982>.
- Bernardini, S. (2004) The Theory Behind the Practice: Translator Training or Translator Education? In K. Malmkjær (Ed.), *Translation in Undergraduate Degree Programmes* (pp. 17-29). Amsterdam & Philadelphia: John Benjamins.
- Byrne, J. (2007). Translation and the Internet: Changing the Face of an Industry. In I. Kemble (Ed.), *Translation Technologies and Culture* (pp. 23-34). Portsmouth: University of Portsmouth.
- Doğan, A. (2001). Eğitimden Piyasaya: Çevirmenlik Mesleği [Translation Profession: From Education to the Market]. *Hacettepe University Journal of Translation Studies* 11: 75-90.
- Katan, D. (2009). Translation Theory and Professional Practice: A Global Survey of the Great Divide. *Hermes* 42: 111-153. Available: [http://download2.hermes.asb.dk/archive/download/Hermes-42-7-katan\\_net.pdf](http://download2.hermes.asb.dk/archive/download/Hermes-42-7-katan_net.pdf) (December 2016).
- Kearns, J. (2006). Curriculum Renewal in Translator Training: Vocational challenges in academic environments with reference to needs and situation analysis and skills transferability from the contemporary experience of Polish translator training culture. Doctoral Thesis. Dublin: Dublin City University.

- Kearns, John. (2008). The Academic and the Vocational in Translator Education. In J. Kearns (Ed.), *Translator and Interpreter Training. Issues, Methods and Debates* (pp. 184-214). London: Continuum.
- Kiraly, D. C. (2000). *A Social Constructivist Approach to Translator Education: Empowerment from Theory to Practice*. Manchester & Northampton: St Jerome.
- Kiraly, D. (2005). Project-Based Learning: A Case for Situated Translation. *Meta* 50 (4): 1098-1111. <https://www.erudit.org/revue/meta/2005/v50/n4/012063ar.pdf> (December 2016).
- Kiraly, D. et al. (2016). *Towards Authentic Experiential Learning in Translator Education*. Göttingen: Mainz University Press.
- Lafeber, A. (2012). *Translation at Inter-Governmental Organizations: The Set of Skills and Knowledge Required and the Implications for Recruitment Testing*. Doctoral Thesis. Tarragona: Universitat Rovira i Virgili. Available: [http://isg.urv.es/publicity/doctorate/research/theses/LAFEBER\\_thesis\\_2012.pdf](http://isg.urv.es/publicity/doctorate/research/theses/LAFEBER_thesis_2012.pdf) (September 2016).
- Li, D. (2000). Tailoring Translation Programs to Social Needs: A Survey of Professional Translators. *Target* 12(1): 127-149.
- Li, D. (2002). Translator Training: What Students Have to Say. *Meta* 47 (4): 513-531. Available: <https://www.erudit.org/revue/meta/2002/v47/n4/008034ar.pdf> (December 2016).
- Li, D. (2006). Making Translation Testing More Teaching-oriented: A Case Study of Translation Testing in China. *Meta* 51 (1): 72-88. Available: <https://www.erudit.org/revue/meta/2006/v51/n1/012994ar.pdf> (December 2016).
- Li, D. (2007). Translation Curriculum and Pedagogy. Views of Administrators of Translation Services. *Target* 19 (1): 105-133.
- Mackenzie, R. (2004). The Competencies Required by the Translator's Roles as Professional. In K. Malmkjær (Ed), *Translation in Undergraduate Degree Programmes* (pp. 31-38). Amsterdam & Philadelphia: John Benjamins.
- Milton, J. (2001). To Become a Translator or to Improve Language Skills? Why do Brazilian Students Choose University Translation Courses? *TRADTERM* 6: 61-81.
- Milton, J. (2004). The Figure of the Factory Translator: University and Professional Domains in the Translation Profession. In D. Gile, G. Hansen, & K. Malmkjær (Eds.), *Claims, Changes and Challenges in Translation Studies: Selected Contributions from the EST Congress, Copenhagen 2001* (pp/ 169-179). Amsterdam & Philadelphia: John Benjamins.
- Mossop, B. (2003). What Should be Taught at Translation School? In A. Pym, C. Fallada, J. R. Biau, & J. Orenstein (Eds.), *Innovation and E-Learning in Translator Training* (pp. 20-22). Tarragona: Universitat Rovira i Virgili. Available: [http://www.intercultural.urv.cat/media/upload/domain\\_317/arxiu/Innovation/innovation\\_index.pdf](http://www.intercultural.urv.cat/media/upload/domain_317/arxiu/Innovation/innovation_index.pdf) (December 2016).
- Olvera-Lobo, M. D. et al. (2007). A Professional Approach to Translator Training (PATT). *Meta* 52 (3): 517-528. Available: <https://www.erudit.org/revue/meta/2007/v52/n3/016736ar.pdf> (December 2016).
- Olvera-Lobo, M. D. et al. (2008). Student Satisfaction with a Web-based Collaborative Work Platform. *Perspectives: Studies in Translatology* 15 (2): 106-122. Available: <http://www.tandfonline.com/doi/abs/10.1080/13670050802153848> (December 2016).
- Olvera-Lobo, M. D. et al. (2009). Teleworking and Collaborative Work Environments in Translation Training. *Babel* 55 (2): 165-180.
- Pym, A. (2003). Redefining Translation Competence in an Electronic Age. In *Defence of a Minimalist Approach*. *Meta* 48 (4): 481-497. Available: <https://www.erudit.org/revue/meta/2003/v48/n4/008533ar.pdf> (December 2016).
- Schäffner, C. (2012). Translation Competence: Training for the Real World. In S. Hubscher-Davidson, & M. Borodo, *Global Trends in Translator and Interpreter Training: Mediation and Culture* (pp. 30-44). New York & London: Bloomsbury Academic.
- Schellekens, P. (2004). *Workforce Research on Interpreting and Translation. Analysis of Responses from Individual Interpreters and Translators, Agencies and Organizations, Course Providers*. London: CILT.
- Ulrych, M. (2005). Training Programmes. Programmes, Curricula, Practices. In M. Tennent (Ed.), *Training for the New Millennium. Pedagogies for Translation and Interpreting* (3-33). Amsterdam and Philadelphia: John Benjamins.

## Notes

Note 1. The questionnaire was posted at <http://www.surveymonkey.com/s/YHWKQ2H>.